

Yuba Community College

**Institutional Self Evaluation Report in Support of Reaffirmation of
Accreditation**

Submitted by:

Yuba Community College

2088 North Beale Rd

Marysville, CA 95901

Submitted to:

Accreditation Commission for Community and Junior Colleges, Western Association of Schools
and Colleges

Submitted July 2018

Institutional Self-Evaluation Report – Certification

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Dr. G. H. Javaheripour, President
Yuba College
2088 North Beale Rd
Marysville, CA 95901

This institutional Self-Evaluation Report is submitted to the ACCJC for assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. G. H. Javaheripour, President

Michael Pasquale, Governing Board President

Dr. Sonja Lolland, Accreditation Liaison Officer

Gregory Kemble, Faculty Senate President

Teresa Dorantes-Basile, California School Employees Association President

Paul Clauck, Associated Students of Yuba College President

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Introduction

The Yuba Community College District (YCCD) spans eight counties and nearly 4,200 square miles in rural north-central California. YCCD became a multi-college district in 2008 and includes two colleges, centers in Clear Lake and Sutter County, and outreach operations in Williams and on Beale Air Force Base. A seven member Board of Trustees and two student trustees govern the District. YCCD has a rich, ninety-year history. During the 1974-1975 academic year the district expanded to serve students in eight northern California counties including: Butte, Colusa, Glenn, Lake, Placer, Sutter, Yolo, and Yuba. The large district includes portions of the Sierra foothills, Central Valley and Coastal Range--distinct regions with unique opportunities and challenges. The Woodland Campus opened in 1975 and earned accreditation in June 2008. Woodland Community College's accreditation created a multi-college district. At this time, Woodland Community College has its main campus in Woodland and operates the Colusa County Outreach Center and the Clear Lake Campus. Yuba College's main campus is located at 2088 North Beale Road in Marysville and the College operates the Sutter County Campus located at 3301 E. Onstott Road in Yuba City and Beale Air Force Outreach Center located at 17849 16th Street Room 117 on Beale Air Force Base. The new, district office opened in 2017 and is located at 425 Plumas Street, Suite 200 in Yuba City.

Yuba College was founded in 1927 and opened its doors to students on the site of Maryville High School. In 1937, the College moved across the street and served nearly 1,000 students from the rural communities of Yuba City, Live Oak, Gridley, Colusa, Wheatland and Oroville. Yuba College flourished in the post-war years as veterans took advantage of the G.I. Bill. At this time Yuba College expanded its offerings, previously focused on transfer, to include vocational and technical programs. Yuba College opened on its current site, 2088 North Beale Road in Marysville during September of 1962. The campus sits on 160 acres.

During the 2001-2002 academic year, Yuba College reached its peak enrollment of over 16,600 students. In 2006, voters approved Measure J to update and expand the College's buildings and infrastructure. Several buildings, including Liberal Arts, the Theater and Learning Resource Center, were renovated. A new building for the Allied Health and Public Safety programs was constructed and opened its doors for classes in the fall of 2011.

In addition to the main campus Yuba College historically operated three educational sites: Clear Lake Campus Center, Sutter County Campus Center, and the Beale Air Force Base Outreach Center. The Sutter County Campus (SCC) opened for classes in the fall of 2012 and is eight miles from the main campus. The Sutter facility is 55,000 square feet and contains 18 classrooms, including two lecture halls, two computer labs, and a science lab. The Sutter County Campus serves the surrounding community and the majority of students feed from River Valley High School and Yuba City High School. Currently eleven degrees and certificates can be completed entirely at the Sutter Center.

A variety of courses continue to be offered at the Beale Air Force Base Outreach Center, primarily in the late afternoon and evenings. This site has been experiencing declining enrollments over the last five years. Currently, Yuba College offers eleven academic programs leading to certificates and/or degrees without full-time faculty. The major development for Yuba College since the last accreditation cycle was the 2016-2017 realignment of the Lake County Center (LCC) with Woodland Community College and acceptance into the California Guided Pathways Initiative. In addition, Yuba College will begin offering

Bachelor's degrees in Early Childhood Education beginning in Fall 2018 via an agreement with California State University Sacramento.

Many of Yuba Colleges career technical programs maintain programmatic accreditation.

- Accounting Program, there are two (2) external accrediting bodies:
 - California Tax Education Council (CTEC)
 - Internal Revenue Service (Approved Continuing Education Provider)
- Auto Tech - NATEF National Automotive Technician's Education Foundation Nursing - California Board of Registered
- Nursing CDC - NAEYC (National Association for the Education of Young Children)
- ECE - CCCECE (California Community College of Early Childhood Educators)
- Psych Tech. California Board of Licensed vocational nursing and psychiatric technician.
- Rad Tech- JRCERT (Joint Review Committee on Education in Radiologic Technology),
- California Department of Health Services Radiation Health Branch Human Services- CCAPP (Consortium of Addiction Programs and Professionals)
- Police Academy - POST. (Peace officers standards and training) 832 PC. - POST & STC Peace officers standards and training and Standards and Training in Corrections POCC, COCC. & JCOC. - STC. (Standards and training in Corrections)
- Fire Academy. - State fire Marshall's office
- EMT. - SSV & NREMT
- Vet Tech - American Veterinary Medicine Association

Today with the realignment, Yuba College enrollment is just under 9,500 students. The majority of students state that their educational goal is to transfer, obtain an AA/AS degree without transfer, or obtain a vocational certificate. Most students are studying part-time, in the 18-24 age group, and sixty percent are female. Student headcount for Yuba College has remained flat or declined for all age groups except for 0-17. Fulltime Equivalent Students (FTES) has declined 24 percent from 2008-2009 to 2014-2015. There has also been a decline in full-time students and enrollment and headcount have trended downward significantly at the Beale Air force Outreach Center (**Fact Book and EMP**).

The regional population of both Sutter and Yuba counties are projected to continue to grow, but at a very slow rate (less than 1% compound annual growth rate). Only two communities in the College's service area, Linda and Plumas Lake, are expected to grow above the County and State Averages (**Yuba College EMP**). In the Yuba College effective service area, the portion of the White population is expected to decrease by 2.4% between 2016 and 2021 while other racial groups are projected to

increase. The proportions of Hispanic, Black, and Asian will continue to increase in the key service areas for Yuba College (**Yuba College EMP**).

The Yuba County median household income declined from 2010 to 2014 and only increased by 0.28 in Sutter County for the same period. Seventeen percent of Yuba County families and 14 percent of Sutter families lived at or below the poverty level in 2014. These proportions are higher than poverty levels statewide. In 2016, Plumas Lake reported the highest median household income of \$94,734. Projections of household income to 2021 forecast that incomes will increase in all areas except Beale AFB, Live Oak, Loma Rica, and Marysville (**Yuba College EMP**).

The Yuba and Sutter County regional area (Yuba City Metropolitan Statistical Area) has suffered high unemployment rates in comparison to state averages. Household poverty rates are above state averages and educational attainment is below state averages. Historically, almost half of the employment opportunities in the two-county region have been in public sector occupations. The second most common employment industry has been trade, transportation, and utilities. Farming and education (private) and health services industries are also very large historic industries for employment (**Yuba College EMP**).

Yuba County is heavily dependent on the public sector. With 5,800 workers, government agencies account for 39 percent of total civilian wage and salary jobs (**Yuba College EMP and Yuba County Economic Forecast**). Professions with the highest growth are projected to be personal care aides, retail sales, nursing, food preparation, construction, customer service, and accounting and business. Professions requiring a degree and some college with growth include: nursing, heavy tractor-trailer truck drivers, medical and nurse assistants, medical records technician, and computer support specialists. Yuba College finds itself in a position to support these in demand areas.

Presentation of Institutional Data and Institution-Set Standards

In order to support the data needs for the development of the Educational Master Plan and this institutional self-evaluation report and to provide relevant resources for the College community, the Office of Research, Planning and Student Success contacted with an independent researcher to prepare a comprehensive Fact Book in Fall 2016 which includes the following sections:

- External Scans & Service Area Data (pp. 6-19)
- Internal District Data (pp. 21-40)
 - Enrollment trends
 - Student Profile & Demographics
- Educational Effectiveness & Student Services (pp. 41-70)
 - Grades Awarded by Term
 - Top 15 Degrees and Certificates
 - Retention and Success
 - Persistence
- Placement Test Scores & Momentum Points (pp.71-75)
 - Course Placement
 - Completion 30 Units, Math, English, ESL
- Operational Effectiveness (pp. 76-79)
- Distance Learning (pp. 80-112)
 - Enrollment Trends
 - Student Profile & Demographics
 - Retention and Success
- Campus Location
 - Marysville Campus (pp.113-145)
 - Enrollment Trends
 - Student Profile & Demographics
 - Student Outcomes
 - Beale Campus (pp.146-177)
 - Enrollment Trends
 - Student Profile & Demographics
 - Student Outcomes
 - Sutter Center (178-210)
 - Enrollment Trends
 - Student Profile & Demographics
 - Student Outcomes

The Fact Book includes the charts, and data that explain and augment the data snapshots provided in the Educational Master Plan and this institutional self-evaluation report. The data referenced below can be found in the Internal and the Educational Effectiveness sections of the Fact Book. Data discussed here had Clearlake removed from the samples to provide a more accurate picture of Yuba Colleges data in light of Clearlake's realignment with Woodland College.

Enrollment Trends

- Yuba Colleges annual unduplicated headcount enrollment has declined from 9,856 to 9,399, a 4.64% decline from 2011-12 to 2014-15. The 10,031 unduplicated headcount in 2015-16 represent a 6.3% increase from 2014-15.

- Yuba Colleges annual enrollment has declined from 46,121 to 40,094 (a 13.06% decline) from 2011-12 to 2014-15. The 42,199 enrollment in 2015-16 represent a 4.99% increase from 2014-15.
- Approximately 30% of Yuba Colleges students enroll in at least 12 units per term. Approximately 2% enroll in non-credit courses.
- Over 98% of Yuba College's total annual unduplicated student population enrolls in one or more credit courses annually.
- Headcount and enrollments for all age groups at Yuba College has been flat or slightly declining except for the high school age population (less than 18 years old); which has more than doubled from 2011-12 to 2015-16 from 508 to 1,151 unduplicated students.
- Headcount and enrollments for all Yuba College campus locations has been flat or slightly declining. The main campus has seen the sharpest decrease in unduplicated headcounts from 8,891 in 2011-12 to 6,917 in 2015-16, while the Sutter Center has seen the most growth with 3,606 in 2012-13 to 5,321 in 2015-16.

Student Demographic Data

- For the past five years, female students represent about 60% of Yuba Colleges student population.
- Students that describe their ethnicity as White have seen a steady decline, from 45.07% in 2011-12 to 37.16% in 2015-16, while students that identify as Hispanic have largest increase from 27.65% in 2011-12 to 34.67% in 2015-16. Students that identify as Asian have also see a slight increase from 13.38% in 2011-12 to 15.15% in 2015-16. This shift reflects the changes projected for the service area populations.
- All age groups at Yuba College has been flat or slightly declining over the last five years, except for the high school age population (less than 18 years old); which has more than doubled from 2011-12 to 2015-16 from 4.13% to 9.80%.
- Approximately 90% of all students enrolled at Yuba College have received a High School diploma or equivalent.
- Nearly 60% of students enrolled at Yuba College identify an education goal that includes transfer to a 4-year university.
- The vast majority of Yuba College students are identified as coming from economically disadvantaged backgrounds with 56% receiving Pell Grant in 2015-16, and 96% receiving a BOG Fee Waiver.
- The number of students with disabilities enrolled at Yuba College has stayed relatively flat over the past five years.
- The number of students identified as Veterans or Veteran Dependents enrolled at Yuba College has stayed relatively flat over the past 5 years.
- The number of EOPS students enrolled at Yuba College has risen from 631 in 2011-12 to 849 students in the 2015-16 academic year.
- Over 80% of all students enrolled at Yuba College reside in Yuba or Sutter County.
- Over the last five years, Yuba College has seen a decline in the percentage of continuing students persisting. From a high of 66.54% during the 2011-12 academic year to 60.7% in 2015-16. At the same time special admitted K-12 students has risen from 1.97% in 2011-12 to 7.71% in 2015-16.

Organization of the Self-Evaluation Process

In order to embed accreditation in the ongoing governance process at Yuba College, the College Effectiveness and Accreditation Committee (CEAC) was established in 2012-2013. CEAC organized the Self-Evaluation process over a several-year period.

In Spring 2016, an Accreditation Self-Study Liaison/Faculty Co-Chair was selected for a multi-year release time position starting 2016-2017. The coordinator was tasked, in her accreditation capacity, to collaborate closely with the Accreditation Liaison Officer (ALO) in spearheading the accreditation effort. An organizational change occurred in Spring 2017 when the faculty Co-Chair stepped down from this position. In Spring 2017, a new Accreditation Self-Study Liaison/Faculty Co-Chair was selected for 2017-2019. For over two years, the faculty co-chair and ALO met weekly to oversee the self-evaluation process.

Brian Jukes	Administration	Accreditation Liaison Officer (2015-2016)
Sonja Lolland	Administration	Accreditation Liaison Officer (2016-present)
Brian Jukes	Faculty	Accreditation Self-Study Liaison/Faculty Co-Chair (2016-2017)
Elena Flacks	Faculty	Accreditation Self-Study Liaison/Faculty Co-Chair (2017-2019)

In August 2016, a group of approximately 40 faculty, classified staff, and administrators was recruited to serve on eleven Writing Teams for Standards IA, IB, IC, IIA, IIB, IIC, IIIA, IIIB, IIIC, IIID, and IV. A Standard Lead writer was recruited for each team, in addition to one or two Standard Chairs/Co-chairs. The remaining team participants were carefully selected to include representation from various constituent groups as well as to provide the required expertise relevant to each Standard.

Writing Teams

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	Role	Standard Lead: Martin Gutierrez
Standard I.A. Mission	Administration	Martin Gutierrez
	Faculty	Kiara Koenig
Standard I.B. Assuring Academic Quality	Faculty	Talwinder Chetra

And Institutional Effectiveness		
	Faculty	Ruth Tamulonis
	Faculty	Maris Wagener
	Administration	Karsten Stemmann
Standard I.C. Institutional Integrity	Faculty	Jose Munoz
	Faculty	Brian Vizzusi
	Classified	Leanne Landis
	Administration	Carla Tweed
Standard II. Student Learning Programs and Support Services		Standard Co-Lead: Angela Willson and Delmy Spencer
Standard II.A.: Instructional Programs	Faculty	Angela Willson (Sub-Standard Co-Chair)
	Faculty	Meridith Selden
	Faculty	Sherry Spina
	Faculty	Kyle Mathis
	Administration	Daren Otten (Sub-Standard Co-Chair)
Standard II.B: Library and Learning Support Services	Faculty	Christopher Noffsinger
	Faculty	Elena Flacks/James Wagner
	Classified	April Nunez
	Classified	Julie Miller
	Administration	Carla Tweed (Sub-Standard Chair)
Standard II.C.: Student Support Services	Faculty	Kelly Boren
	Administration	Amandeep Kandola
	Administration	Cristina Sanchez
	Administration	Delmy Spencer (Sub-Standard Chair)
Standard III. Resources		Standard Lead: Roy Martin
Standard III.A: Human Resources	Administration	Pete Villarreal
	Administration Faculty	Roy Martin Ron Turner

Standard III.B. Physical Resources	Administration	Karen Stanis
	Administration	Roy Martin
Standard III.C. Technology Resources	Administration	Kristina Vannucci
	Administration	Roy Martin
Standard III.D. Financial Resources	Administration	Martin Gutierrez
Standard IV: Leadership and Governance		Standard Lead: Greg Kemble
Standard IV.A: Decision Making Roles and Processes	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Administration	Anabel Toche
Standard IV.B.: Chief Executive Officer	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Administration	Anabel Toche
Standard IV.C. Governing Board	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Administration	Anabel Toche
Standard IV.D. Multi-College Districts or Systems	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Faculty	Anabel Toche
Other Report Sections and Super Readers:		Brian Jukes

Introduction, History, Quality Focus	Faculty	Brian Jukes
Essays, Student Achievement and		
Institution Set Standards		
	Faculty	Dan Turner
	Classified	Cassie Leal
	Administration	Erick Burns
	Administration	Daren Otten
	Administration	Sonja Lolland
	Administration	Karen Stanis
	Administration	Kristina Vannucci

In addition to the eleven teams working directly on the Self-Evaluation, another group consisting of the College President, Vice President, Faculty Accreditation Co-Chair and the College Effectiveness and Accreditation Committee undertook the task of evaluating the institution from the perspective of Accreditation Standards. The goal was to uncover possible gaps in performance, establish a plan of action for each, and address, to the extent possible, all gaps within a proposed timeline. Gap analysis meetings were held in Fall 2017, a list of potential gaps generated, and responsible parties identified to spearhead action plans in his/her area.

In examining gaps, specific areas emerged as good candidates for the multi-year action projects of the Quality Focus Essay (QFE). Using the areas for improvement as a foundation, CEAC decided on the areas for the QFE and subsequently coordinated the composition of the essay, which included participation from the Learning Outcomes and Distance Education Coordinators. The responsibility for writing initial drafts of each section of the QFE was assigned to Student Learning Outcomes and Distance Education faculty coordinators, together with a CEAC member.

The Writing Teams worked closely with District Services staff in the areas of self-evaluation pertaining to district services. Two District Services / College meetings were held at the District Office in Fall 2017, allowing the Writing Team members to ask questions and solicit evidence. Additionally, District Services staff provided some narrative for the standards.

Timeline

A timeline was established at the beginning of the process to steer the accreditation effort and deadlines for first and second drafts were communicated to all 11 teams. The timeline of the self-evaluation process was included in the accreditation updates to the Board of Trustees.

On October 28, 2016 the Writing Teams received ACCJC training. During Fall 2016, teams began to gather evidence and prepare some preliminary material. During Spring 2017, the Writing Teams met twice per month to work on their standards. Most of these meetings were

attended by the faculty Co-Chair. A first draft of the self-evaluation was submitted in May 2017. During Summer 2017, a group of readers, including President, Vice President, Faculty Accreditation Co-chair, and three additional readers provided two rounds of feedback to each standard lead, which then incorporated feedback. These readers were selected from full-time and adjunct faculty with a varying range of expertise and longevity on campus. Senior employees were to utilize their institutional memory to ensure the validity and completeness of the text whereas more recently employed staff were asked to look at the document with “fresh eyes,” learn more about the accreditation process, and ascertain the readability of the Self-Evaluation.

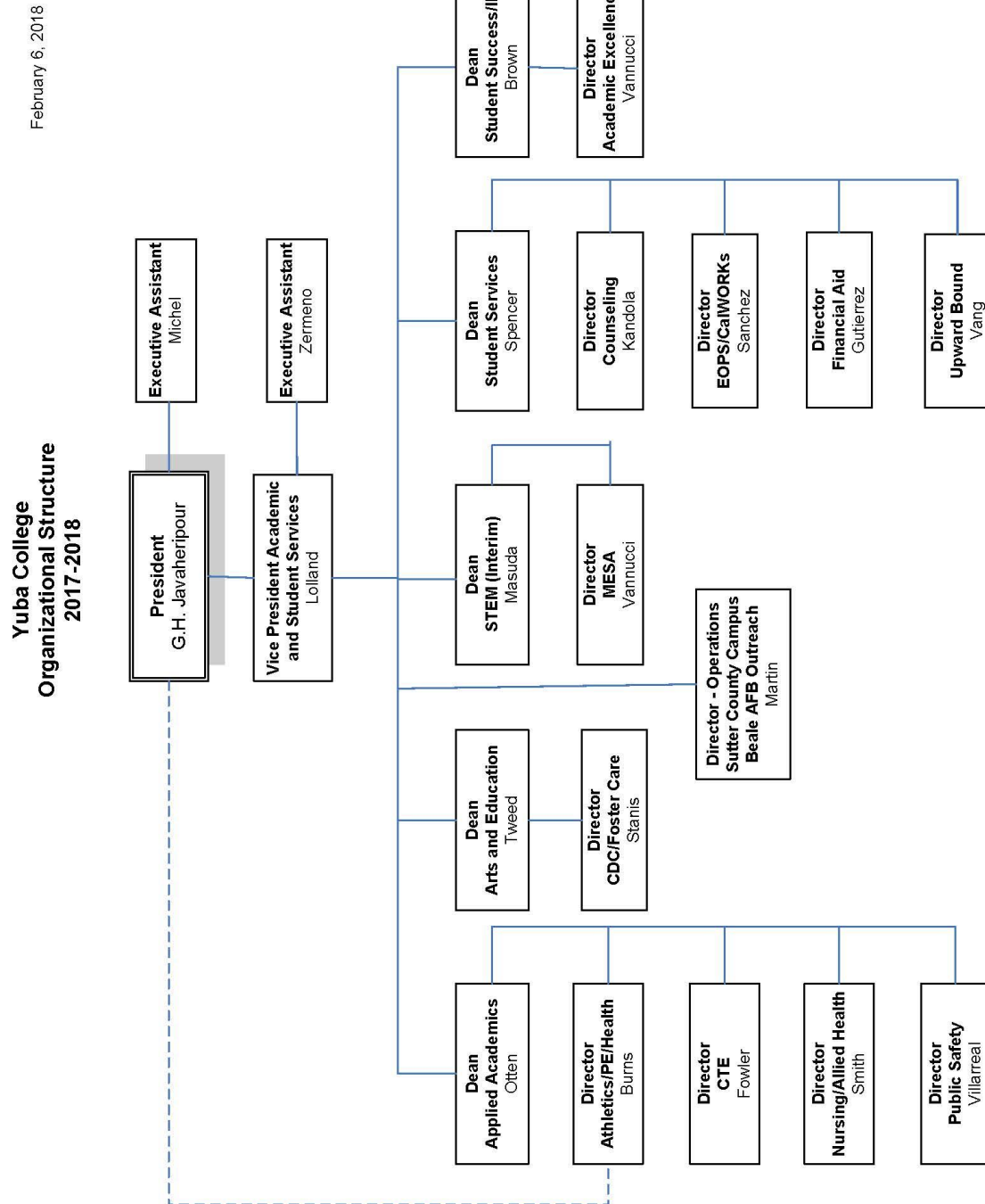
Second drafts were started in Fall 2017. Additionally, in Fall 2017, twelve shared governance committees were assigned sections of standards for review and feedback to the ALO and Faculty Accreditation Co-Chair. Overall, dozens of editors contributed to the effort, including ALO and Faculty Co-Chair which provided extensive input in writing, as well as through individual meetings, to all teams. Feedback was also solicited from the entire College community. Second drafts finalized by the end of the fall semester.

In January 2018, the drafts were reviewed and revised by an English faculty member serving as an editor. In May 2018, the draft self-evaluation report was collated into a single document and presented to the Board of Trustees. After this meeting, the draft was distributed to internal constituency groups for feedback. The executive committees of the Academic Senate, FT and PT faculty unions, and classified union were invited to review the draft and give feedback in by the end of the month. The final draft went to the Board of Trustees in June 2018 for approval.

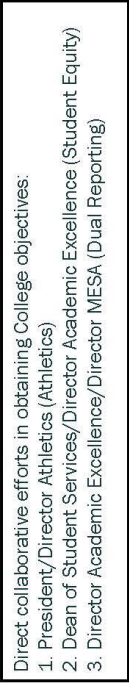
Board of Trustees Involvement

Throughout the development of the Self Evaluation Report, the Board of Trustees received regular updates about the progress of accreditation. The initial draft of the self-evaluation report was presented at the June 2017 Board meeting. The Board conducted first reading of the institutional self-evaluation report in May 2018 and approved the report at its June 2018 meeting.

Organizational Information



Claudette Michel Executive Assistant	G.H. Javahircipour President
Zulema Zermeno Executive Assistant	Sonja Lolland Vice President



Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Yuba College is a public, two-year community College authorized by the Chancellor's Office of the California Community Colleges to offer educational programs in accordance with the requirements of the Board of Governors of the California Community Colleges and with California Education Code. The degrees and certificates that the College is authorized to award are listed in the Chancellor's Office curriculum inventory [[Chancellor's Office – Yuba College](#)]

Yuba College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard Suite 204, Novato, California 94949, a regional accrediting body recognized by the U.S. Department of Education. [[Yuba College ACCJC](#)]

Evidence:

[Chancellor's Office – Yuba College](#)

[Yuba College ACCJC](#)

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

The College is operational. In 2016-2017, the census enrollment for credit courses was 38,765, including 36,688 census enrollments for degree-applicable credit courses, and 3,474 census enrollments at census for noncredit courses. Based on data generated in September 2017, the College awarded 860 associate degrees to 686 students in 2016-2017. [[2016-17 grad list](#)]

Evidence:

[2016-17 grad list](#)

[320 MOAR](#)

Spring 2018 Schedule of Classes

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Yuba College currently offers 69 degrees, all of which are two academic years in length. [[2017-2018 YC Catalog - degrees](#)].

The College offered 1,787 sections of 611 degree-applicable courses in 2016-2017. The total census enrollment in degree-applicable courses in 2016-2017 was 36,688, representing 95% of the entire credit student population. [[320 MOAR](#)].

Evidence

[2017-2018 YC Catalog - degrees](#)

[320 MOAR](#)

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Yuba College's Chief Executive Officer is Dr. GH Javaheripour. Dr. Javaheripour was appointed as the President of the College by the Board of Trustees during the Special Board Meeting on December 18, 2014. The President reports directly to the Chancellor, and his full-time responsibility is to the College. The chief executive officer is not the chair of the governing board: The Board of Trustees elects one of its members to serve as the board president. When there is a change in chief executive officer, the College informs the ACCJC immediately.

The President's primary responsibilities to the institution are to ensure implementation of federal, state, and local statutes and regulations as well as Board policies; to efficiently manage fiscal and human resources; and to provide effective leadership to define goals, develop plans and establish priorities for the institution.

The Chancellor of the YCCD is appointed by and reports to the Board of Trustees. The current Chancellor Dr. Douglas Houston began on July 1, 2011.

Evidence

[Job Flyer College President YC Sept 2014.pdf](#)

[Dr. GH Javaheripour - Biographical Information](#)

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements. Additional financial accountability for eligibility applicants: The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

The Yuba Community College District conducts annual fiscal audits by an external certified public accountant. All district funds are audited, including the Foundation and Government Obligation (GO) bond funds. The Board of Trustees reviews these audit reports annually in public sessions and discusses management responses to any exception. The most recent audit, 2015-2016, conducted by independent audit firm of Cossolias Wilson Dominguez Leavitt (CWDL) pursuant to the Contracted District Audit Manual prescribed by the State Chancellor's Office, was accepted by the Board of Trustees at its December, 8 2016 meeting. The District files audit reports with the appropriate federal, state, and county offices. Yuba College is not audited as a separate entity. In fiscal year 2016-2017, the district operated with a budget of \$56,889,080 (Unrestricted General Fund) and \$24,161,027 (Restricted General Fund).

When audit exceptions are identified, the District implements a plan of corrective action.

The College is Title IV eligible and awards more than \$10 million in federal financial aid annually. Yuba College demonstrates compliance with the federal requirements by maintaining a current "Program Participation Agreement" (PPA) with the Department of Education (DOE). On December 19, 2016, Yuba College submitted the recertification application to DOE. On April 14, 2017, Yuba College received a letter from DOE stating the that Yuba meets the minimal requirements of institutional eligibility. Yuba College's Program Participation Agreement was approved until December 31, 2022. In addition to the PPA, Yuba College is required to submit on an annual basis the Fiscal Operation Report and Application to Participate (FISAP) to DOE. The latest report was submitted on September 27, 2017.

Evidence

Final Budget 2015-2016

[Final Budget 2016-2017](#)

2017-2018-Adopted Budget

[2015-2016 Audit](#)

[2016-2017 FISAP Report](#)

[Program Participation Agreement](#)

Eligibility Requirements 6-21 are addressed in the responses to the following Standards:

Eligibility Requirement	Standards
ER 6. Mission	I.A.1, I.A.4
ER 7. Governing Board	IV.C.1, IV.C.4, IV.C.11
ER 8. Administrative Capacity	III.A.9, III.A.10
ER 9. Educational Programs	II.A.1, II.A.6
ER 10. Academic Credit	II.A.9, II.A.10
ER 11. Student Learning and Achievement	I.B.2, I.B.3, II.A.1
ER 12. General Education	II.A.12, II.A.5
ER 13. Academic Freedom	I.C.7
ER 14. Faculty	III.A.7, III.A.2
ER 15. Student Support Services	II.C.1, II.C.3
ER 16. Admissions	II.C.6
ER 17. Information and Learning Support Services	II.B.1, II.B.4
ER 18. Financial Resources	III.D.1
ER 19. Institutional Planning and Evaluation	I.B.9, I.C.3
ER 20. Integrity in Communication with the Public	I.C.2
ER 21. Integrity in Relations with the Accrediting Commission	I.C.12, I.C.13

Certification of Continued Institutional Compliance with Commission Policies

Public Notification

Public Notification of an Evaluation Visit and Third Party Comment (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulation 602.23(b))

The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

- The College invited third party comments on its website beginning June 1, 2018. The invitation of third party comments stated that the College is undergoing accreditation review in Fall 2018. Individuals wishing to make comments were directed to the Commission's third party comment form.

The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

- The College has not received any notification of third-party comments. The College intends to work with the evaluation team in the event of third party comments.

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

- The College is in compliance with the ACCJC Policy on Rights and Responsibilities of the Commission and Member Institutions.

ACCJC Policy on Rights and Responsibilities of the Commission and Member Institutions

The College coordinates its internal accreditation activities through the College Effectiveness and Accreditation Committee, which is a standing committee of Yuba College Council. The preparation of the institutional self-evaluation takes place over a two-year period of time. Participants in the development and preparation of the self-evaluation represent all of the College's constituents. Examples of communication include updates to the Board of Trustees, Accreditation Newsletters, and presentations at Convocations. Notifications were sent to the entire campus community on 9/19/2017 and 10/18/2017 to review the final drafts of the 2018 Self Evaluation Report. The Accreditation Liaison Officer and Faculty Accreditation Co-Chair presented a summary of the Self Evaluation Report at the following open and public campus meetings and invited third party comments:

All-College Accreditation Forum: 10/25/2017

- Academic Senate DATE
- College Council DATE

The College maintains all correspondence and records on the accreditation history of the institution. Historic accreditation records are housed in the College Library. More recent accreditation records are maintained on the College's website. An accreditation link is included on the College's web page, which is one click away. Information on submitting Third Party Comments is provided on the College's accreditation webpage. External evaluation reports and Commission letters are posted on the website.

Formal student complaints and grievances are maintained in the Office of the Vice President.

Student Achievement

Standards and Performance with Respect to Student Achievement (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(i); 602.17(f); 602.19(a-e))

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

- The College has established institution-set standards at the College level.
- The institution-set standards were established as part of the participatory governance process.
- Successful course completion is one of the measures of analysis and is also a target under the California Institutional Effectiveness Partnership Initiative (IEPI).
- The College has also set standards of institutional performance for fall-to-fall retention, degrees and certificates awarded, and transfer to four-year colleges and universities.
- Details about institution-set standards are available in this report under Standard I.B.3.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- Standards and stretch goals were set by the College Effectiveness and Accreditation Committee and College Council.
- The most recent institution-set standards for program completions were established in March 2017.

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

- The College evaluates progress in fulfilling its mission and meeting the district goals and college objectives.
- College Council evaluates and discusses the College's performance on the goals and objectives and makes recommendations to other College committees.

- Student performance metrics are included in Program and Services Review, and questions guide units to consider reasons for underperformance in various areas.

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

- Student performance metrics are included in Program and Services Review.
- Programs reviews are evaluated on the extent to which they have aligned with the College's goals and objectives, analyzed student performance, and used the results of learning assessment for programmatic improvement

Credits and Degrees

Credits, Program Length, and Tuition (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 600.2; 602.16(a)(1) (viii); 602.24(e),(f); 668.2; 668.9)

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

- Credit hours are generally equivalent to units of credit offered at transfer institutions for similar courses. More details are available under Standard II.A.9.

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

- The process of writing a new program or revising an existing program via the College's Curriculum Committee ensure that programs are of an appropriate length. College credit lecture courses require one hour of classroom work under direct faculty supervision and instruction and a minimum of two hours of out of class work for one unit of credit. Laboratory courses emphasize in-class instruction and work. One unit of laboratory credit is assigned for three hours of class time under direct faculty supervision which emphasizes hands-on application of knowledge. The College does not offer courses based on clock hours.

Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).

- Tuition, known as the enrollment fee, is the same for all degree programs. The only variation in enrollment fees is the additional fee charged to nonresident students.

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

- The College does not offer instruction on a clock hour basis, as indicated under Standard II.A.9.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

- The following section discusses the College's compliance with the Commission Policy on Institutional Degrees and Credits.

ACCJC Policy on Institutional Degrees and Credits

Yuba College conforms to commonly-accepted minimum program length of 60 semester credit hours for an associate degree. Yuba College's policy for determining a credit hour meets commonly accepted academic expectations and the California Code of Regulations: one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work per week for 17 or 18 weeks for one semester (and at least the same for other academic activities, labs, internships, and studio work). A semester hour includes 54 clock hours of instruction. An academic year has 35 weeks of instructional time in credit hours. A full-time student is expected to complete at least 24 semester credit hours in an academic year. The college does not offer clock-hour based courses.

Yuba College's definitions of a program, a certificate, and an associate degree are the same as those definitions noted in the Commission policy.

Tuition is a uniform rate per unit with additional fees for labs where relevant or appropriate. Otherwise, tuition is consistent.

Transfer Policies

Transfer Policies (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii))

Transfer policies are appropriately disclosed to students and to the public.

- Transfer of credit policies are published in the catalog [see page 40 of the 2017-2018 catalog]. The information in the catalog includes information about regionally accredited institutions, transfer credits on the student transcript, types of credit accepted, and evaluation of credits from institutions outside the United States. More details are discussed under Standard II.A.10.

Policies contain information about the criteria the institution uses to accept credits for transfer.

- The policies listed in the catalog indicate that credits from other institutions will be evaluated for acceptance by Yuba College.

The institution complies with the Commission Policy on Transfer of Credit.

- The following section discusses the College's compliance with the Commission Policy on Transfer of Credit.

ACCJC Policy on Transfer of Credit

The College has established policies for providing effective transfer of credit, as discussed in detail under Standard II.A.10. Policies are included in the catalog [page 40 in the 2017-2018 catalog]. The College has established articulation agreements with public and private institutions in order to minimize student difficulties in moving from Yuba College to four-year institutions. The College's Transfer Center also helps students transfer with minimal difficulties.

Students and members of the public are informed about transfer of credit policies and limitations through the catalog and websites as well as through counseling services. The Articulation Officer maintains communication with institutions that routinely receive transfer students.

Yuba College faculty, staff, and students also use the website Articulation System Stimulating Inter-institutional Student Transfer (ASSIST.ORG). ASSIST is an online articulation website that shows how credits earned at Yuba College transfer to a University of California or a California State University campus. Faculty, staff, and students can get information on how courses apply to general education or major requirements. ASSIST also includes information about how Yuba College courses have been articulated state wide through the course identification numbering system (C-ID).

Distance Education and Correspondence Education

Distance Education and Correspondence Education (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(iv), (vi); 602.17(g); 668.38) The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- Policies and procedures for defining and classifying a course as offered by distance education are outlined in the Distance Education Handbook [DE Handbook].
- Yuba College does not offer correspondence education.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

- All courses approved by the Curriculum process that are to be considered as distance education offerings must submit an additional Distance Education Addendum [DE Addendum]. The Distance Education Committee then evaluates this form to determine if the course meets the necessary standards to be offered as distance education course.

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

- Yuba College verifies student identity with a secure log-in and password. To take a distance education course, a student must go through the Yuba College's admission process and receive a student ID number. The username and password used to access the course initially are based on the student's ID number and date of birth. All communication with students is through their official Yuba College email or within the approved Learning Management System (Canvas). The Information Technology Services office is responsible for the security of

these systems. Faculty are encouraged to report any suspected violations regarding student identity.

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

- The following section discusses the College's compliance with the Commission Policy on Distance Education and Correspondence Education.

ACCJC Policy on Distance Education and Correspondence Education

All online classes offered at Yuba College are of the same quality and have the same accountability and focus on learning outcomes as face-to-face classes. All courses approved by the Curriculum process that are to be considered as distance education offerings must submit an additional Distance Education Course Approval Form. The Distance Education Committee then evaluates this form to determine if the course meets the necessary standards to be offered as distance education course. Yuba College complies with Title 5, Section 55206, which requires "that each proposed or existing course, if delivered by distance education, shall be separately viewed and approved according to a district's certified course approval process."

Curriculum and Distance Education Committee approvals of new online classes ensure that the following requirements have been met:

- Course Quality Standards (Title 5, section 55202)

The same standards of course quality are applied to distance education courses as are applied to traditional classroom courses.

- Course Quality Determinations

Determinations and judgements about the quality of the distance education course are made with the full involvement of the faculty as defined by Distance Education Handbook and college curriculum procedures.

- Instructor Contact (Title 5, section 55204)

Each section of the course which is delivered through distance education will include regular effective contact between the instructor and students. To ensure "regular effective contact," the DE Committee Course follows a course validation process to assure the faculty who have developed the course has explained "regular effective contact". The Open Education Initiative Rubric's Section B: "Interaction and Collaboration" is used to determine the effectiveness of the course design and instructor communication plan.

All of Yuba College's online classes have the same clearly defined Student Learning Outcomes (SLOs) as face-to-face courses, and students are assessed for their achievement.

Faculty performance is evaluated to ensure quality instruction. Students are given access to online services, including an online HELP DESK for using the course management system (CANVAS), student

services (e.g., registration, financial aid, orientation), and educational resources (e.g., library research databases and online self-help tutoring resources).

Yuba College verifies student identity with a secure log-in and password. To take a distance education course, a student must go through the Yuba College's admission process and receive a student ID number. The username and password used to access the course initially are based on the student's ID number and date of birth. Faculty are encouraged to report any suspected violations regarding student identity.

Yuba College is committed to an environment of continuous improvement of the College's programs and services. Through the work of the College Effectiveness and Accreditation Committee, planning, and program review, the College addresses ACCJC recommendations and maintains successful working relationships with federal, state and private agencies by complying with all regulations.

Complaints and Representation of Accredited Status

Student Complaints (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(ix); 668.43)

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

- Policies for handling student complaints are defined in AP 3430, Prohibition of Harassment,
- AP 3435, Discrimination and Harassment Investigations, AP 4231, Grade Changes, AP 5015, Residence Determination, and AP 5530, Student Rights and Grievances.
- Policies and procedures are published in the catalog [Catalog Student Complaints]. They are also available online at the web page on student grievances [Student Complaints].

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

- Records of student discipline and complaint resolution issues are kept confidentially in the Office of the Vice President. Files relating to Office of Civil Rights and Title IX complaints are maintained by the Office of Human Resources.
- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- Information about ACCJC accreditation is posted on the College website, in addition to relevant contact information.

The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

- The following sections discuss the College's compliance with the Commission Policy on Representation of Accredited Status, and with the Policy on Student and Public Complaints Against Institutions.

ACCJC Policy on Representation of Accredited Status

Yuba College has an Accreditation link on its homepage. The link directs the viewer to the College's Accreditation web page which is one click from the homepage and displays the following statement:

Yuba College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

In addition to the statement regarding the College's accredited status and the contact information for the Commission, there are links on the Accreditation web page to the previous Self Evaluations and related site visit materials in 2014, 2013, and 2012. In addition to the Self Evaluation links, there is a section that includes related action letters from the Commission and previous Follow up reports.

ACCJC Policy on Student and Public Complaints against Institutions

The College and the District provide students and the public with clear guidance regarding the potential types of complaints and grievances, and the institution's policies and procedures for handling complaints. Complaints may be made in person or electronically submitted. The College website includes information about how the public may make complaints to the Commission. Additionally, the public can inquire about complaints through the Contact Us webpage.

Student complaints and grievances are described in Administrative Procedures, which are available online at the District's website under the Governing Board link. Administrative Procedures related to student grievances and complaints include the following:

- AP 3430, Prohibition of Harassment,
- AP 3435, Discrimination and Harassment Investigations,
- AP 4231, Grade Changes,
- AP 5015, Residence Determination,
- AP 5530, Student Rights and Grievances,

The procedures for filing a complaint are found under the Students link on the Yuba College website homepage. Under the Students link heading is a link to the Student Grievance web page. The Student Grievance web page explains the purpose of the student grievance and the process to resolve and initiate the grievance process. The College has developed a formal log containing student complaints/grievances that details the date of the complaint/grievance, the name of the individual filing the complaint/ grievance, the nature of the complaint/grievance, the disposition of the complaint/grievance, and the date of the disposition. In addition, the student complaint/grievance website includes an online form for submission of student complaints. Records of student discipline and complaint resolution issues are kept confidentially in the Office of the Vice President.

In addition to posting these policies and procedures on the Yuba College website, students are informed about these policies and procedures in the Yuba College 2017-2018 Catalog as follows:

- The Student Complaints and Grievances Procedure pages 37-38
- Non-Discrimination Statement page 13
- Sexual harassment policy and complaint procedure pages 38
- Family Educational Rights & Privacy Act (FERPA) Notification page 39

Advertising and Recruitment

Institutional Disclosure and Advertising and Recruitment Materials (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(vii); 668.6) The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- Yuba College provides timely and accurate information on its programs, services, locations, and policies to students and the public through various means including:
 - Publication of information on the College website
 - Publication of information in print format (e.g. College catalog, class schedule)
 - Signage and information postings in various campus locations
 - Digital signage (i.e. content on high definition digital monitors) in key campus locations
 - Printed brochures and fliers
- The College catalog [evidence] and schedule of classes [evidence] serve as primary informational tools about the College. The Public Events Office, Catalog work group, Instructional Services and Student Services collaborate to ensure that these publications provide accurate, up-to-date information in a suitable style and format. Additional information related to this policy can be found in Standard I.C.2.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- The institution provides required information concerning its accredited status as described above in the section on Student Complaints. Yuba College accurately communicates its ACCJC-accredited status to students and the public through the accreditation web page located on the College website which is one click away from the home page [Accreditation Web-Page]. Additionally, the Yuba College catalog provides information regarding the College's accreditation status as required by the Commission that is accessible online and in print [Catalog Accreditation page]. All accreditation reports, documents, procedures, resources, and information

about the Commission are readily available to students, College personnel, and the public. Additional information related to this policy can be found in Standard I.C.12.

ACCJC Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status
Advertisements, publications, and promotional literature are clear and factually accurate and provide current information about Yuba College. The College catalog is posted on the College website. Yuba College's accredited status is truthfully represented on the website and in the College Catalog, and information on filing complaints with the Commission also is included.

Student recruitment of athletes is conducted by coaches and assistant coaches who are required to take a compliance test each year to verify that they will abide by the constitutional articles and by-laws of the California Community Colleges Athletic Association (CCCCAA), the governing body of athletics in the state's community colleges. Coaches, assistant coaches and athletic support staff also attend an annual in-service training on the rules of recruiting, eligibility, and participation windows. High school outreach is coordinated by the Outreach Department, which is currently housed under the Vice President's Office. The College Counseling Department which is overseen by the Director of Counseling also provides outreach to feeder high schools. Recruitment conducted by special programs on campus, such as Extended Opportunity Programs and Services (EOP&S), is carried out by trained employees of the campus.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations
Yuba College does not contract responsibilities for programs and services with any non-regionally accredited organizations.

Title IV

Title IV Compliance (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.)

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

- The College's financial statements have received an "unqualified" audit opinion for each of the last six years. College programs, grant and categorical funded programs and financial aid programs are included in the audit and have all received positive reviews with no material findings.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

- The College does not have contractual relationships with other entities to offer educational services.

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

- Compliance with the ACCJC policies is discussed in the next sections.

ACCJC Policy of Institutional Compliance with Title IV (Martin)

The College is Title IV eligible and awards more than \$10 million in federal financial aid annually. Yuba College demonstrates compliance with the federal requirements by maintaining a current "Program Participation Agreement" (PPA) with the Department of Education (DOE). On December 19, 2016, Yuba College submitted the recertification application to DOE. On April 14, 2017, Yuba College received a letter from DOE stating that the College meets the minimal requirements of institutional eligibility. Yuba College's Program Participation Agreement was approved until December 31, 2022. In addition to the PPA, Yuba College is required to submit on an annual basis the Fiscal Operation Report and Application to Participate (FISAP) to DOE. The latest report was submitted on September 27, 2017.

Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. Effective in the fall of 2013, the Yuba Community College District including Yuba College suspended the Federal Student Loan Program. The U.S. Department of Education's policy would be to revoke a college's ability to participate in any Federal Financial Aid program, including Pell Grants, FSEOG and Federal Work Study, because of excessive default rates. The decision by the College and its Board of Trustees to suspend the Federal Student Loan Program was made in an effort to protect the availability of future Federal Financial Aid. The Board of Trustees has formed a Committee to assess its decision through data analysis for future years. The suspension of the Federal Student Loan Program was the initial step to remedy the institution's high default rates. The next proactive action to monitor and manage, specifically lower the student loan default rates, was to contract with i3 Group, LLC. YC has maintained the contract open with i3 since November of 2013 and has submitted Agreement for Services to the Fiscal Services Departments for subsequent years. Current invoices from i3 Group, LLC show they are working with the 2015, 2016, and 2017 cohort groups. National Student Loan Data System (NSLDS) shows the 2014 3-year official default rate for Yuba College at 21.6%.

District-College Functional Map

The Yuba Community College District (YCCD) was founded in 1927 and spans eight counties (Yuba, Sutter, Colusa, Yolo, Lake, Butte, Glenn and Placer) and nearly 4,200 square miles of territory in rural, north-central California. It has colleges in Marysville and Woodland, educational centers in Clearlake and Yuba City, and outreach operations at Beale Air Force Base and in the City of Williams.

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 operation of the District. Each College has a president who serves as the College's chief executive officer. The president is responsible for the College's institutional effectiveness and operation. As a multi-college district, YCCD is organized to have participatory decision-making processes occur at the college level and then coordinated with the district level for those processes that require alignment and district-wide implementation. These processes occur through committees and management/leadership groups and are outlined in the College and District handbooks.

The YCCD Functional Map delineates roles, responsibilities and decision-making authority among the College and the District. Further, the Functional Map is a mechanism to assess accountability for institutional effectiveness.

Key:

P – Primary Responsibility
S – Secondary Responsibility
SH – Shared Responsibility

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

	College	District
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S

B. Assuring Academic Quality and Institutional Effectiveness

	College	District
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities	P	
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S
C. Institutional Integrity		
	College	District
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)	P	

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	S	P
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

	College	District
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	

B. Library and Learning Support Services		
	College	District
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S
C. Student Support Services		
	College	District
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

	College	District
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	P	S
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.	S	P
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	SH	SH
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	SH	SH
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	SH	SH
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	SH	SH
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	SH	SH
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
B. Physical Resources		
	College	District
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
C. Technology Resources		
	College	District
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	S	P
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	S	P

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH
D. Financial Resources		
Planning		
	College	District
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	S	P
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
Fiscal Responsibility and Stability		
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.		P
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.		P

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.		P
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
Liabilities		
11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.		P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.		P
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
Contractual Agreements		
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

	College	District
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	SH	SH
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH
B. Chief Executive Officer		
	College	District
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:		
a. establishing a collegial process that sets values, goals, and priorities;	P	S
b. ensuring the college sets institutional performance standards for student achievement;	P	S
c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;	P	S
d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;	P	S
e. ensuring that the allocation of resources supports and improves learning and achievement; and	P	S
f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S
C. Governing Board		
	College	District
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)		P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.		P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.		P
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)		P
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.		P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		P
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.		P
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.		P

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.		P
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.		P
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)		P
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.		P
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.		P
D. Multi-College Districts or Systems		
	College	District
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.		P

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

Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard IA: Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Yuba College's (YC's) mission, values, and strategic directions demonstrate its commitment to student learning and achievement. In conjunction with District Board Policy (BP) 1200, the College mission guides the purpose and actions of all programs and services as evidenced by its placement in the Integrated Planning Process [I.A.1-1 [Board Policy 1200: District Mission](#)]. The recently revised Integrated Planning (IP) Model documents the institution's commitment to student learning and achievement [I.A.1-2 [Integrated Planning Model 25 Aug 2017](#)]. The College is committed to a full institutional effectiveness cycle through implementation and adjustment of plans, assessment and reporting of outcomes, and reflection and dialogue of implications to ensure continual improvement.

The 2017 YC mission statement reads:

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

YC's corresponding Core Principles are:

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

YC has adopted a new review cycle that corresponds to the update of the Educational Master Plan and the College reviews and updates its mission every three years to ensure it is meeting the needs of the community it serves and is in alignment with the District mission statement. The current YC mission

statement was approved by College Council on March 14, 2017 and approved by the Board of Trustees on January 11, 2018 [[Jan 11, 2018 BOT Agenda – Mission](#)] [March 14, 2017 College Council Minutes and Mission Approval Cycle](#)].

The Yuba Community College District's (YCCD's) mission, as articulated in BP 1200, underlines commitment to broad educational purposes, defines the district student population, and clearly states its dedication to student learning and student achievement. It reads:

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

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

Broad Educational Purposes

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

Intended Student Population

YC's mission identifies its student population by their diversity and potential educational goals. The Educational Master Plan (EMP) [I.A.1-4 [EMP](#)], Fact Book [I.A.1-5 [Fact-Book Fall-2016](#)], and ASPEN report [I.A.1-6 [Aspen Report Sep 26 2016 \(see page 10\)](#)], describe the student population in terms of demographic, economic, social, cultural, and potential educational goals (e.g., lifelong learning, basic skills, career, workforce training, certificates, associates, and transfer). This also includes distance learners, as shown through the Distance Education (DE) Committee's objective report [I.A.1-7 [DE COR 2017-2018](#)]. YC's adoption of the Umoja and Puente programs demonstrates a strong focus in improving

outcomes for specific student populations it serves [I.A.1-8 [Umoja and Puente Learning Communities](#)]. All of these are within the YCCD's policy of meeting the needs the educational needs of a diverse community.

Degrees and other Credentials

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

Commitment to Student Learning and Student Achievement

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

Distance Education

The Distance Education (DE) Committee is a subcommittee of the Yuba College Academic Senate. As evidenced in DE Committee Objectives Reports, the DE Committee faculty and administrative membership is intentionally comprised of representatives from multiple academic disciplines in order to ensure the alignment of committee goals with the mission of YC as stated above. While there is no direct statement about distance education in the mission, there are clear inferences. The first line says, "Yuba College prepares a diverse student population to excel in a rapidly changing, interdependent world." DE students make up, in part, the diverse student population YC serves, and the offering of fully online and instructional television (ITV) courses is demonstrative of changes in education as a result of "a rapidly changing, interdependent world." Further, YC promises to "respond to the diverse educational, cultural, and economic needs." Online and ITV courses meet the "diverse educational, cultural, and economic needs" of students who may require alternative forms of education. [[DE 2017-2018 COR](#); [Yuba College Mission](#)].

Analysis and Evaluation

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

Evidence Cited

I.A.1-1 [Board Policy 1200: District Mission](#)

I.A.1-2 [Integrated Planning Model 25 Aug 2017](#)

[Jan 11, 2018 BOT Agenda – Mission](#)

[March 14, 2017 College Council Minutes and Mission Approval Cycle](#)

I.A.1-3 [College Council Minutes - Mission Values](#)

I.A.1-4 [EMP](#)

I.A.1-5 [Fact-Book Fall-2016](#)

I.A.1-6 [Aspen Report Sep 26 2016 \(see page 10\)](#)

I.A.1-7 [DE COR 2017-2018](#)

I.A.1-8 [Umoja and Puente Learning Communities](#)

I.A.1-9 [2016-17 Catalog \(see degrees and other credentials\)](#)

I.A.1-10 [SLO Handbook](#)

I.A.1-11 [2017-18 Student Handbook](#)

I.A.1-12 [Curriculum Handbook](#)

I.A.1-13 [Staff Development COR](#)

I.A.1-14 [2016-2017 SSSP Committee Purpose Statement](#)

I.A.1-15 [BSI Committee Charter 2016-2017](#)

I.A.1-16 [DE 2017-2018 COR](#)

I.A.1-17 [Yuba College Mission](#)

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Yuba College (YC) uses evidence and data to evaluate how effectively it is accomplishing its mission. The Research, Planning and Student Success Office provides data and a variety of reports to YC, district stakeholders, and to members of the public. This data informs College planning and decision making, student learning and achievement assessment, evaluation of student success, program and services reviews, as well as government-mandated reporting. YC systematically uses data grounded in the Completion by Design framework [I.A.2-1 [Completion by Design Framework](#)] to determine how effectively it accomplishes its mission, and this framework is foundational to the Educational Master Plan (EMP) [I.A.2-2 [EMP Overview \(ppt\)](#)], Institutional Effectiveness Report (IER) [I.A.2-3 [IE Report, 2015-2016](#)], Program Reviews (PRs) [I.A.2-4 [Sociology Program Review](#)], YC Integrated Planning (IP) Model [I.A.2-5 [Institutional Planning Model 25 Aug 2017](#)], and the ASPEN report [I.A.2-6 [ASPEN Institute Feedback Report 2016](#)].

The mission directs institutional priorities in meeting the educational needs of its students. For example, the mission was the overarching statement that guided the development of the new EMP.



Strategic Outcomes Chart

The YC EMP creates a road map outlining the future direction of YC, devises strategies to help reach goals, and defines how to measure success along the way. It further helps guide decisions and is the document linking the budget to planning. Writing the EMP required a synthesis of YC's guiding and core principles and mission, and incorporated data about enrollment, community demographics, labor market

projections, and student needs [I.A.2-7 [College Council minutes of development of measurable EMP College objectives and actions Minutes College Council March, 2017](#)]. Noting low transfer rates of students led YC to host workshops to design Pathways, and apply to be a part of the Foundation for California Community College's Pathways Project [I.A.2-8 [Guided Pathways Application](#);] [I.A.2-8a [Guided Pathways Workshop Agenda](#)]. YC was selected to be one of twenty colleges selected to participate. As the College participates in the CA Guided Pathways Institutes it is evaluating data to determine how effectively it is accomplishing its mission [[Guided Pathways Homework, Feb 6 College Council Minutes](#), [GP PPT Presentation on Homeworks 1-3](#)] The development of the EMP objectives, multiple measures for placement examinations, and the Pathways projects are examples of how data analysis guides and impacts institutional priorities.

Some other programs that were developed in response to students needs are the Extended Opportunity Programs and Services (EOPS) Summer Bridge Program and Math Boot Camp. The EOPS Summer Bridge Program has seen very promising results for the last 3 years [I.A.2-9 [BSI Action Report on EOPS Summer Bridge Program](#)]. Summer Bridge depends largely on Basic Skills Initiative (BSI) funding to conduct the program, and the College would like to scale it up to include college and transfer level courses in attempts to see larger returns for their students. Math Boot Camp has also seen positive results, but has a low participation rate. YC plans to continue to promote the program and increase participation because students place much higher on the math placement test after the program [I.A.2-10 [BSI Action Report on Math Boot Camp](#)].

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

The development and reflection of PRs help the college accomplish its mission. PRs are completed every two years for Career and Technical Education (CTE) programs, and every four years for all non-CTE programs. As part of the PR process, each program and department must address how its goals connect to the institution as a whole, and how they align and support YC's mission and Core Principles. PR disaggregates data to determine student success gaps. YC has implemented Student Success and Support Program Plan (SSSPP) [I.A.2-12 [SSSP Plan](#)] to discover the impact that orientation, placement, assessment, and development of the education plans, counseling, and advising have on students. The department and programs provide adequate reflection on progress the department has made in achieving their stated goals over the previous year. In addition, the department and programs provide detailed analyses of their PR data, and identify areas in which students' needs could better be met.

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

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

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

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

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

Additional data gathered at the College includes the Graduation Survey conducted each Spring. The Graduation Survey asks students petitioning for graduation to reflect on their experiences at YC, and share their plans moving forward. Revisions to the survey instrument were recently made based on feedback from stakeholders within the service areas. Revisions included the addition of questions related to the effectiveness of communication methods utilized by the College and qualitative prompts to identify obstacles or support students encountered or experienced while at the college [I.A.2-17 [Graduation Survey](#)].

YC also participates in the College Employee Satisfaction Survey (CESS), which is conducted every other year to gauge the climate of the college through the lens of employees. The data collected through this survey allows the college to: see the issues most important to campus employees and help identify priorities; assess employees' attitudes toward the institutional mission and goals, and; reveal key data about the work environment employees are exposed to on campus. Lastly, we are able to learn the most effective ways to keep employees satisfied, productive, and engaged [I.A.2-18 [CESS Report](#)].

The annual setting and review of progress towards the Institutional Effectiveness Partnership Initiative (IEPI) Goals is another example of how YC uses data to assess progress made in achieving improvements in student outcomes and success. Goals are developed by College Effectiveness and Accreditation

Committee (CEAC), and then sent for approval by College Council and the College President [I.A.2-19 [IEPI Goals](#)], [2 6 18 [College Council Minutes](#)] , [[Institutional Standards Spreadsheet](#)]

During the 2016-17 academic year, YC decided to leverage Adult Education Block Grant (AEBG) funds to support the development of data dashboards for the college by a private contractor. The dashboards are scheduled to be produced in three phases beginning with PR dashboards that will enable the data to be more digestible for faculty and staff responsible for completing reviews. The first phase of dashboard completion is scheduled during Fall 2018. Further, the YC Office of Research, Planning and Student Success will be organizing data literacy workshops that will improve the campus's confidence in gathering and interpreting data, as well as increase their ability to utilize data in a productive way [I.A.2-20 [Data Dashboard Development](#)].

Another indicator of YC's deep commitment to the use of data is the fact that the Dean of Student Success and Institutional Effectiveness was hired in December 2017 to facilitate all College planning activities aligned with the college's Mission and guiding Core Principles and keep momentum going on projects such as data dashboards that will make it easier for the campus to access data on student success and achievement [I.A.2-21 [Dean of Student Success Job Description](#)].

Analysis and Evaluation

YC uses data to determine how effectively it is accomplishing its mission. Moreover, the mission directs institutional priorities and ensures that the organization is meeting the needs of its students. Data is collected and published in a variety of reports that are communicated to all campus constituent groups through program and department reviews and College documents. The EMP and IER are examples of the various reporting tools utilized by the College. These reports are written and updated on a regular cycle to provide an in-depth analysis of academic quality, student success, enrollment management, strategic planning, budgeting, evaluation, and research processes.

Evidence Cited

I.A.2-1 [Completion by Design Framework](#)

I.A.2-2 [EMP Overview \(ppt\)](#)

I.A.2-3 [IE Report, 2015-2016](#)

I.A.2-4 [Sociology Program Review](#)

I.A.2-5 [Institutional Planning Model 25 Aug 2017](#)

I.A.2-6 [ASPEN Institute Feedback Report 2016](#)

I.A.2-7 [College Council minutes of development of measurable EMP College objectives and actions Minutes College Council March, 2017](#)

I.A.2-8 [Guided Pathways Application](#)

I.A.2-8a [Guided Pathways Workshop Agenda](#)

[Guided Pathways Homework, Feb 6 College Council Minutes](#)

[GP PPT Presentation on Homeworks 1-3](#)

I.A.2-9 [BSI Action Report on EOPS Summer Bridge Program](#)

I.A.2-10 [BSI Action Report on Math Boot Camp](#)

I.A.2-11 [IE Report, 2015-2016](#)

I.A.2-12 [SSSP Plan](#)

I.A.2-13 [ASPEN Institute Feedback Report 2016](#)

I.A.2-14 [BSI Committee Minutes Evaluating Requests](#)

I.A.2-15 [Student Equity Plan](#)

I.A.2-16 [CCSSE Report](#)

I.A.2-17 [Graduation Survey](#)

I.A.2-18 [CESS Report](#)

I.A.2-19 [IEPI Goals](#)

[2 6 18 College Council Minutes](#)

[Institutional Standards Spreadsheet](#)

I.A.2-20 [Data Dashboard Development](#)

I.A.2-21 [Dean of Student Success Job Description](#)

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

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

1. STUDENT SUCCESS AND ACHIEVEMENT: Support an inclusive learning environment that enables all students to achieve their educational goals by promoting Connection, Entry, Progress, and Completion.
2. TEACHING AND LEARNING AND SUPPORT SERVICES: Develop and scale innovative educational practices that enhance student learning and completion.
3. COLLEGE PROCESSES AND SYSTEMS: Steward our resources through data-informed practices that continually improve service and increase efficiency.
4. CULTURE AND CLIMATE: Build a college-wide sense of community through collaboration, professional development, and inclusion.
5. COMMUNITY LEADERSHIP AND ENGAGEMENT: Strengthen and develop partnerships to meet the educational, workforce, and cultural needs of our community.

The revised YC Integrated Planning (IP) Model [I.A.3-2 [Integrated Planning Model 25 Aug 2017](#)] systematically promotes alignment with the mission and continuous improvement through an iterative cycle of planning, implementation, assessment, and reflection resulting in changes focused on improving student learning and institutional performance. The College's mission guides planning, and is the basis for the Educational Master Plan (EMP) [I.A.3-3 [EMP](#)]. On November 21, 2017, the Yuba College Council approved the current IP Model, which refers to the interconnected applications and processes of planning and decision-making within the College. This holistic model links the strategic and operational planning process. [[11/21/17 College Council Minutes](#)]

Key steps in the IP process, which include broad-based constituent participation, are: (1) creation of plans, (2) implementation of the plans, (3) evaluation of progress, and (4) update and modification of strategies to support continuous improvement. At the College there are three types of plans: Institutional Plans (i.e., Educational Master Plan, Facilities Master Plan, Staffing Plan), Multi-Unit Plans (i.e., Student Equity or Staff Development Plans), and (3) Departmental Plans (i.e. Program Review). In the coming year, the College will work to enhance alignment of all planning documents through the revised IP model and processes. The alignment, planning and decision-making that occurred during the development and implementation of the Student Equity Plan [I.A.3-4 [Student Equity Plan](#)] and the Student Success and Support Plan (SSSP) [I.A.3-5

[SSSP Report](#)], [\[YC Integrated Plan\]](#) would not have been possible without the guidance provided by the mission statement.

Fundamentally, the purpose of planning and resource allocation is to support the continual improvement in student learning and the attainment of the college's mission. Foundational to this process is the regular assessment of student learning outcomes (SLOs) and analysis of disaggregated student learning and achievement data. Driving the development of both institutional, program and course level planning, and unit level planning is a commitment to academic excellence and ensuring that all students achieve their educational goals. SLO assessment is the mechanism for creating an academic culture dedicated to improving the quality of student learning and success [I.A.3-6 [SLOs](#)]. Regularly assessing and analyzing student learning allows faculty to promote student success through best practices. Such assessment also makes expectations and standards explicit, provides a process to evaluate how well student performance currently meets those expectations and standards, and facilitates the improvement of performance. SLO assessment represents data-driven evaluation of teaching and learning, with the purpose of informing educational planning and improvement. The SLO Committee at the College is continually working to improve assessment practices.

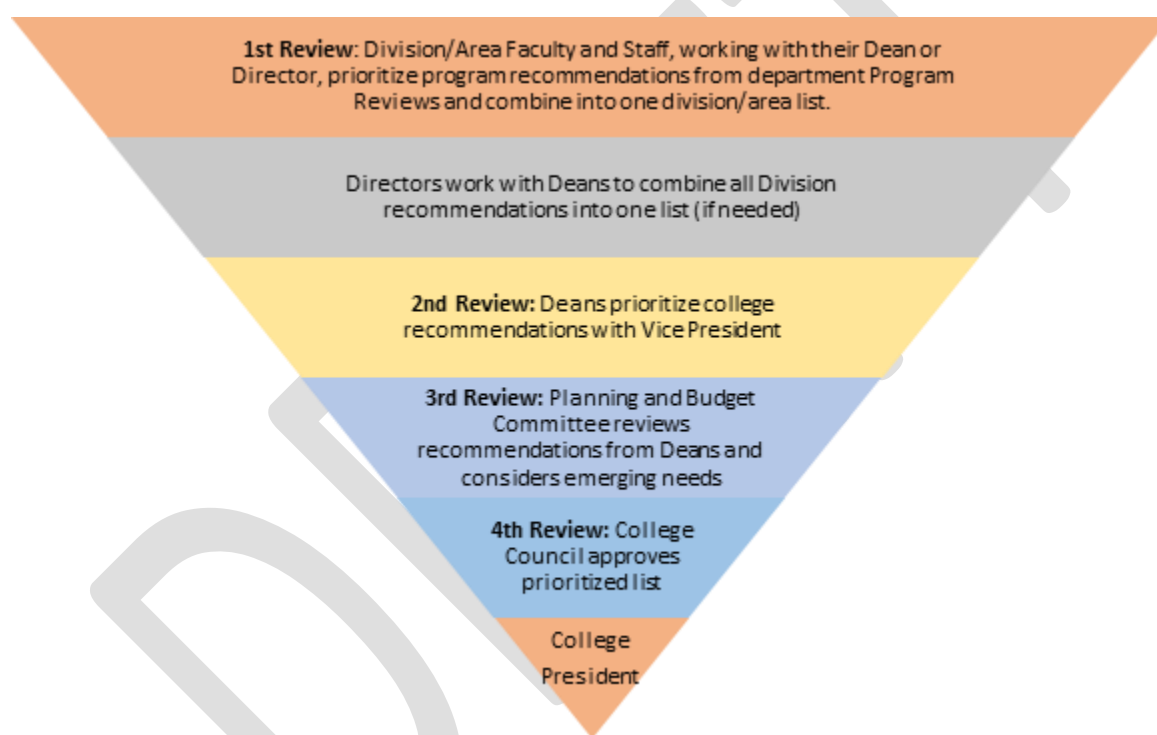
Further, SLO assessment is linked to the college's Program Review (PR) process. PR is a planning and self-examination process designed to help academic, student service, and administrative programs better serve students [I.A.3-7 [Program Reviews](#)]. It facilitates the examination of the effectiveness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

The PR cycle requires all Career and Technical Education (CTE) programs to perform full reviews every two years, and all non-CTE programs every four years. All programs are required to perform an annual update every year except the year of a full PR. Alignment with the mission is also corroborated through a PR Feedback process. This process was successfully initiated in the 2015-16 academic year with all CTE programs [I.A.4-8 [Program Review Timelines](#)].

YC's programs and services are not only aligned with its mission through the development and assessment of PR, but are also aligned through the curriculum development and review process. Instructional programs must comply with the curriculum requirements, the objectives of which are to fulfil the College mission outlined in the Program Relationship to Mission [I.A.3-9 [Program Relationship to Mission](#)], as well as mandated by applicable state and local governing bodies. The Curriculum Handbook [I.A.3-10 [Curriculum Handbook](#)] demonstrates the intent of

meeting the College objectives and district goals, which are in alignment with the College mission. The Handbook is a living document that may be changed by the Curriculum Committee (CC) Co-Chairs or the Curriculum Support Coordinator to reflect the current mission statement. New or updated programs must confirm that the stated goals and objectives are consistent with mission of the college.

The mission also informs budget development. YC's adopted IP Model is guided by the College's mission. The YC Planning and Budget Committee created a “Program Recommendation / Augmentation Request” process to make Program Review the guiding document in funding program recommendations. The figure below illustrates the workflow for prioritizing requests through four levels of review before submission to the College president. Additional information of the process can be found in I.B.9.



Analysis and Evaluation

The programs and services offered by the College are aligned to the educational purposes of the College as defined by the mission. The PR process is a crucial component for decision-making, planning, and resource allocation to support the mission. This process requires programs and services to demonstrate alignment with the College mission and EMP. Through this process, the College and each program or service area engages in continual self-evaluation and reflection. The analysis also allows the College to effectively prioritize resources needed to support student learning and achievement.

Evidence Cited

I.A.3-1 [Catalog pg12](#)

I.A.3-2 [Integrated Planning Model 25 Aug 2017](#)

[11/21/17 College Council Minutes](#)

I.A.3-3 [EMP](#)

I.A.3-4 [Student Equity Plan](#)

I.A.3-5 [SSSP Report](#)

[YC Integrated Plan](#)

I.A.3-6 [SLOs](#)

I.A.3-7 [Program Reviews](#)

I.A.4-8 [Program Review Timelines](#)

I.A.3-9 [Program Relationship to Mission](#)

I.A.3-10 [Curriculum Handbook](#)

I.A.3-11 [EMP](#)

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Yuba College's (YC's) mission statement was last reviewed by constituents and approved by the Yuba College Council (YCC) on March 14, 2017 [I.A.4-1 [March 14, 2017 College Council Minutes and Mission Approval Cycle](#)], then widely published through the college Catalog [I.A.4-2 [YC Catalog](#)], the Educational Master Plan (EMP) [I.A.4-3 [EMP](#)], the College webpage [I.A.4-4 [YC Mission Webpage](#)], and multiple locations on both campuses [I.A.4-5 **Poster that Theresa will be creating that is posted across the campus**].

The College's current systematic planning cycle demonstrates a regular mission review every three years [I.A.4-6 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018](#)], and provides opportunity for revision when necessary, as evidenced by the current revision and adoption of a new mission statement. The mission is reviewed as part of the EMP update, which is also conducted every three years [I.A.4-7 [Mission Statement Review Process](#)].

During Fall 2016, the College conducted three compression planning sessions [I.A.4-8 [August Compression Planning Report](#), I.A.4-9 [September Compression Planning Report](#), I.A.4-10 [October Compression Planning Report](#)] with a number of stakeholders (eighty-two faculty and staff) to generate cornerstones, which were used to update the College's mission. Data collected from the compression planning sessions was utilized by the YCC to develop a mission draft [I.A.4-11 [YC Mission Vision & Values Survey](#)]. Input was requested from all faculty, staff, administrators, and the Associated Students of Yuba College (ASYC) [I.A.4-12 [ASYC Agendas, Email, and Survey](#)], in order to finalize the mission. The survey results demonstrate that the majority of the stakeholders who responded to the survey agreed or strongly agreed that the mission was strong [I.A.4-13 [Survey Results on Mission](#)].

The College's revised mission statement is more concise. It reflects the services, the opportunities, and the empowerment students have access to through the college. The mission clearly expresses YC's commitment to the diverse educational, cultural, and economic needs of the community.

The YC revised mission statement was approved by the Yuba Community College District (YCCD) Board of Trustees on January 11, 2018 [I.A.4-14 [Regular Board Meeting, Agenda Item for YC Mission](#)].

Analysis and Evaluation

Yuba College systematically reviews its mission statement and publishes the College mission statement through widely-used publications such as the Catalog, Schedule of Classes, the EMP, the Guide to Integrated Planning and Institutional Effectiveness, the College's webpage, and in various buildings and classrooms. The College has a documented review and update cycle and the mission was last updated and approved by College Council on March 14, 2017. The College regularly reviews and revised the mission for currency and relevance through a strong shared governance process. The College mission statement is approved by the Board of Trustees.

Evidence Cited

I.A.4-1 [March 14, 2017 College Council Minutes and Mission Approval Cycle](#)

I.A.4-2 [YC Catalog](#)

I.A.4-3 [EMP](#)

I.A.4-4 [YC Mission Webpage](#)

I.A.4-5 **Poster that Theresa will be creating that is posted across the campus**

I.A.4-6 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018](#)

I.A.4-7 [Mission Statement Review Process](#)

I.A.4-8 [August Compression Planning Report](#)

I.A.4-9 [September Compression Planning Report](#)

I.A.4-10 [October Compression Planning Report](#)

I.A.4-11 [YC Mission Vision & Values Survey](#)

I.A.4-12 [ASYC Agendas, Email, and Survey](#)

I.A.4-13 [Survey Results on Mission](#)

I.A.4-14 [Regular Board Meeting, Agenda Item for YC Mission](#)

DRAFT

Standard IB: Assuring Academic Quality and Institutional Effectiveness

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Yuba College (YC) engages in ongoing, substantive, and collegial dialogue of the institution's mission, goals, and objectives, and qualitative and quantitative data relating to: student access, retention, and success; student equity; resource allocation of human, fiscal, and other resources. The College's objectives emphasize planning, implementation, ongoing evaluation, reflection, and enhancement of current educational practices and support services at the institutional, program, course, support service, and resource levels, as evidenced in the Educational Master Plan (EMP) [I.B.1-1 [EMP](#)] and the Institutional Effectiveness Review and Report [I.B.1-2 [IE Report](#)], [[Aspen Report](#)], [[YC Focus Group Report](#)], [[College Council minutes 9/13/16](#)], [[College Council Minutes 1/16/18](#)], [[College Council Minutes 2/6/18](#)], [[GP Homework Presentation](#)], [[Spring 2018 PD Schedule](#)]

Through focused dialogue, assessment, review, feedback, and continuous quality improvement, the College works to identify gaps in student achievement and effectively address student needs. YC's dedicated engagement in student-centered dialogue and communications throughout the campus and community helps create an open, respectful, and empowering atmosphere for staff and students, and promotes an inclusive, proactive, and innovative collegiate environment. For example, on January 17, 2018, more than 75 employees attended a full-day professional development workshop "Understanding Guided Pathways" [[Guided Pathways Workshop Sign In Sheet](#)]. This workshop provided ample opportunities for dialogue, assessment and review of student outcomes and academic quality at the college [[Understanding Guided Pathways Workshop Agenda](#)], [[GP Brown Bag Session Invitation](#)].

YC is one of 20 California community colleges chosen to participate in training beginning Fall 2017 on the Completion by Design, California Community Colleges (CCC) Guided Pathways Project. The goals of the Guided Pathways initiative are:

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

The CCC Guided Pathways Model includes the following four dimensions: clarify paths to meet student end goals; help students choose and enter an academic pathway; help students stay on their path; ensure students are learning. The College's participation in the Guided Pathways training includes attendance at six institutes, data analysis and completion of homework. [[Guided Pathways Homework, Feb 6 College Council Minutes](#)], [[GP Homework Presentation](#)], [[GP Brown Bag Session Invitation](#)]

Learning Outcomes

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

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

The PR Committee oversees the college's annual program and services review process to ensure it reviews, maintains, and improves on institutional performance standards for student achievement. An important aspect of the review process is identification and evaluation of program and service goals and outcomes, as those aspects relate to student learning for Institutional Student Learning Outcomes (ISLOs), Program Student Learning Outcomes (PSLOs), Course Student Learning Outcomes (CSLOs), and Service Area Outcomes (SAOs) [I.B.1-6 [Institutional SLOs](#), I.B.1-7 [Program SLOs](#)]. Prior to Fall 2017, this function was performed by CEAC Committee.

The SLO Committee works with division deans, program directors, faculty, and support services staff to establish clear and consistent SLO reporting policies and practices at the institutional, program, services, and course levels. In 2016-17, committee members updated the SLO and SAO Handbooks, providing online links to each for administrators, faculty, and staff [I.B.1-8 [SLO Handbook](#), I.B.1-9 [SAO Handbook](#)]. The committee assigned each member to specific programs as a liaison, providing "closing the loop" instruction, group workshops, and ongoing support for TracDat mapping, assessment, reporting, review, and planning of learning outcomes. As a result, YC achieved its IEPI goals for improving SLO reporting: in 2015-16, 60% of programs reported SLOs; in 2016-17, SLO reporting increased to 91%. Overall, between 2015-2017, all but a handful of courses have been assessed [[YC 2015-2017 SLOs](#)]. These results reflect the college's commitment in meeting the Accrediting Commission for Community and Junior Colleges (ACCJC) guidelines for learning outcomes processes.

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

Ongoing dialogue and training about SLOs occurs at the college through a variety of FLEX and professional development activities held via Professional Development Days, convocations, online workshops, and regional conferences. In addition, the Staff Development Committee was formed to evaluate current faculty and service personnel training, develop workshops, conferences, and events that address the continuing education needs of staff. The committee focuses on initiatives for ongoing staff training that aligns with the institution's mission of providing quality, innovative programs, courses, and

services for our students. For example, the Staff Development Committee provides professional development opportunities for faculty and service support staff on SLO training, including SLO assessment, TracDat reporting, and planning of SLOs [I.B.1-11 [Staff Development Plan](#)]. Results from the college's self-assessment of institutional practices during 2016-17 highlighted significant examples of improvement regarding best practices centered on student equity and academic quality. In the Math, Early Childhood Education (ECE), and Physical Education (PE) programs, the following changes were made: application of embedded tutoring for courses; inclusion of instructional associates to provide additional support for students; the extension of tutoring hours in the Student Success Center; development of a student workshop series and Book Lending Program; Math Boot Camps; and a NCLEX nursing exam prep course.

Student Equity

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

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

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

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

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

Student equity funding allowed the College to hire a Director of Academic Excellence [I.B.1-14 [Director of Academic Excellence Job Description](#)]. This position works to increase professional development and equity activities on campus and also serves as a liaison between faculty and student services. In addition,

Student Equity funding enabled the college to hire a Research Analyst [I.B.1-15 [Research Analyst Job Description](#)]. The analyst helps to collect data needed for Student Equity and the Student Success and Support Program (SSSP), allowing the college to make data-driven decisions. Subsequently, Student Equity funded the hire of the Dean of Student Services, who works with both Student Equity and SSSP to meet the needs of both current and future students at YC. This position oversees financial aid, counseling, and a number of categorical programs [I.B.1-16 [Dean of Students Services Job Description](#)].

Together, the new administrative positions funded through the Student Equity Plan provide analysis of student equity data used to develop, evaluate, and annually update the college's SEP. The work conducted by the Director, Analyst, and Dean, in conjunction with the SEC, requires collaboration, collegial conversation, and planning by faculty, staff, and administrators in both Student Services and Instructional Services to achieve the shared goals articulated in the SEP.

Academic Quality and Institutional Effectiveness

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

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

The PR committee oversees processes that incorporate ongoing dialogue, qualitative and quantitative analysis of data, and systematic evaluation and review of programs and services. These review processes result in continuous quality improvement of programs and services to enhance student success. [[Program Review Committee Charter](#)]. Prior to Fall 2017, this function was performed by CEAC. The CEAC now evaluates and makes recommendations on the college's accreditation and institutional practices [I.B.1-19 CEAC Committee Objective Report (2016-2017)].

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

Each program and service area at YC participates in self-evaluation of its goals, objectives, student retention and success data, as well as human, fiscal, and resource allocations to improve SLOs and achieve the institution's mission. For example, the English Department, after collaborative department-wide discussion, engaged in researching innovative ideas for updating course SLOs to meet current expectations, and piloted two new approaches to holistic grading of final exams, with the overriding

objective of making the SLO process more meaningful and applicable to meeting student needs within their department [I.B.1-20 [English Department Meeting Minutes 12 Sep 2017](#)].

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

Analysis and Evaluation

YC participates in substantive, sustained, and institution-wide dialogue about SLOs, student equity, academic quality, institutional effectiveness, and continuous improvement in areas affecting student learning and achievement. Opportunities for discussion of policies and processes by the college occur through formal and informal dialogue, committee participation and actions, cyclic reporting and evaluation, and ongoing self-assessment.

The college's commitment to developing a clear, consistent, and meaningful SLO process exemplifies the shared governance process. The assessment of SLOs are a key component of the PR process, which engages communication and action between several committees and focus groups such as the Academic Senate, the CEAC, the CC, the SEC, and the SLO Committee, along with department- and program-level focus groups.

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

Evidence Cited

I.B.1-1 [EMP](#)

I.B.1-2 [IE Report](#)

[Aspen Report](#)

[YC Focus Group Report](#)

[College Council minutes 9/13/16](#)

[College Council Minutes 1/16/18](#)

[College Council Minutes 2/6/18](#)

[GP Homework Presentation](#)

[Spring 2018 PD Schedule](#)

[Guided Pathways Workshop Sign In Sheet](#)

[Spring 2018 PD Schedule](#)

[Understanding Guided Pathways Workshop Agenda](#)

[GP Brown Bag Session Invitation](#)

I.B.1-3 [AP 4020](#)

I.B.1-4 [Curriculum Handbook](#)

I.B.1-5 [Curriculum Committee Charter](#)

I.B.1-6 [Institutional SLOs](#)

I.B.1-7 [Program SLOs](#)

I.B.1-8 [SLO Handbook](#)

I.B.1-9 [SAO Handbook](#)

[YC 2015-2017 SLOs](#)

I.B.1-10 [SLO Coordinator Job Description](#)

I.B.1-11 [Staff Development Plan](#)

I.B.1-12 [Yuba College Student Equity Plan](#)

I.B.1-13 [Student Equity Committee Purpose Statement](#)

I.B.1-14 [Director of Academic Excellence Job Description](#)

I.B.1-15 [Research Analyst Job Description](#)

I.B.1-16 [Dean of Students Services Job Description](#)

I.B.1-17 [Academic Senate Constitution and Bylaws 2016](#)

I.B.1-18 [California Guided Pathways Project Website \(Foundation for CA Community Colleges\)](#)

I.B.1-19 [CEAC Committee Objective Report \(2016-2017\)](#)

[Program Review Committee Charter](#)

I.B.1-20 [English Department Meeting Minutes 12 Sep 2017](#)

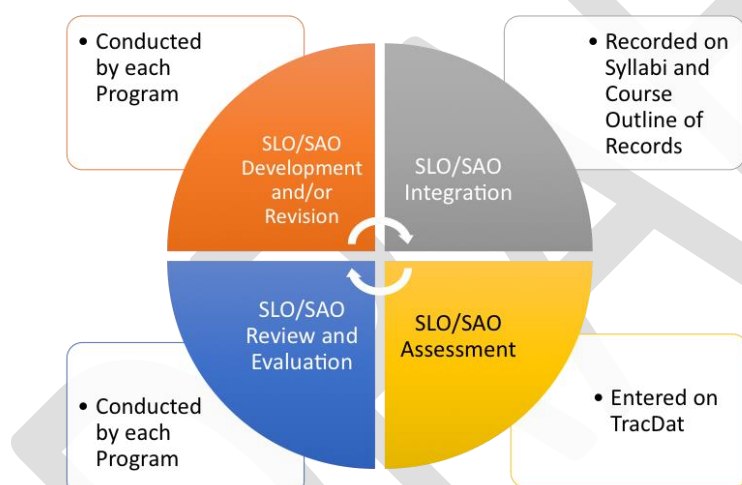
I.B.1-21 [Meeting Notes for SSSP 11-28-2016](#)

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Instructional Programs

Integral to the Institutional Effectiveness Partnership Initiatives (IEPI) for Yuba College (YC), the institution develops short- and long-range objectives for development, planning, assessment, and improvement of student learning outcomes (SLOs) [I.B.2-1 [IEPI Goals 2016-2017](#)]. The college follows the Accrediting Commission for Community and Junior Colleges (ACCJC) standards for SLO processes. Learning outcomes are organized in a hierarchy, with Institutional Student Learning Outcomes (ISLOs) setting district level standards for core competencies. Program Student Learning Outcomes (PSLOs) evolve from ISLOs and form instructional program and non-instructional service support level competencies, whereas Course Student Learning Outcomes (CSLOs) connect to PSLOs, reflecting course competencies for all courses offered within each program [I.B.2-2 [SLO Handbook](#)]. PSLOs are listed for each program and course in Meta, and updated in TracDat. The college participates in reflective dialogue and actions, following a "Closing the Loop" model for SLO processes:



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

The development, assessment, and reporting of SLOs are a significant aspect of faculty responsibilities, as described in Article 7.15 of the Faculty contract [I.B.2-4 [Faculty Contract Article 7.15](#)], emphasizing the institution's recognition of the faculty's role in student success, and the college's commitment to continued progress towards achieving student learning objectives. In addition, all CSLOs are recorded on syllabi, which are held in division offices. Deans and directors check for faculty compliance with the policy. Faculty are required to report, at the end of each semester, CSLOs on each course for which they are the

instructor of record [I.B.2-5 [SLO Program Review Reports](#), I.B.2-6 [SLO Adjunct Reporting Form](#)]. As detailed in Standard I.B.1, YC also demonstrated its commitment to outcome assessment through its support of a 40% faculty release-time position for an SLO Coordinator, who facilitates the creation, support, and utilization of an integrated system for cyclic SLO assessment, and reporting that emphasizes continuous quality improvement towards student learning.

SLO assessment results for programs and courses are listed in TracDat, included as part of program reviews, available in institutional disaggregated data reports [I.B.2-8 [Student Equity Plan with Disaggregated Data](#)], and reviewed in committee meetings. On the college's SLO webpage, ISLO and PSLO lists are available to the public [I.B.2-9 [SLO Website with Public Information on Accessing Assessment Results](#)], and through the public access link to TracDat. Feedback from the ACCJC in 2014-15 demonstrated that YC made progress towards proficiency in SLO assessment and reporting. Between 2015-2017, all but a handful of courses have been assessed [[YC 2015-2017 SLOs](#)].

Student and Learning Support Services

In conjunction with SLO processes, Student Area Outcomes (SAOs) are planned, assessed, reported, and evaluated by Student and Learning Support Service areas to align with the college's mission, IEPI, and department goals.

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

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

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

Analysis and Evaluation

YC is dedicated to continuous development and improvement of SLO processes. As of Spring 2017, all Programs and Support and Learning Services areas have planned, assessed, and reported their SLOs and SAOs as reflected in TracDat, and participated in the PR process. The college publishes CSLOs on each course syllabus and Course Outline of Record (COR). ISLOs, PSLOs, and CSLOs, along with assessment methods, are available to the public on the college SLO website and TracDat. ISLOs and how they link to the PSLOs are published in the college Catalog. SLO and SAO results are used at the institutional, department, program, and service levels to engage in meaningful and ongoing dialogue and review of the college's progress towards proficiency in achieving the ACCJC standards. Active engagement in SLO/SAO planning and reporting throughout the college reflects an atmosphere of collaborative teamwork to achieve IEPI goals and the college's mission (see also I.A.I).

Action Plan

The college will create, map, and assess authentic degree and certificate learning outcomes to fully comply with ACCJC requirements.

Evidence Cited

I.B.2-1 [IEPI Goals 2016-2017](#)

I.B.2-2 [SLO Handbook](#)

I.B.2-3 [ISLO Assessment Schedule](#)

I.B.2-4 [Faculty Contract Article 7.15](#)

I.B.2-5 [SLO Program Review Reports](#)

I.B.2-6 [SLO Adjunct Reporting Form](#)

I.B.2-7 [Core Competencies](#)

I.B.2-8 [Student Equity Plan with Disaggregated Data](#)

I.B.2-9 [SLO Website with Public Information on Accessing Assessment Results](#)

[YC 2015-2017 SLOs](#)

I.B.2-10 [Program Review for DSPS 2014-2015](#)

I.B.2-11 [Program Review for Writing and Language Development Center 2014-2015](#)

I.B.2-12 [SAO Handbook](#)

I.B.2-13 [Email regarding cSLOs from VP](#)

I.B.2-14 [Follow up emails regarding cSLO reporting](#)

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

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

Institutional Effectiveness and Accreditation

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

Indicator	Definition	Institution-Set Standard	IEPI Reported Data	IEPI Reported Data
		2017-2018 goals	2014-15	2015-16
1. Course Completion Rates	Percentage of credit enrollments at census resulting in a passing grade (A, B, C, or Pass).	70%	68.8%	70%
2. CTE Completion Rates	Percentage of students that completed a	52%	48.7%	51.8%

	CTE degree, certificate, or transferred			
3. Completion of Degrees	Number of associates degrees awarded in an academic year.	725	701	718
4. Completion of Certificates	Number of credit certificates awarded in an academic year.	90	91	89
5. Transfers	Number of students transferring from YCCD to a 4-year CSU, UC or private university in the academic year.	NA	479	442

The success rates shown above reflect the College's achievement of IEPI goals and the institution's continued commitment to improving student success rates over successive years [I.B.3-5 [IEPI Goals](#)].

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

Indicator	Definition	Institution-Set Standard	IEPI Reported Data	IEPI Reported Data
		2017-2018 goals	2014-2015	2015-2016
Completion of Transfer-Level Math, Year 1	Percentage of degree, certificate, and/or transfer-seeking students who completed	12%	9.9%	NA

	transfer-level Math course in one year.			
Completion of Transfer-Level Math, Year 2	Percentage of degree, certificate, and/or transfer-seeking students who completed transfer-level Math course in two years.	25%	18%	24.6%
Completion of Transfer-Level English, Year 1	Percentage of degree, certificate, and/or transfer-seeking students who completed transfer-level English course in one year.	42%	34%	NA
Completion of Transfer-Level English, Year 2	Percentage of degree, certificate, and/or transfer-seeking students who completed transfer-level English course in two years.	64.5%	50.8%	63.2%
Median Time to Degree	Median number of academic years needed to obtain an AA, AS, or ADT degree.	3 years	3.7 years	3.7 years
CTE Skills Builder	The median percentage change in wages for students who completed higher-level CTE coursework without receiving any type of	+10%	NA	NA

	traditional outcome, such as transfer to a 4-year university or completion of a degree or certificate.			

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

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

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

College Assessment and Review of Educational Practices

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

Program Reviews (PRs)

Program Reviews (PRs) are conducted on a regular cycle: every four years for instructional, non-Career and Technical Education (CTE) programs and service areas, and every two years for CTE programs. All programs complete an annual update on off-cycle years. Each program reviews the results from the previous year to foster continuous improvement through self-evaluation. The reviews are used to improve student success, determine the effectiveness of SLOs, identify program resource needs, and to promote institutional transparency of review processes. Program and interdepartmental faculty, services and support staff, and students participate in the review process by providing feedback on program-level assessments and offering suggestions for changes and/or improvements. The data gleaned from the review process and resulting report is then used in determining appropriate allocation of human, fiscal, and

facility/equipment resources. The PR Feedback Process demonstrates the college's commitment to sustained, substantive, and collegial dialogue about student success, learning outcomes, and academic quality, as described in Standard I.B.1.

As an example, during Spring semester 2017, the Veterinary Technician program went through the PR Feedback Process. The feedback team confirmed the program's commitment to student success, learning outcomes, and academic quality through the implementation of student workshops, boot camps, peer tutors, in-class group study time, semester meetings with the Program Director, outreach to local high schools, and cohort model learning communities [I.B.3-14 [Vet Tech PR Feedback 2016-2017](#)]. Similarly, the feedback team determined the Child Development Center is doing an admirable job assisting Early Childhood Education (ECE) and Nursing students in fulfilling their practical requirements, adapting to students' academic and personal schedules, and building strong relationships with community agencies, all of which helped to improve student learning [I.B.3-15 [CDC PR Feedback 2016-2017](#)].

Community College Survey of Student Engagement (CCSSE)

In Spring 2016, YC began using the Community College Survey of Student Engagement (CCSSE) as a benchmarking instrument to measure and monitor established national norms on educational practice and performance [I.B.3-12 [Community College Survey of Student Engagement](#)]. It will be administered every other Spring, beginning in 2018. The college will form two interdepartmental inquiry groups to review the CCSSE and the Survey of Entering Student Engagement (SENSE) [I.B.3-13 [Survey of Entering Student Engagement](#)] results to evaluate and implement interventions based on their findings. The results of these surveys will help inform the college about student experiences from first year through graduation, and assist it in evaluating and updating institution-set standards for improving student retention, completion, and transfer goals.

Analysis and Evaluation

YC has established institution-set college standards as detailed in the IEPI and as required by ACCJC standards. Disaggregated data on student success and SLOs are published and available to the public, for example, as part of IEPI reports, accreditation reports, and on the college's SLO webpage. The college utilizes the State Chancellor's Institutional Effectiveness Scorecard (IES) that reports institutional performance on mandated metrics and is updated annually. The CPC reviews the findings of the IES and collegiate dialogue on the findings ensues between committees, programs, and focus groups, considering possible variables that may have affected the reported outcomes. Suggestions are made for modification of the college's short- and long-term goals, as applicable.

Action Plan

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

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

Evidence Cited

I.B.3-1 [EMP](#)

I.B.3-2 [Community College Survey of Student Engagement](#)

I.B.3-3 [Facilities Master Plan](#)

I.B.3-4 [IEPI Report](#)

I.B.3-5 [IEPI Goals](#)

I.B.3-6 [CEAC Committee Objective Report](#)

I.B.3-7 [CEAC Committee Self Assessment Report](#)

I.B.3-8 [COR CSAR Summary Report](#)

I.B.3-9 [IEPI Goal Alignment \(2017\)](#)

I.B.3-10 [Integrated Planning Model 25 Aug 2017](#)

I.B.3-11 [Program Review Questions on Feedback Checklist](#)

[Program Review Committee Charter](#)

I.B.3-12 [Community College Survey of Student Engagement](#)

I.B.3-13 [Survey of Entering Student Engagement](#)

I.B.3-14 [Vet Tech PR Feedback 2016-2017](#)

I.B.3-15 [CDC PR Feedback 2016-2017](#)

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Over the last six years, Yuba College (YC) has made significant progress in updating existing, and developing new, data-driven institutional processes as a college-wide, integrated system, connecting institutional planning, program review (PR), and resource allocation to support student learning and achievement [I.B.4-1 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018](#)].

The College Effectiveness and Accreditation Committee (CEAC) oversees the continuous quality improvement process at the college, evaluating YC's institutional effectiveness and integrated planning (IP) process [I.B.4-2 [CEAC Committee Charter](#)]. CEAC gathers data and evidence to determine the College's effectiveness in planning, shared governance, budgeting, and student learning. Interdisciplinary and interdepartmental membership on the CEAC committee ensures the College supports sustained and substantive dialogue, planning, assessment, and improvement focused on student learning and success. The Vice President, research analyst, and the Student Learning Outcomes (SLO) Coordinator serve on

CEAC, in addition to representatives from instructional and non-instructional departments, programs, and services.

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

- Through the shared governance process, the Institutional Effectiveness Partnership Initiative (IEPI) is developed, implemented, and reviewed based on data-driven decisions formulated from historical and current data college-wide to ensure divisions, departments, programs, and services are working collaboratively and centrally focused on improving student success [I.B.4-3 [IEPI College Indicators PowerPoint](#)].
- The Student Equity Committee (SEC) develops, implements, and reviews the Student Equity Plan (SEP) with a focus on analyzing, evaluating, and making recommendations to the college on closing achievement gaps among disproportionately-impacted student populations [I.B.4-4 [Student Equity Plan](#)]. The Student Equity Committee (SEC) works in collaboration with other committees, such as the Basic Skills Initiative Committee (BSIC), Curriculum Committee (CC), Diversity Committee (DC), and Student Success and Support Program Committee (SSSPC), to develop cross-disciplinary guidelines and practices for improving student access, retention, and achievement for disproportionately-impacted students.
- The Curriculum Committee (CC) uses historical and current disaggregated data to analyze and review college-wide trends in student retention and achievement for planning, revisions, and additions to existing curriculum based on current and projected data-driven assessments. For example, in Spring 2017, the General Education (GE) Degree Task Force of the Curriculum Committee (CC) reviewed student data to assess whether or not to keep GE degrees at YC. The Task Force recommended keeping some of the GE degrees and eliminating one in addition to further monitoring and analysis of students impacted by the decisions [I.B.4-5 [Academic Senate Minutes 5.26.2017 GE Degree Taskforce](#)].
- The development and review of the college's Institutional Effectiveness Scorecard (IES), as documented in the Integrated Planning (IP) Model, assists in effectively planning and implementing district initiatives to ensure the college's sustained assessment, reporting, evaluation, and improvement of student learning [I.B.4-6 [Institutional Effectiveness Indicators \(CCCCO\)](#) , I.B.4-7 [Integrated Planning Model 25 Aug 2017](#)].
- Program-level assessment and review of disaggregated data by, for example, the Math, English, and ESL programs, helps programs develop data-driven plans for establishing effective assessment processes, determining appropriate placement tools to support optimal student placement in programs and courses, and increase student achievement [I.B.4-8 [Math Department Minutes 12 May 2017](#) I.B.4-9 [English Department Meeting Minutes 12 Sep 2017](#), I.B.4-10 [ESL Department Update Spring 2017](#)].
- Human, fiscal, and facility/materials resource allocations are based on data-driven assessments and reporting of student needs for instruction, curriculum, support services, and facilities within divisions, departments, programs, and services. The Faculty Staffing Committee (FSC) and Planning and Budget Committee (PBC) approve resource requests based on disaggregated data results from each department, program, or service area supporting the college's mission and planning initiatives [I.B.4-11 [PBC Minutes 5.19.2017](#)].

- During the Program Review (PR) process, a variety of data is used to analyze and continuously improve Yuba College programs. SLO and SAO assessment data is used for institutional, program, and course self-evaluation, planning, and improvement of teaching and learning, development of meaningful and assessable student learning outcomes, and to ensure alignment with institutional objectives that support student achievement. Disaggregated student data provides insight into each program's student access, retention, and success rates for assessment, reporting, reviewing, and planning processes (I.B.4-12 [PR Feedback Checklist for Instructional Programs](#), I.B.4-13 [PR Feedback Checklist for Service Programs](#)).
- To communicate and analyze institution-set standards relevant to distance education, evidence about DE courses are provided to departments/programs and incorporated into their academic program review process. [I.B.4-14 [Sample Program Review Data](#)]

Additionally, the Dean of Student Success and Institutional Effectiveness was hired early Fall 2017 to provide leadership in the ongoing development, implementation, and assessment of YC planning and resource development activities [I.B.4-15 [Dean of Student Success Job Description](#)]. A Students Learning Outcomes Coordinator with 40 percent faculty reassigned time also works to ensure assessment data on student learning and achievement in being used for various institutional processes [I.B.4-16 [SLO Coordinator Job Description](#)].

Analysis and Evaluation

The YC Integrated Planning Process (IPP) systematically promotes alignment with the mission and continuous improvement through a recursive cycle of planning, implementation, assessment, and reflection. This results in changes focused on improving student learning and institutional performance. Foundational to this process is the analysis of student learning and achievement data and regular assessment of SLOs, and the SLO Coordinator promotes authentic dialogue about student learning, focuses the institution on continuous quality improvement, and supports faculty and staff as they work to utilize student assessment data for decision-making.

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

Evidence Cited

I.B.4-1 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018](#)

I.B.4-2 [CEAC Committee Charter](#)

I.B.4-3 [IEPI College Indicators PowerPoint](#)

- I.B.4-4 [Student Equity Plan](#)
- I.B.4-5 [Academic Senate Minutes 5.26.2017 GE Degree Taskforce](#)
- I.B.4-6 [Institutional Effectiveness Indicators \(CCCCO\)](#)
- I.B.4-7 [Integrated Planning Model 25 Aug 2017](#)
- I.B.4-8 [Math Department Minutes 12 May 2017](#)
- I.B.1-20 [English Department Meeting Minutes 12 Sep 2017](#)
- I.B.4-10 [ESL Department Update Spring 2017](#)
- I.B.4-11 [PBC Minutes 5.19.2017](#)
- I.B.4-12 [PR Feedback Checklist for Instructional Programs](#)
- I.B.4-13 [PR Feedback Checklist for Service Programs](#)
- I.B.4-14 [Sample Program Review Data](#)
- I.B.4-15 [Dean of Student Success Job Description](#)
- I.B.4-16 [SLO Coordinator Job Description](#)

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

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

- Program Review Process—Starting Fall 2017, the Program Review Committee coordinates and assists programs in completing Program Review and feedback process.

Prior to Fall 2017, the College Effectiveness and Accreditation Committee (CEAC) performed this function. Program Reviews are conducted every four years by instructional, non-Career and Technical Education (CTE) programs, and service areas, and every two years by CTE programs. All programs complete an annual update on off-cycle years [I.B.5-2 [Program Review Cycle F2017](#)]. This schedule allows each program to complete a PR twice during any given accreditation cycle.

- Review of Mission—The PR process includes a review and discussion of the college's mission as part of the PR Feedback sessions. Each program reviews the mission statement and reflects on how their program instruction, curriculum, application of support services, self-evaluation, quality improvement, planning, assessment, and reporting helps support the mission and improves SLOs and success rates. The program's responses are documented on the PR Checklist [I.B.5-3 [Program Review Feedback Checklist \(Instruction\)](#)].
- Collaborative/Inclusive Dialogue and Participation—The PR process at YC is collaborative and inclusive, linked to the mission, and provides the opportunity for meaningful analysis and reflection. A PR Committee member is assigned to each program as a PR Team Facilitator to assist team members in completing the review. As described in I.B.3, participants in the review process are a mixture of interdisciplinary and interdepartmental faculty, staff, and students, ensuring a balanced cross-section of contributors to discussions, feedback, reflection, and overall evaluation of the program's effectiveness.
- Reflective Self-Evaluation—The PR Facilitator coordinates the PR Feedback sessions. Each PR team member completes a PR Checklist, answering the review questions prior to meeting together to share their responses. By completing the PR Checklist independently, PR team members engage in reflection of the program's processes and overall effectiveness. During the review sessions, Program Representatives for each program listen to other team members share their reflections, then provide their own feedback about how the program is meeting institutional initiatives and the college's mission, and/or the program's plan for improving current practices. The review sessions provide Program Representatives with opportunities for self-evaluation that aid future program assessment, planning, and improvements. Afterwards, the PR Facilitator consolidates each team member's feedback into one report, and the draft is reviewed by all participants prior to final submission. The PR process culminates in an authentic PR Feedback Report, which can also serve as an evaluation of the program's health. The feedback team identifies, from the presented recommendations, what resources (funds, personnel, equipment, facilities, technology) are crucial to improve the department [I.B.5-4 [Program Review Feedback Report Sample](#)].
- Analysis of Quantitative and Qualitative Data—During PR, programs respond to questions concerning data analysis of student retention, success rates, and SLOs, identifying enrollment and completion trends and the number of degrees and certificates awarded, disaggregated by race, ethnicity, gender, and age. Program Representatives and team members review and reflect on student learning, curriculum, and disproportionate impacts to specific student subgroups, strategic planning strategies, and resource needs. Trend data is presented and provided for traditional and online modes of course delivery. In conjunction with PR processes, the college assesses disaggregated quantitative and qualitative data by program type and mode of delivery to determine accomplishment of

the mission through a set of identified strategic goals adopted by the Governing Board [I.B.5-5 [Sample Program Review Data](#) , I.B.5-6 [YCCD Strategic Goals](#)].

- Assessment of Student Learning Outcomes—As part of shared governance, institutional "best practices," and established institution-set standards, programs, and services continually report and review their Program SLOs (PSLOs) and Course SLOs (CSLOs). The SLO Committee oversees reporting processes for programs, trains Program Representatives on how to create authentic SLOs, maps the PSLOs and CSLOs, along with assessing and reporting SLOs in TracDat. Questions on the PR Review Checklist ask Program Representatives to reflect on how SLO data is collected and assessed; what methods they use to evaluate the data and determine improvements; and how they implement changes to existing instruction, curriculum, support services, and resources to meet the Program's objectives for improving student learning. Additionally, SLO results are tracked by modality and are reviewed in department meetings as part of each department's ongoing dialogue, analysis, evaluation, and reflection of their programs [I.B.5-7 [Department meeting minutes discussing SLOs](#)].
- Continuing Evaluation, Reflection, and Planning for Student Success—YC assesses each program's performance against institution-set standards, the Educational Master Plan (EMP) [I.B.5-8 [EMP](#)], and Institutional Effectiveness (IE) Indicators [I.B.5-9 [Institutional Effectiveness Indicators](#)], Student Equity Plan (SEP) [I.B.5-10 [Student Equity Plan](#)], Basic Skills Initiative (BSI) Reports [I.B.5-11 [Basic Skills Initiative Report to Senate](#)], and Student Success and Support Program (SSSP) reports [I.B.5-12 [Student Success and Support Plan](#)] towards meeting the institution's objectives and mission. College performance is monitored annually by the College Council and the CEAC. All college governance bodies annually complete Committee Objective Reports (CORs) and Committee Self-Assessment Reports (CSARs) to identify and evaluate their goals, effectiveness, and areas for improvement. These reports are posted to the YC website and are shared with the college community through a report to the College Council [[COR/CSAR Report to YC Council 10.3.17](#)].
- CEAC also writes and publishes an Institutional Effectiveness Report (IER) every two years, which provides an in-depth analysis of academic quality, student success, enrollment management, strategic planning, budgeting, evaluation, and research processes [I.B.5-13 [Institutional Effectiveness Report](#)].

Additionally, the Dean of Student Success and Institutional Effectiveness was hired Fall 2017 to provide leadership in the ongoing development, implementation, and assessment of YC planning and resource development activities [I.B.5-14 [Dean of Student Success Job Description](#)].

Analysis and Evaluation

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

Some examples of changes that were made as a result of assessment include a math instructor adding additional lessons on word problems and reading comprehension, a history instructor revising assignment instructions and prompts to decrease misinterpretation by students, a counselor who revised a SLO assessment in order for students to gain a deeper understanding of a reading strategy (SQ3R). The Writing and Language Development Center (WLDC) took steps to ensure drop-in students were being helped by tutors after receiving remarks that indicated otherwise. The Student Equity Plan (SEP), and other college plans, include numerous changes that have been or will be instituted as a result of reviewing student learning and achievement data.

Evidence Cited

I.B.5-1 [Online Program Review Handbook \(PRH\)](#)

I.B.5-2 [Program Review Cycle F2017](#)

I.B.5-3 [Program Review Feedback Checklist \(Instruction\)](#)

I.B.5-4 [Program Review Feedback Report Sample](#)

I.B.5-5 [Sample Program Review Data](#)

I.B.5-6 [YCCD Strategic Goals](#)

I.B.5-7 [Department meeting minutes discussing SLOs](#)

I.B.5-8 **Educational Master Plan**

I.B.5-9 [Institutional Effectiveness Indicators](#)

I.B.5-10 [Student Equity Plan](#)

I.B.5-11 [Basic Skills Initiative Report to Senate](#)

I.B.5-12 [Student Success and Support Plan](#)

I.B.5-13 [Institutional Effectiveness Report](#)

[COR/CSAR Report to YC Council 10.3.17](#)

I.B.5-14 [Dean of Student Success Job Description](#)

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

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

Disaggregation and Analysis of Data For Student Subpopulations

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

The college's most recent SEP was adopted in 2016, and is based on access and success data disaggregated by ethnicity, gender, age, disability, veteran status, and foster youth status [I.B.6-2 [Student Equity Plan](#)]. The SEP addresses five student success indicators: Student Access, Course Completion, Basic Skills Persistence, Completion of Degrees & Certificates, and Transfer for disproportionately-impacted student subpopulations. Student Equity Committee (SEC) findings were calculated by applying the percentage point gap methodology exclusively for analysis of disproportionate impact. Percentage point gap measures were calculated by subtracting the college-wide student average success rate percentage from the success rate percentage of disaggregated subgroups in the same outcome. According to this methodology, a (-3) percentage point gap or greater is evidence of a disproportionate impact. The SEP includes the following chart that summarizes which student subpopulations are most disproportionately impacted for each student success indicator:

Summary of Findings		
Indicators	Sub-Category	Groups Disproportionately Impacted
Access	Participation Rates	White Non-Hispanic, Male, Students with disability, Veterans, 40+
	Credit Course, Retention	Foster Youth
Course Completion	Credit Course, Success	Foster Youth, African-American, American Indian/Alaskan Native, Multi-Ethnicity
	Degree Applicable Credit Course, Retention	Foster Youth, American Indian/Alaskan Native
	Degree Applicable Credit Course, Success	Foster Youth, African-American, American Indian/Alaskan Native, Multi-Ethnicity
	Transferrable Credit Course, Retention	Foster Youth, American Indian/Alaskan Native
	Transferrable Credit Course, Success	Foster Youth, African-American, Multi-Ethnicity
	Vocational Credit Course, Retention	Multi-Ethnicity
	Vocational Credit Course, Success	Foster Youth, African-American, Multi-Ethnicity, 19 or less
	Basic Skills Credit Course, Retention	Foster Youth, African-American, Male, 20 to 24
	Basic Skills Credit Course, Success	African-American, Foster Youth, Male, 20 to 24, 40+
	ESL Completion	25 to 29, 30 to 34, 40+
Basic Skill Persistence	English Completion	African-American, American Indian/Alaskan Native, Hispanic, Male, 20 to 24, 25 to 29, 30 to 34, 35 to 39, 40+, Students with a disability
	Math Completion	African-American, American Indian/Alaskan Native, Male, 20 to 24, Students with a disability
	Degree Completion	African-American, American Indian/Alaskan Native, 20 to 24, 30 to 34, 40+, Students with a disability
Degree & Certs	Certificate Completion	No Group had a Point Gap >-2.99
	Transfer to Four Year Universities	American Indian/Alaskan Native, Hispanic, 20 to 24, 25 to 29, 30 to 34, 35 to 39, 40+, Students with a disability, Econ Disadvantaged

From the SEC's findings, it was determined that the student subpopulations most experiencing disproportionate impacts for the five student success indicators were: White Non-Hispanic, Male, Students with Disabilities, Veterans, ages 40+, and Foster Youth. SEP initiatives were planned and implemented to address these specific disproportionately-impacted student subgroups.

Evaluation, Implementation, and Review of Student Success Strategies

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

- Access—To improve student access for the reported disproportionate student subpopulations, the following actions were proposed: expand the hours of campus childcare so students can attend early morning classes; the Veteran's Affairs Officer and counseling staff attend the Veterans Summit focusing on the unique needs of Veterans and their families; create a new position, the Director of Outreach, for promoting college services and events; develop high school faculty focus groups aligning high school

curriculum to the college placement exam; acquire a marquee for the college visible to the community for promoting awareness of services and events (see page 9).

- Course Completion—The SEP initiatives include plans to improve course completion rates for identified student subgroups. Proposals included: develop training for tutors of the Writing and Language Development Center (WLDC) in order to assist students in improving foundational English and reading skills; create the position of Instructional Assistant at the Sutter County Center for expansion of tutoring services; develop Academic Excellence Workshops to teach students a variety of reading and writing skills; host a Welding Olympics at the college giving students in the program an opportunity to display their knowledge and skills (see page 9).
- English as a Second Language (ESL) and Basic Skills Completion—The following activities were planned to help improve completion rates for ESL and Basic Skills students: develop ESL focus groups centered on collaboration and creation of specific curriculum and new teaching techniques; request WLDC bilingual tutor stipends for assisting ESL students with communicating their educational needs; increase the availability of textbooks on reserve in the library for low-income ESL and basic skills students; create embedded ESL tutoring in classes; promote embedded peer mentors for accelerated English courses, giving students course-specific content support from peers who have successfully completed the courses (see page 9-10).
- Degree and Certificate Completion—College research identified specific student subgroups as experiencing a disproportionate impact in obtaining degrees and certificates. SEP initiatives include instituting degree audits administered by the Admissions and Records Office to identify students who need assistance with completing degrees and/or certificates (see page 10).
- Transfer—To improve transfer rates for disproportionately-impacted student subpopulations, the following initiatives were proposed: plan Extended Opportunity Programs and Services (EOP&S) trips for students to explore 4-year universities and prepare them for transfer; create two cohorts for English in the Puente program and support students by providing mentors in their career fields; collaborate with the Umoja program to help students successfully complete coursework and transfer to a 4-year university; work with the Mathematics, Engineering, Science Achievement (MESA) program to help underrepresented students in the Science, Technology, Engineering, and Math (STEM) fields increase transfer rates to 4-year universities (see page 10).
- Other SEP Initiatives—Additional College actions were proposed to further address the success indicators above, some of which included: design a compressed calendar to allow for more student contact with instructors and flexibility for working students; create the Dean of Student Services position to work with financial aid, counseling, and other categorical programs to better meet the needs of current and future students; establish the position of Research Analyst to assist with the collection of data for Student Equity and Student Success and Support Program (SSSP), and to help the college in making data-driven decisions for the allocation of human, fiscal, and facility/materials resources to meet the needs of disproportionate student subpopulations (see pages 10-11).

The SEP initiatives address key student success indicators and align with the college's other student success initiatives. To help implement the initiatives, the SEC encouraged collaboration with other committees, including EOP&S, Cooperative Agencies Resources for Education (CARE), CalWORKS, Veterans, Disabled Student Programs and Services (DSPS), MESA, Puente, and Umoja. The SEC was

discerning in its selection of proposed initiatives that were either new or added to existing programs, in order to avoid supplanting funding. The SEP report was disseminated throughout the college and made available on the public website [I.B.6-3 [Student Equity Committee Website](#)].

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

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

The Research Analyst met on May 24, 2017 with TracDat representatives to discuss integration with the college's Learning Management System (LMS), Canvas, in order to have more options for disaggregated data [I.B.6-6 [TracDat on Calendar](#)]. Other data sources used by YC in making data-driven decisions for improving student access, retention, and success include disaggregated data from committees and programs, such as DSPS, EOP&S, the SSSP, the District Budget Advisory Team (BAT) and District Facility Planning (DFP), and program advisory committees.

Disaggregated data used in planning is also available in the Yuba College Fact Book and the Student Success Scorecard [I.B.6-7 [Fact Book](#), I.B.6-8 [Student Success Scorecard](#)], a statewide initiative sponsored by the California Community Colleges Chancellor's Office (CCCCO). It contains valuable indicators of student progress and achievement. College-level data submitted through the statewide Management Information System (MIS) is used to generate reports for each community college in California; reports include data disaggregated by ethnicity, gender, and age group. Disaggregated Scorecard data is presented annually to the Board of Trustees to inform policy decisions relating to human, fiscal, and resource allocations throughout the college [I.B.6-9 [Scorecard Data Presentation to the Board \(4/17/17\)](#)].

Analysis and Evaluation

YC has established policies and practices for evaluation and implementation of student success initiatives based on data-driven and collaborative analysis and review of disaggregated data through shared governance by committees, programs, support services, and District committees. While performance gaps continue to exist for some disproportionate student subpopulations, the college has plans in place to address these gaps via the SEP and college planning processes such as PR. Analysis, review, and evaluation of the SEP initiatives is ongoing, with programs and service areas participating in substantive dialogue about their progress with the SEC, and reporting disaggregated data on student success rates, SLOs, and Service Area Outcomes (SAOs) relating to multiple indicators that address disproportionately-

impacted student subpopulations. The SLO Committee is working with Information Technology (IT) Services and LMS providers to improve current data reporting methods throughout the college. A TracDat update enabling integration with the Canvas LMS took place in Summer 2017. A method for disaggregating SLOs by additional demographic indicators has been designed and tested beginning Fall 2017.

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

Evidence Cited

I.B.6-1 [Institutional Effectiveness Report](#)

I.B.6-2 [Student Equity Plan](#)

I.B.6-3 [Student Equity Committee Website](#)

I.B.6-4 [Sample Program Review Data](#)

I.B.6-5 [ESL Credit v Non Credit](#)

I.B.6-5 [Data Dashboard Plan](#)

I.B.6-6 [TracDat on Calendar](#)

I.B.6-7 [Fact Book](#)

I.B.6-8 [Student Success Scorecard](#)

I.B.6-9 [Scorecard Data Presentation to the Board \(4/17/17\)](#)

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Consistent with Board Policy (BP) and Administrative Procedure (AP) 2410, the Chancellor conducts a review of all board policies and administrative procedures on a 5-year cycle [I.B.7-1 [BP 2410](#), I.B.7-2 [AP 2410](#)]. All board policies are vetted through the Board of Trustee's Policy Committee. Policies that are the purview of the Academic Senate are reviewed and revised in the District, Colleges, and Academic Senate (DCAS) meetings [I.B.7-4 [DCAS Minutes 4.6.2017 Pages 6-7](#)]. In DCAS, the focus is on academic

quality and accomplishing the college's mission. Through sustained and substantive dialogue, DCAS actively assesses the board policies and administrative procedures. The Academic Senate reviews and approves board policies and administrative procedures to ensure the academic quality of the college's shared governance processes. The Chancellor can approve board policy changes received from the Community College League of California (CCLC) Policy and Procedure Services that are minor in nature (such as spelling, grammar, and title changes). If necessary, due to legislative updates or other changes, board policies and administrative procedures may be updated sooner than the 5-year cycle. The review of board policies is informed by the CCLCs Board Policy and Administrative Procedure Services [I.B.7-5 [CCLC Board Policy and Administrative Procedure Services Website](#)].

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

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

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

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Full PR	All units		All CTE Units	A&R to EOPS/CARE	All CTE Units	Financial to WLDC	All CTE Units
Annual Update		All Units	All non-CTE Units	Financial to WLDC & CTE Units	All non-CTE Units	A&R to EOPS/CARE & CTE Units	All Non-CTE Units
Feedback	Start Feedback for all CTE Units	Cont. Feedback for all CTE Units	A&R to EOPS/CARE	All CTE Units	Financial to WLDC	All CTE Units	A&R to EOPS/CARE

In addition, YC adopted a timetable to ensure institutional effectiveness in the development, reporting, evaluation, review, and revision of SLOs and Service Area Outcomes (SAOs) [I.B.7-7 [Program Review Timetable](#)].

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

Instructional Programs, Student Learning, and Support Services

All programs and student learning and support services at YC conduct PRs to ensure their effectiveness in supporting academic quality and accomplishment of the college's mission. The purpose of the PR is broadly two-fold: 1) it provides programs and services departments the opportunity to reflect on their status, needs, and areas for improvement, and 2) it allows these same groups to contribute to the planning and budgeting processes at the college. The PR Committee, working with the SLO Committee and Curriculum Committee (CC), establishes, evaluates, revises, and improves PR policies and practices [I.B.7-8 [Guide to Integrated Planning and Institutional Effectiveness](#)]. Prior to Fall 2017, this function was performed by the College Effectiveness and Accreditation Committee (CEAC).

The college's committees, through shared governance, systematically review and revise existing policies and procedures. For example, in 2014-15, Program and Service Review questions were revised and then approved by the Academic Senate and College Council. These new questions were adopted for all programs and services to conduct a full review during the 2015-16 academic year and an annual update during 2016-2017. To facilitate a PR Feedback Pilot Program and to align all programs with an appropriate 2- or 4-year cycle, a sequence of PR submissions was proposed by CEAC and approved by the Academic Senate and College Council, as detailed in the following table [I.B.7-9 [Program Review Cycle F2017](#)]:

	2017-2018 (Year 1)	2018-2019 (Year 2)	2019-2020 (Year 3)	2020-2021 (Year 4)	2021-2022 (Year 1)
Full PR	All CTE Units	A&R-EOPS/CARE	All CTE Units	Financial-WLDC	A&R-EOPS/CARE
Annual Update	All non-CTE Units	Financial-WLDC & CTE Units	All non-CTE Units	A&R-EOPS/CARE & CTE Units	Financial-WLDC & CTE Units
Feedback	A&R-EOPS/CARE	All CTE Units	Financial-WLDC	All CTE Units	All CTE Units

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

Institutional dialogue about course-specific DE student learning and the improvement of student learning through DE mode primarily takes place within individual academic departments and/or academic departments and division deans and is discussed within individual program reviews [[Academic Program Review Data for English](#)]. To meet the needs of department faculty, the DE Committee offers two basic Canvas faculty-training opportunities per semester, aimed at building high-quality online courses and

aligning courses with the Online Education Initiative (OEI) rubric. Additionally, the DE Committee promotes @ONE professional development courses and provides periodic FLEX activities to improve online instruction. With the recent Academic Senate approval of the new DE Handbook, the DE Committee will be implementing a course validation process, encouraging dialogue about course quality and improvement within the DE Committee and with discipline area faculty. The DE Committee's 2017-2018 Objectives note short- and long-term goals focused on the improvement of courses through continued training, improved training, and advanced training. Additionally, the Objectives include the long-term goal to establish a process with the college's Institutional Researcher to review and analyze institutional data for DE decision-making. [[Faculty Online Teaching Training Course](#), [Spring 2018 Professional Development Schedule](#), [DE Handbook—Course Approval Process](#), [DE 2017-2018 COR](#)].

Student Services evaluates its policies and practices through the annual external audit. Every year, fiscal services receives an interim audit request list with specific items to be uploaded by each primary contact at Student Services and other areas at the district level [[IB7 Yuba CCD Items Requested List - Interim Testing 2016-17](#)]. Auditors ensure programs operate within the established policies and practices. For example, the Financial Aid Department provides the Program Participation Agreement with the Department of Education, updated Satisfactory Academic Progress (SAP) Policy, SAP standards from the financial aid handbook, the Education Eligibility and Certification Approval Report, and the financial aid disbursement date schedule [[1B7 23 YC PPA Expiration Date 12 31 2022 Copy to School](#); [IB7 28 YC SAP standards from FA Handbook](#)]. The Student Services Department must operate within the presented standards. In addition to the external audit, Student Services must update the policies and practices as required by new federal or state regulatory requirements. Changes in the residency requirements for Deferred Action for Childhood Arrivals (DACA) students and Senate Bill 1456, for instance, include the creation of minimum academic and progress standards that must be met for continued eligibility for the Board of Governors (BOG) Fee Waiver ([1B7 Residency for DACA](#)).

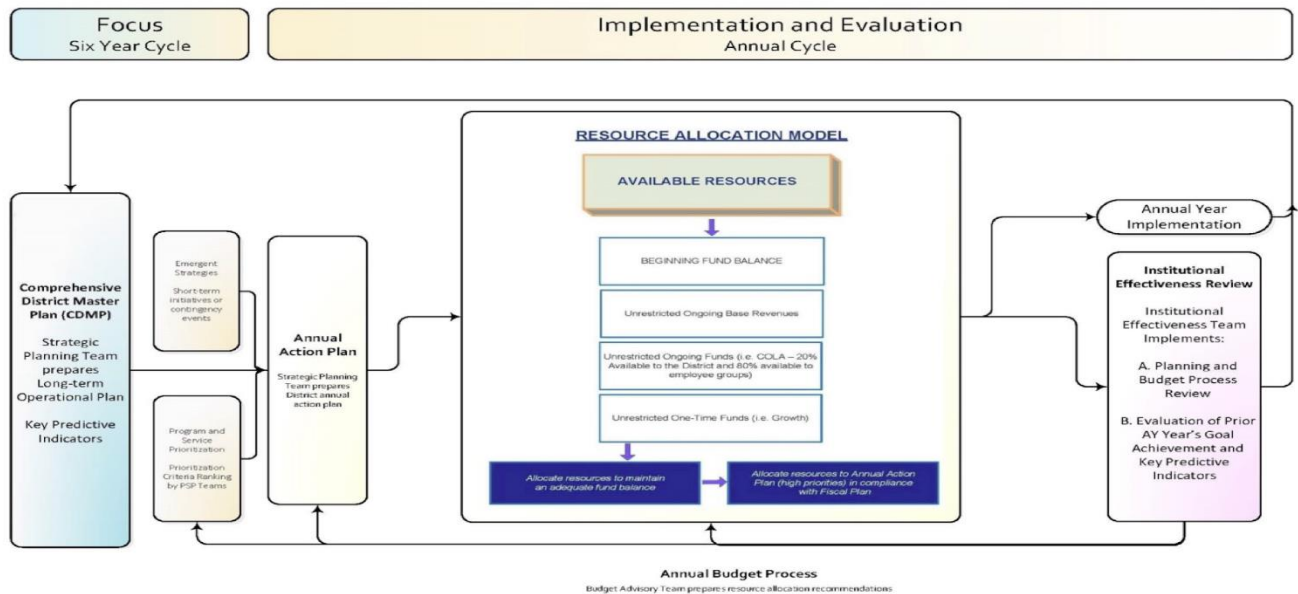
Resource Management

The YCCD Resource Allocation Process is used for the following district allocations:

- Ongoing College Operating Budgets
- District and College Annual Action Plans
- One-Time Allocations Outside the Annual Action Plan Process

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

Yuba Community College District Resource 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 PBC drafted a Program Recommendation/Augmentation Request process (as detailed in I.B.9), and a one-time funding allocation process to make PR the guiding document in funding program recommendations [I.B.7-13 [PBC Minutes 5.19.2017 One Time Allocation Prioritization](#)]. Additionally, the PBC recommended that faculty staffing recommendations follow the same workflow for prioritizing resource allocation requests for review and subsequent submission to the President. Staffing policies and procedures are evaluated and reviewed through the annual assessment and updating of the college's Staffing Plan [I.B.7-14 [Management and Staff Plan](#)]. This process is part of integrated planning, and changes to the Staffing Plan are shared with the appropriate governance bodies.

Governance Processes

The College Council monitors and manages YC's processes on all metrics related to the Educational Master Plan (EMP). The planning cycle aligns with the YCCD integrated planning cycle. Thus, the college annually reviews its 3-year goals and objectives. This review occurs during the Fall of each academic year. The EMP Strategic Goals and Objectives provide a foundation for all planning efforts. The annual review and update ensures that all activities and planning efforts are aligned with the mission and principles of the institution, and that resources are being expended to support current goals. The EMP guides and is linked to all annual planning and budgeting documents, PRs, and SLO/SAO processes.

The CEAC assesses the college's institutional effectiveness (IE) every two years, based on the policies and practices detailed in the IE Model adopted by the Governing Board in 2006 as described above, and consolidates its findings in an Institutional Effectiveness Report (IER) [I.B.7-15 [Institutional Effectiveness Report 2015-20116](#)]. The report is an evaluation of the institution's shared governance decision-making processes, including: Program and Support Services Review and Feedback processes for

Career and Technical Education (CTE) and non-CTE programs; the development, implementation, assessment, evaluation, and revision of SLOs/SAOs; the Administrative Services Review, and the college's marketing review. CEAC's IER is an integral part of the institution's cyclic process of continuous self-evaluation of its policies and practices to ensure academic quality and accomplishment of its mission.

Analysis and Evaluation

Instructional programs, student services, resource management, and governance practices are all regularly reviewed and improved to ensure that they support the mission of YC and promote academic quality. As part of the institution's review process, CEAC publishes the IER that includes an evaluation of the college's instructional, service, and administrative effectiveness and provides recommendations for improvement. In addition, YC has developed, implemented, and systematically assessed resource allocation processes to ensure effectiveness in supporting academic quality and accomplishment of the college's mission to improve student learning and achievement.

YCCD has a substantive and continuous process of reviewing its policies over a 5-year cycle. Although the process is in place, there are policies that have not been updated in five years. Efforts have been made to speed up the revisions, but some policies take longer to process through the shared governance structure.

Action Plan

Collaborate with the district to create a timeline and/or plan to ensure all BPs and APs have been reviewed and/or revised within the five-year guidelines as currently stated in BP & AP 2410.

Evidence Cited

I.B.7-1 [BP 2410](#)

I.B.7-2 [AP 2410](#)

I.B.7-4 [DCAS Minutes 4.6.2017 Pages 6-7](#)

I.B.7-5 [CCLC Board Policy and Administrative Procedure Services Website](#)

I.B.7-6 [AP 3255](#)

I.B.7-7 [Program Review Timetable](#)

I.B.7-8 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018](#)

I.B.7-9 [Program Review Cycle F2017](#)

I.B.7-10 [Academic Senate Minutes 5.12.2016 Pgs 3-4](#)

I.B.7-11 [Curriculum Committee Minutes 19 May 2017](#)

I.B.7 [Academic Program Review Data for English](#)

I.B.7 [Faculty Online Teaching Training Course](#)

- I.B.7 [Spring 2018 Professional Development Schedule](#)
- I.B.7 [DE Handbook—Course Approval Process](#)
- I.B.7 [DE 2017-2018 COR](#)
- I.B.7 [Yuba CCD Items Requested List - Interim Testing 2016-17](#)
- I.B.7 [1B7 23 YC PPA Expiration Date 12 31 2022 Copy to School](#)
- I.B.7 [1B7 28 YC SAP standards from FA Handbook](#)
- I.B.7 [1B7 Residency for DACA](#)
- I.B.7-12 [YCCD Resources Allocation Process](#)
- I.B.7-13 [PBC Minutes 5.19.2017 One Time Allocation Prioritization](#)
- I.B.7-14 [Management and Staff Plan](#)
- I.B.7-15 [Institutional Effectiveness Report 2015-20116](#)

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Yuba College (YC), through shared governance and evaluation of the Institutional Effectiveness (IE) Scorecard, reports its progress on institution-set standards; board policies and administrative procedures following Accrediting Commission for Community and Junior Colleges (ACCJC) Standards; college-wide practices, including Program, Service, and Committee self-evaluations, review, and planning processes; student equity and diversity initiatives; business, fiscal, and resource allocation planning; news and marketing; and outreach planning and initiatives.

In Fall 2017, YC adopted its first formal Communication Plan. The purpose of this plan is to support an organized communication system for the college, and present a framework for managing and coordinating all internal and external communication [[Yuba College Communication Plan](#)].

YC uses electronic and printed media to broadly communicate the results of all of its assessment and evaluation activities so that it has a shared understanding of strengths and weaknesses, and sets appropriate priorities for college-wide planning, assessment, reporting, review, research and development, and resource allocations. Examples of institutional dialogue and written communications that inform and engage the college's shared governance and constituency

groups, such as the Governing Board, advisory committees, councils and committees, division deans and administrators, instructional and classified staff, students, and local community members, are:

- Formal Dialogue—Board of Trustees Meetings, Advisory Board Meetings, Academic Senate, advisory committees, College Council, College Effectiveness and Accreditation Committee (CEAC), Planning & Budgeting Committee (PBC), Academic Integrity Committee, Curriculum Committee (CC), Distance Education (DE) Committee, Student Equity Committee (SEC), Student Learning Outcomes (SLO) Committee, Staff Development Committee, Faculty Staffing and FLEX Committee, Extended Opportunity Programs and Services (EOP&S), Career and Technical Education (CTE) Committee, Early Childhood Education (ECE) Committee, Basic Skills Initiative Committee (BSIC), and program, department, and service area meetings [I.B.8-1 [Board Docs Website for Agenda and Minutes](#)].
- Reporting—Chancellor's Office, District & Advisory Board, Academic Senate, College Council Reports; Committee Objectives Report (COR), Committee Self-Assessment Report (CSAR), CEAC Report; Institutional Effectiveness Report (IER); SLO and Service Area Outcome (SAO) Reports; Program and Service Area Feedback and Reviews; Student Equity (SE) Report; Planning & Budget Reports, CTE, ECE, BSI Reports; Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), New Student & Graduation Surveys, Noel-Levitz Survey, Staff Development Survey, EOP&S, Cooperative Agencies Resources for Education (CARE), CalWORKS, Writing Language Development Center (WLDC) surveys; department, program and service area surveys [I.B.8-2 [Committee Webpage Directory for Agenda and Minutes](#)].
- Formal Written and Web-Based Communications—College online portal and dashboard (publicly-accessed site); college-wide announcements and e-mails from the Executive Offices of the President and Vice-President; websites for standing committees (i.e., CEAC, Curriculum, SLO, Student Equity, Student Success and Support Program (SSSP), BSI, CTE, Diversity); Program Reviews (PRs); qualitative and quantitative data (i.e. Tracdat, Meta); CARE, newsletters, college Convocation; student newsletter, literary journal [I.B.8-3 [Research and Planning Website Reports and Surveys](#)].
- Campus-Wide Events and Activities—Convocation, Commencement; job fairs, program, department, and SSSP events; staff development, training, workshops, conferences, teaching community, employee appreciation; faculty/student events, Associated Students of Yuba College (ASYC), student clubs and organizations; Career Center, Crossing Borders, theater/music, sports, community events [I.B.8-4 [Convocation 2015 Agenda](#)].
- Informal Dialogue and Web-Based Communications—Social Media (e.g. Facebook, Twitter) [I.B.8-5 [YC Facebook Page](#)].

Formal Dialogue—Through the shared governance system, all institution-set initiatives for the college are systematically evaluated, and regular updates provided to the Academic Senate [I.B.8-6 [Academic Senate Minutes see Strategic Goals Item](#)]. During 2016-17, the focus of the SSSP was to evaluate the need and effectiveness of specific student services. For example, the Counseling Department evaluated its probation workshops, and based on the feedback received by the Assessment Department, it is considering expanding its hours to better serve the college [I.B.8-7 [SSSP Committee Minutes 11.28.2016](#)]

[Probation Workshops](#)]. The BSIC and project participants evaluate all projects funded through BSI on a continual basis for the purpose of quality improvement [I.B.8-8 [BSIC Funding Request Form](#)].

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

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

Campus-Wide Events and Activities—Through campus-wide events and activities, YC actively supports institutional, program, and service area initiatives for improving student access, retention, and success, encouraging student preparedness for college, and for community outreach to effectively meet the college's mission [I.B.8-14 [Student Focus Group Advertisement Website](#)].

Informal Dialogue/Web-Based Communications – This type of communication takes place via Social Media (i.e. Facebook, Twitter) [I.B.8-15 [YC Twitter](#)]

Analysis and Evaluation

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

Evidence Cited

[Yuba College Communication Plan](#)

- I.B.8-1 [Board Docs Website for Agenda and Minutes](#)
- I.B.8-2 [Committee Webpage Directory for Agenda and Minutes](#)
- I.B.8-3 [Research and Planning Website Reports and Surveys](#)
- I.B.8-4 [Convocation 2015 Agenda](#)
- I.B.8-5 [YC Facebook Page](#)
- I.B.8-6 [Academic Senate Minutes see Strategic Goals Item](#)
- I.B.8-7 [SSSP Committee Minutes 11.28.2016 Probation Workshops](#)
- I.B.8-8 [BSIC Funding Request Form](#)
- I.B.8-9 [Accreditation Website](#)
- I.B.8-10 [Guide to Institutional Planning and Effectiveness](#)
- I.B.8-11 [CEAC Charter](#)
- I.B.8-12 [Program Review Reports on Website](#)
- I.B.8-13 [IE Report 2015-2016](#)
- I.B.8-13 [Veterinary Technology Website](#)
- I.B.8-14 [Student Focus Group Advertisement Website](#)
- I.B.8-15 [YC Twitter](#)

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Yuba College (YC) engages in continuous, systematic, and inclusive institutional assessment, reporting, evaluation, review, and planning of all of its programs, services, budgeting and resource allocation policies and practices as a comprehensive cyclic process described in the college's Integrated Planning Model (IPM). It has a successive and substantive history of evaluating and improving on its IPM towards achieving initiatives for its mission, institutional effectiveness, and academic quality as reflected in the

Integrated Planning Timeline below, which highlights the key objectives and accomplishments over the last six years:

Integrated Planning Timeline

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Accreditation Visit (Fall 2012) ACCJC Letter of Accreditation Received, placing College on Probation (Spring 2013) ACCJC Substantive Change Proposal submitted for Sutter Center (Fall 2012) Proposed mission statement process and schedule approved and adopted by College Council (Spring 2013) Yuba College Goals approved (March 2013) Committee/Project Team Objectives and Self-Assessment Reports instituted Integrated Planning Model revised Institutional effectiveness	Accreditation Follow-Up Report Submitted to ACCJC (Fall 2013) ACCJC Letter of Accreditation Received, removing College from Probation and Placing on Warning (Spring 2014) A Guide to Integrated Planning and Institutional Effectiveness is published Program Review format revised All programs and services complete a Program Review identifying	Accreditation Follow-Up Report Submitted to ACCJC (Fall 2014) ACCJC Accreditation reaffirmed Program Review process reviewed and revised Implemented and evaluated Program and Service Vitality rubrics 2013-2014 Institutional Effectiveness Report published (Sept 2014) Integrated Planning Model revised	Annual Program Review Update Implemented 2015-2016 Institutional Effectiveness Review and Report published (Spring 2016)	Mission Statement, Guiding and Core Principles reviewed, revised and vetted through the shared governance processes Drafting of the Accreditation Self-Study begins Program Review Feedback process piloted and implemented Integrated Planning Model updated	Mission Statement and Core Principles approved by the Board New Educational Master Plan A Guide to Integrated Planning and Institutional Effectiveness is updated (Fall 2017) Integrated Planning Model updated Program Review Committee established

report format created	specific objectives and linking those objectives to the College goals.				
Revised the Educational Master Plan (EMP)					
Established institutional levels of performance for success, retention, degree completion, and transfer	Program Review Evaluation tool created				
College Effectiveness and Accreditation Committee established	Program and Service Vitality rubrics developed				

Integrated Strategic and Operational Planning

Integral to the mission of preparing "a diverse student population to excel in a rapidly changing, interdependent world," the college's Integrated Planning forms the foundation for all district, program, service, administration, and budgeting and resource policies, procedures, and practices. As detailed in *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College, 2017-18*, prepared by the College Effectiveness and Accreditation Committee (CEAC):

Integrated Planning refers to the interconnected applications and processes of planning within the District and College. It represents a holistic model that links Strategic Planning and Operational planning. Recently, on March 14, 2017, the Yuba College Council approved substantial revisions to Yuba College's Mission and Core Principles. Yuba College's Integrated Planning Cycle revolves around its Yuba College Mission and Core Principles, its institutional SLOs, the Yuba Community College District's Strategic Plan, and the Governing Board's strategic goals. The cyclical IP process follows the model below:

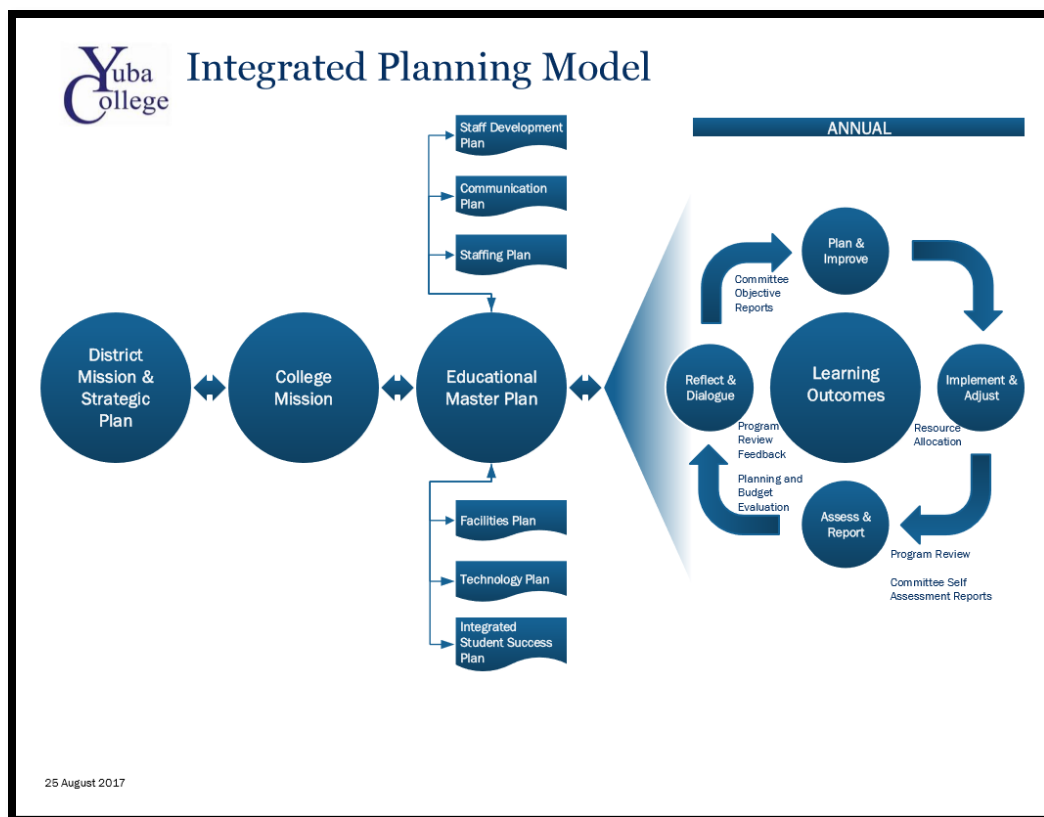


Figure: Yuba College's Integrated Planning Model updated and approved by the Yuba College Council on August 25, 2017.

The IPM reflects the college's dynamic and recursive process of self-evaluation, assessment, reporting, review, and planning to achieve its goals [I.B.9-1 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018](#)].

Planning and Improvement of Programs and Services

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

Evaluation and Implementation of Resource Allocations

Implementation, adjustments, and evaluation are realized annually through the college's resource allocation processes. It is also manifested annually in course, program, and institutional SLO and SAO integration. The Yuba Community College District (YCCD) Resource Allocation Process addresses district allocations for:

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

Focus Six Year Cycle

Implementation Annual Cycle

RESOURCE ALLOCATION MODEL

AVAILABLE RESOURCES

BEGINNING FUND BALANCE

Unrestricted Ongoing Base Revenues

Unrestricted Ongoing Funds (i.e. COLA – 20% Available to the District and 80% available to employee groups)

Unrestricted One-Time Funds (i.e. Growth)

Allocate resources to maintain an adequate fund balance

Allocate resources to Annual Action Plan (high priorities) in compliance with Fiscal Plan

Annual Year Implementation

Institutional Effectiveness Review

Institutional Effectiveness Team Implements:

A. Planning and Budget Process Review

B. Evaluation of Prior AY Year's Goal Achievement and Key Predictive Indicators

Annual Budget Process

Budget Advisory Team prepares resource allocation recommendations

Assessing and reporting take many forms at the college, but they are most notably seen in Program, Service and Administrative Reviews and Annual Updates. YC gathers information at the program level every year through Program Reviews (PR) or Annual Updates as shown in the PR cycle [I.B.9-3 [Program Review Cycle F2017](#)]. PRs are conducted every four years by instructional, non-Career and Technical Education (CTE) programs and service areas, and every two years by CTE programs. All programs complete an annual update on off-cycle years.

Other areas affected by PR include the annual Committee Self-Assessment Reports (CSARs) [I.B.9-4 [College Council Committee Self Assessment Report](#)] and Annual Budget Review. Program and service area deans take into consideration what is being requested in PRs and updates when reallocating funds within each division or when requesting additional funds. CEAC submits a biennial IEAR, analyzing areas of needed improvement for the college, which is presented to both the College Council and the Academic Senate. Finally, SLOs and SAOs are assessed regularly at the course, program, and institution level. The Office of Research further provides forms of assessment and reports as needed.

Integrated Self-Reflection and Informed Dialogue

In 2016-17, reflection and dialogue was enhanced with PR Feedback from each program facilitated by CEAC committee. Effective Fall 2017, the Program Review Committee was established. As part of reflecting and engaging in ongoing dialogue to seek continual improvement, SLO and SAO Review and Evaluation take place annually within departments and programs as well. Furthermore, at the beginning of each academic year, college committees are asked to reflect on the prior year, determining which of their objectives they did or did not achieve as they plan and set new objectives within Committee Objective Reports (CORs) [I.B.9-5 [CEAC Committee Objective Report 2017-2018](#)]. During the 2016-2017 academic year, the CEAC also proposed Resource Allocation Criteria and an Allocation Evaluation Process and Timeline to promote reflection and dialogue with the Planning and Budget Committee (PBC) [I.B.9-6 [PBC Minutes 5.19.2017 One Time Allocation Prioritization](#)].

Compression Planning

Planning at the college—whether for a single committee’s project or for a large-scale endeavor such as updating the mission statement—uses the Compression Planning Model. Compression Planning encourages participants’ like-mindedness, and compresses the planning time for major projects to achieve an organization’s desired results. YC follows the McNellis approach, a visual group process designed to bring out a group’s best thinking and energy to resolve complex issues. This approach does so by creating an environment of fair play and equal participation led by a skilled facilitator. The process is broken down into the following component parts illustrated below:

1. The Session Launch
2. Exploration Phase
3. Focus Phase
4. Action Plan
5. Communications Plan

As reported in the 2013-14 YC Institutional Effectiveness Report (IER), the engines for YC’s planning model were PR and the work of committees [I.B.9-7 [Institutional Effectiveness Report 2015-2016](#)]. These are still the two critical engines for college planning. Accordingly, during the 2014-15 academic year, the PR Taskforce developed a revised PR—and a new Services Review—for all instructional and non-instructional programs. It was approved by both the College Council and Academic Senate, and implemented during the 2015-16 academic year. All programs were scheduled to conduct a full PR during the 2015-16 academic year. Committees continued to develop specific short- and long-term objectives that served one or more college goals and reported on their progress toward meeting those objectives. The COR and CSAR system continues to help make the work of committees more purposeful in terms of serving the goals of the college.

Institutional planning at the college addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. The PBC has developed a Program Recommendation/Augmentation Request process to make PR the guiding document in funding program recommendations. The figure below illustrates the workflow for prioritizing requests through four levels of review before submission to the College president.

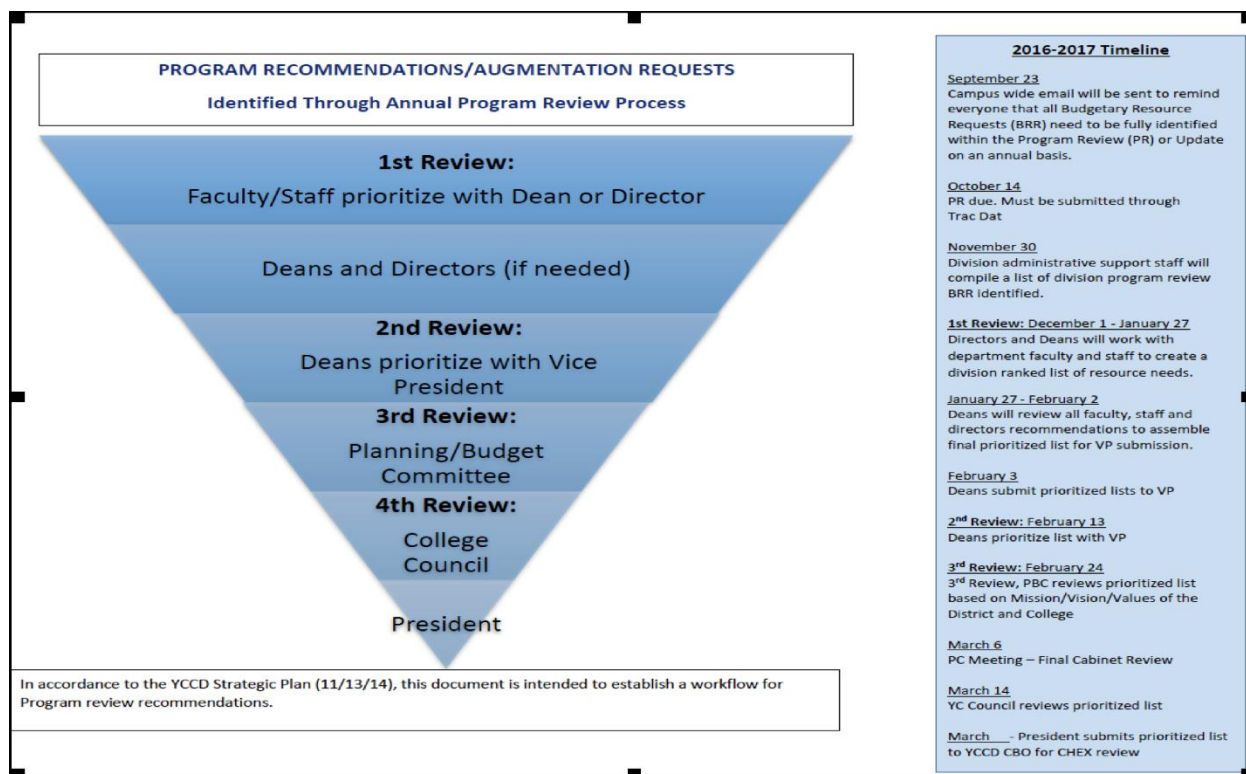


Figure: Yuba College Program Recommendations/Augmentation Requests Workflow

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

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

Analysis and Evaluation

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

Evidence Cited

I.B.9-1 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018](#)

I.B.9-2 [Long-Term and Annual Review Timeline](#)

I.B.9-3 [Program Review Cycle F2017](#)

I.B.9-4 [College Council Committee Self Assessment Report](#)

I.B.9-5 [CEAC Committee Objective Report 2017-2018](#)

I.B.9-6 [PBC Minutes 5.19.2017 One Time Allocation Prioritization](#)

I.B.9-7 [Institutional Effectiveness Report 2015-2016](#)

I.B.9-8 [YCCD Resource Allocation Process](#)

I.B.9-9 [YCCD Facilities Master Plan Update 2014](#)

I.B.9-10 [YCCD Technology Plan](#)

Standard IC: Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

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

YC's Office of Instruction provides both print and online versions of the catalog and schedule of classes [I.C.1-5 [College Catalog](#), I.C.1-6 [Course Schedule](#)]. The schedule of classes is created two times a year. The catalog is revised and updated every year. Producing a catalog is a collaborative effort by the Catalog Team, consisting of a district Educational Services Analyst, Counselor, and Public Events Technician, as well as deans, faculty, and staff in applicable departments, to ensure the information is precise, accurate, and current.

In order to ensure clarity, accuracy, and integrity, the catalog is reviewed in multiple ways, such as via departments and by a rotating recruited staff member, following a timeline to ensure that it meets publication deadlines [I.C.1-7 [2017-2018 Catalog Timeline](#)]. In addition to program and departments reviewing their own information, a rotating staff member is recruited to review the catalog holistically for accuracy. The schedule of classes is also reviewed before publication. The deans prepare the schedule before it is reviewed by the Curriculum and Scheduling Support Specialist and audited by the district office.

Printed Student Handbooks are updated annually and are distributed to all incoming students that attend new student workshops throughout the year. Handbooks contain information on campus deadlines as well as lists of student and academic support services. The college website provides clear and accurate information related to its mission statement [I.C.1-8 [YC Webpage: Mission Statement](#)], accreditation status [I.C.1-9 [YC Accreditation Information Website](#)], institutional student learning outcomes (ISLOs), educational programs, student services, and academic support services. Program Student Learning Outcomes (PSLOs) are listed on the SLO website [I.C.1-10 [SLO Website](#)] and mapped in the college Catalog. Course SLOs (CSLOs) are listed in course syllabi, which are stored in each dean's or program director's office. Every semester, the deans review syllabi to ensure that SLOs are present. The learning assessment results are available on the SLO website to the students and the public [I.C.1-11 **Guest view**

option in TracDat for SLOs]. The guest view options in TracDat and Meta software programs enables all everyoneourse outlines, SLOs, and assessment methods [I.C.1-12 [Meta Guest View](#)].

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

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

Analysis and Evaluation

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

Action Plan

YC will create a plan to ensure the website is reviewed periodically by the appropriate departments to ensure relevant and current information for their audience and links are working. See also 1.C.3.

During the 2017-2018 academic year, all active degree and certificates, with the exception of those degrees and certificates updated during the prior academic year, and AA and AS transfer degrees (ADTs), will be updated by faculty and approved by the college CC. The update will include revisions or development of program outcomes for all degrees and certificates. The program (degree and certificate) outcomes will be added to the 2018-2019 catalog. See also I.C.2 and I.C.4 action plans.

Evidence Cited

I.C.1-1 [Virtual Tour](#)

I.C.1-2 [Yuba College Facebook page](#)

- I.C.1-3 [Yuba College Twitter page](#)
- I.C.1-4 [Community Day](#)
- I.C.1-5 [College Catalog](#)
- I.C.1-6 [Course Schedule](#)
- I.C.1-7 [2017-2018 Catalog Timeline](#)
- I.C.1-8 [YC Webpage: Mission Statement](#)
- I.C.1-9 [YC Accreditation Information Website](#)
- I.C.1-10 [SLO Website](#)
- I.C.1-11 **Guest view option in TracDat for SLOs**
- I.C.1-12 [Meta Guest View](#)
- I.C.1-13 [Radiologic Technology Website](#)
- I.C.1-14 [Nursing Program Website](#)
- I.C.1-15 [Veterinary Technology Program website, listing its accreditation status](#)
- I.C.1-16 [Fire Tech Facebook page](#)
- I.C.1-17 [Vet Tech Facebook page](#)
- I.C.1-18 [Video Introduction to College "We Believe in Your Future"](#)
- YC Catalog – Accreditation
- I.C.1-19 [BP 3200](#)

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

Evidence of Meeting the Standard

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

The college's Catalog Development Workgroup has been tasked with carefully reviewing all catalog course descriptions and prerequisites to limit discrepancies between those and the description and prerequisites listed in the schedule of classes. In so doing, the workgroup has developed Catalog Development Guidelines [I.C.2-2 [Catalog Development Guidelines and Timeline](#)], which include specific criteria to avoid discrepancies.

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

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

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

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

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

Catalog Requirements	Page Numbers
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	12
Representation of accredited status with ACCJC and with programmatic accreditors, if any	11
Course, Program, and Degree Offerings	69-213
Student Learning Outcomes for Programs and Degrees	67-68
Academic Calendar and Program Length	4-6
Academic Freedom Statement	12
Available Student Financial Aid	32-33
Available Learning Resources	14-23
Names and Degrees of Administrators and Faculty	217-220
Names of Governing Board Members	8
Requirements	
Admissions	24-26
Student Fees and Other Financial Obligations	30-31
Degree, Certificates, Graduation and Transfer	50-62
Major Policies Affecting Students	

Academic Regulations, including Academic Honesty	39-51 <i>Academic Honesty is addressed in the Student Code of Conduct</i>
Nondiscrimination	13
Acceptance and Transfer of Credits	40
Transcripts	51
Grievance and Complaint Procedures	37-38
Sexual Harassment	13
Refund of Fees	31
Locations or Publications where Other Policies may be found	HR for Title IX Coordinator for policies, complaints, etc., pg. 13 Board Policy Website for Enrollment Priorities process, pg. 27 Annual Security Report from YC Police Office or online, pg. 34

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

Distance Education Courses

The Yuba College 2017-2018 Catalog, describes the instructional delivery of distance education (DE) courses. The catalog explains that DE courses are intended to be just as rigorous as face-to-face courses, and that DE courses especially require good time management and computer literacy skills. Students are encouraged to prepare for online instruction by taking an Introduction to Online Learning course (MCOMM 40) as well as a Basic Research Skills course (LIBSC 1). Instructional television (ITV) courses are described as “televised live via local cable services and accessible on the web via the YCCD eLearning software.” Fully online courses are described as “delivered using the YCCD eLearning course management software, Canvas, which is accessible via the eLearning website and within the MyCampus portal.” Students are notified that Canvas technical support is provided via phone, email, virtual PC software, and in person. Students are encouraged to check the YCCD website for staff contacts and technical assistance. In the DE Handbook, the course validation process requires that within DE courses, faculty communicate to DE students the methods and the frequency of student-teacher interaction.

The YC 2017-2018 Catalog also describes the ways that DE students can access student services programs at the college. It reads, “Student Services programs provide distance education services to prospective and current Yuba College students for non-urgent matters through telephone and web-based modalities. For information on how to access and arrange for distance education services, see each student service program in the Programs and Services section of the Yuba College Catalog.” [I.C.2-5 [Yuba College 2017-2018 Catalog](#), I.C.2-6 [DE Handbook](#)].

Analysis and Evaluation

The college provides all the necessary information of the catalog requirements listed in Eligibility Requirement (ER) 20, and provides a precise, accurate, and current source of information about the college, academic program requirements, and college policies and procedures. The college Catalog is

updated based on regulatory and policy requirements identified by the CC. Electronic and print copies of the catalog and/or addendum are available online and on campus.

Action Plan

During the 2017-2018 academic year, all active degree and certificates, with the exception of those degrees and certificates updated during the prior academic year and AA and AS transfer degrees (ADTs), will be updated by faculty and approved by the college CC. The update will include revisions or development of program outcomes for all degrees and certificates. The program (degree and certificate) outcomes will be added to the 2018-2019 catalog. See also I.C.1 and I.C.4 action plans.

Evidence Cited

I.C.2-1 [Website Catalog](#)

I.C.2-2 [Catalog Development Guidelines and Timeline](#)

I.C.2-3 [Catalog Archives Webpage](#)

I.C.2-4 [Course Schedule](#)

I.C.2-5 [Yuba College 2017-2018 Catalog](#)

I.C.2-6 [DE Handbook](#)

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Student learning and achievement results are regularly communicated to constituencies, including current and prospective students and the public by publishing a number of documents on the Yuba College (YC) website including:

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

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

The California Community College System's Student Success Scorecard provides data on student achievement. Data includes student success in areas of remedial instruction, Career and Technical Education (CTE) course completion, student retention, and student completion. Data is reported by gender, age, and ethnicity which gives all California community colleges a tool to review the achievement of their students and identify if equity measures are assisting in narrowing any identified achievement gaps.

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

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

Analysis and Evaluation

The college regularly communicates assessment of student learning and evaluation of student achievement to appropriate constituent groups; this includes the public and current and prospective students. Scorecard data is available on the website, and a variety of other reports and surveys are

available at the Office of Research, Planning and Student Success webpage. These documents include information such as the College Fact Book and Institutional Effectiveness Report (IER).

Evidence Cited

I.C.3-1 [Student Success Scorecard](#)

I.C.3-2 [Institutional Effectiveness Review Report 2015-2016](#)

I.C.3-3 [AP 3255 Institutional Effectiveness](#)

I.C.3-4 [Student Engagement Survey](#)

I.C.3-5 [Graduation Survey Summary](#)

I.C.3-6 [Office of Research, Planning, and Student Success Website](#)

I.C.3-7 [SLO Committee Website](#)

I.C.3-8 [Nursing NCLEX Pass Rate Link Webpage](#)

I.C.3-9 [Psychiatric Technology Website](#)

I.C.3-10 [Fact Book](#)

I.C.3-11 [Dean of Student Success Job Description](#)

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

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

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

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

Students enrolled in distance education (DE) courses are provided with a course syllabus as expected in any class offered at YC. Faculty are required to provide a copy of each of their course syllabi (including those of online courses) to their division secretary prior to the first day of class. The Yuba College Faculty Quick Reference Handbook outlines the requirements for course syllabi, which includes course SLOs. [1.C.4-5 [Yuba College Faculty Quick Reference Handbook](#)].

Analysis and Evaluation

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

Action Plan

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

Evidence Cited

I.C.4-1 [College Catalog](#)

I.C.4-2 [Schedule of Classes](#)

I.C.4-3 [Program and Course Approval Handbook](#)

I.C.4-4 [Welding Example](#)

1.C.4-5 [Yuba College Faculty Quick Reference Handbook](#)

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

As part of a multi-college district, the Yuba College (YC) leadership regularly reviews institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services.

Board Policy (BP) 2410 states that the district reviews its BPs every five years, and Administrative Procedures (APs) as necessary [I.C.5-1 [Board Policies 2410](#)]. The district maintains a subscription to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Services to ensure that BPs and APs remain current. Such policies and procedures are posted on the district website and reviewed regularly through the governance process via a committee structure. College faculty, staff, and students participate in this process.

The college Catalog is reviewed and updated annually to ensure that both current and prospective students receive timely and accurate information. Other college publications are updated by various departments. For example, Student Services annually updates the Student Handbook to provide students with important dates, phone numbers, and other relevant information for student success [I.C.5-2 [Student Handbook](#)]. The Academic Senate leads the campus on academic and professional matters, and addresses all matters either directly or through its designated committees. Actions and minutes are posted on their website [I.C.5-3 [Academic Senate Website](#)].

The college follows the integrated system of planning described in AP 3255, Institutional Effectiveness (IE) [I.C.5-3 [AP 3255 Institutional Effectiveness](#)]. The IE process is further illustrated by the Yuba College Institutional Effectiveness Overview section of the Guide to Integrated Planning and Institutional Effectiveness [I.C.5-5 [Institutional Effectiveness Overview](#)]. The IE timeline below shows the process to be a yearly cycle that continues each year:

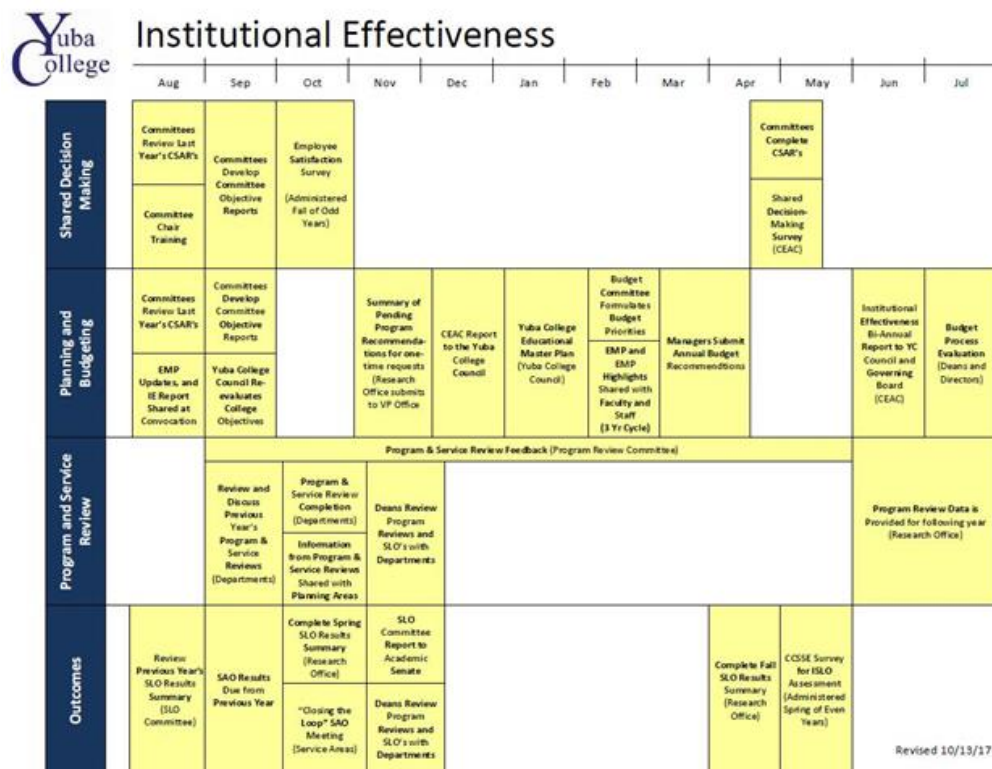


Figure: Yuba College Institutional Effectiveness Diagram

Important components of the IE model are Program Reviews and Services Reviews (PRs) [I.C.5-7 [YC Program and Services Review](#)]. The cycle of PRs shows when programs and academic support are required to submit full review or updates [I.C.5-8 [Program Review Cycle F2017](#)].

Analysis and Evaluation

BPs, APs, and college procedures and practices are reviewed on a regular and consistent cycle through the shared governance committee structure. There is a process, as described in section I.C.2, to ensure the college Catalog and course schedules are accurate.

Evidence Cited

I.C.5-1 [Board Policies 2410](#)

I.C.5-2 [Student Handbook](#)

I.C.5-3 [Academic Senate Website](#)

I.C.5-4 [AP 3255 Institutional Effectiveness](#)

I.C.5-5 [Institutional Effectiveness Overview](#)

I.C.5-7 [YC Program and Services Review](#)

I.C.5-8 [Program Review Cycle F2017](#)

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

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

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

Analysis and Evaluation

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

Evidence Cited

I.C.6-1 [Tuition and Fees Website](#)

I.C.6-2 [YC Public Safety Example](#)

I.C.6-3 [Vet Tech Example](#)

I.C.6-4 [Catalog 2016-2017 page 31](#)

I.C.6-5 [Class Schedule](#)

I.C.6-6 [WebAdvisor View Books Sample Screen](#)

I.C.6-7 [Bookstore Counseling Textbook Sample Screen](#)

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

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

YCCD BP 1300 (diversity), 2345 (public participation at board meetings), 3410 (nondiscrimination), 3430 (prohibition of harassment), 3900 (speech: time, place, and manner), 4030 (academic freedom), and other documents demonstrate the district and the college's commitment to the free pursuit and dissemination of knowledge; they support an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students [I.C.7-6 [BP 1300, Diversity](#), I.C.7-7 [BP 2345, Public participation at board meetings](#), I.C.7-8 [BP 3410, Nondiscrimination](#), I.C.7-9 [BP 3430, Prohibition of Harassment](#), I.C.7-10 [BP 3900 Speech Time Place Manner](#)]. Governing board members receive training on board policies at the new trustee orientation [I.C.7-11 [YCCD New Trustee Orientation on Schedule](#)]. Additionally, the governing board discusses board policies when they are presented for review at BP Committee meetings. The governing board requires a comprehensive review of board policies every five years [I.C.7-12 [YCCD Information Item for Review of Board Policy 4030](#)]. The college leadership and Academic Senate are able to make recommendations for revisions to BPs through their participation on the District, Colleges, and Academic Senate (DCAS) Leadership Committee (academic matters), or the District Consultation and Coordination Council (DC3). Minor edits to policies do not require governing board approval. Those that do require approval are recommended by the BP Committee for placement on the governing board's consent agenda.

The college Academic Senate also has an academic freedom policy [I.C.7-13 [Academic Senate Ethics Statement](#)]. The Curriculum Committee (CC) provides an example of faculty exercising their academic freedom in regards to curriculum. BP 2510 (participation in local decision-making) is evidence that the Board relies primarily upon the Academic Senate for curriculum, for degree, and for certificate requirements [I.C.7-14 [BP 2510, Participation in Local Decision-Making](#)].

Another example of faculty exercising academic freedom included the coordination of programs and events through the Crossing Borders Building Bridges series [I.C.7-15 [Crossing Border Building Bridges](#)].

[events](#)]. This program series fosters awareness and discussion of controversial issues such as human trafficking, income inequality, racism, transgender issues, and climate change policies, among others. The college supports these events and activities by providing facilities, marketing support, and other resources.

The policy on academic freedom is also implemented and monitored in distance education (DE) courses. The DE Committee ensures quality of the courses via the Course Validation process outlined in the DE Handbook. This process does not validate the course content. The content area experts develop the delivery and assessment of course content; this ensures faculty academic freedom [I.C.7-16 [DE Handbook](#)].

Analysis and Evaluation

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

Board Policy 4030 was presented as an information item at the governing BP Committee meeting on June 9, 2016, and was revised at that time. In that revision, only minor edits were necessary to maintain the language recommended by the Community College League of California (CCLC), which administers the board policy update service subscribed to by the district.

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

Evidence Cited

I.C.7-1 [YCCD Website for Board Policies and Procedures](#)

I.C.7-2 [BP 4030](#)

I.C.7-3 [Academic Freedom Statement in catalog, p. 11](#)

I.C.7-4 [YCCDFA Contract \(see page 1\)](#)

I.C.7-5 [Academic Employee Handbook Pg.4 \(2011\)](#)

I.C.7-6 [BP 1300, Diversity](#)

I.C.7-7 [BP 2345, Public participation at board meetings](#)

I.C.7-8 [BP 3410, Nondiscrimination](#)

- I.C.7-9 [BP 3430, Prohibition of Harassment](#)
- I.C.7-10 [BP 3900 Speech Time Place Manner](#)
- I.C.7-11 [YCCD New Trustee Orientation on Schedule](#)
- I.C.7-12 [YCCD Information Item for Review of Board Policy 4030](#)
- I.C.7-13 [Academic Senate Ethics Statement](#)
- I.C.7-14 [BP 2510, Participation in Local Decision-Making](#)
- I.C.7-15 [Crossing Border Building Bridges events](#)
- I.C.7-16 [DE Handbook](#)

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

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

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

Policies and procedures covering standards of student conduct and disciplinary sanctions are published in the college Catalog. Records of student discipline and complaint resolution issues are kept confidentially in the Office of the Vice President.

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

Constituency	Description	Reference	Evidence

Students and all employees	Institutional code of ethics for students, staff, and members of the governing board	AP 3050	REF 1.C.8-3
Students and all employees	Nondiscrimination	BP 3410	REF 1C.8-11
Students and all employees	Prohibition of Harassment	BP 3430	REF 1.C.8-12
Students and all employees	Sexual and Other Assaults on Campus	BP 3540	REF 1.C.8-13
Students and all employees	Drug Free Environment and Drug Prevention Program	BP 3550	REF 1.C.8-14
Students and all employees	Computer Use	BP 3720	REF 1.C.8-15
All Employees	Political Activity	BP 7370	REF 1.C.8-16
All Employees	Whistleblower Protection	BP 7700	REF 1.C.8-17
All Employees and Board of Trustees	Gifts	BP 3820	REF 1.C.8-18
Students	Student behavior and discipline	BP 5500, AP 5500	REF 1.C.8-2, 1.C.8-4
Students	Student discipline procedures	AP 5520	REF 1.C.8-19
Students	Student rights and grievances	AP 5530	REF 1.C.8-20
Students	Student code of conduct	Student Code of Conduct	REF 1.C.8-9
Students	Department of nursing student handbook	Associate Degree Nursing Handbook	REF 1.C.8-21
Students	Police academy rules and regulations	Peace officer orientation course	REF 1.C.8-22
Faculty	Discipline and dismissal - academic employees	AP 7360	REF 1.C.8-5
Faculty	Academic employee handbook	Academic Employee Handbook [one was approved Feb 9, 2017 by the policy committee]	REF 1.C.8-23
Faculty	Academic senate faculty ethics statement	Academic Senate Policy and Procedures 2003-001	REF 1.C.8-10
Classified Employees	Discipline dismissal – classified employees	AP 7365	Ref 1.C.8-6
Management	District management handbook	BP 7265	REF 1.C.8-7
Management	District management handbook	YCCD Management Handbook	REF 1.C.8-8

Board of Trustees	Code of ethics/standards of practice for governing board members	BP 2715	REF 1.C.8-1
Board of Trustees	Political Activity	BP 2716	REF 1.C.8-24
Board of Trustees	Personal Use of Public Resources	BP 2717	REF 1.C.8-25

Analysis and Evaluation

The college and the district have established and published policies and procedures that promote honesty, responsibility, and academic integrity for students, employees, and members of the governing board. There are policies that apply to all constituencies (students, employees, and members of the governing board) and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty. For example, the Academic Senate Faculty Ethics Statement outlines faculty responsibilities in relation to discipline.

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

The District clearly defines a code of ethics and standards for the governing board, students, and employees as demonstrated by BPs 2715 and 5500, APs 3050, 5500, 5520, 5530, 7360, and 7365, the YCCD Management Handbook, and the Student Code of Conduct. These policies, procedures, and other documents include the expectations of behavior, honesty, responsibility, and integrity, and provide for the consequences of dishonesty. Policies and procedures covering full-time and part-time faculty are described and referenced in the Academic Employee Handbook. Policies and procedures covering standards of student conduct and disciplinary sanctions are published in the college Catalog.

BP 2715 (code of ethics/standards of practice) details the high standards of ethical conduct for members of the governing board and provides for censure for trustee misconduct. This board policy was last updated on June 9, 2016, and is current. The board policy is published in an easily-accessible location on the district's website.

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

AP 3050 (institutional code of ethics) highlights the ethical expectations of all employees. AP 7360 (discipline and dismissal – academic employees) and 7365 (discipline and dismissal – classified employees) provide for discipline and dismissal of academic and classified employees. Both administrative procedures are published in an easily accessible location on the district’s website. These administrative procedures were last revised on December 3, 2013, and are current. The Management Handbook also defines a code of ethics for all managers.

Evidence Cited

- I.C.8-1 [BP 2715, Code of Ethics/Standards of Practice](#)
- I.C.8-2 [BP 5500, Standards of Conduct](#)
- I.C.8-3 [AP 3050, Institutional Code of Ethics](#)
- I.C.8-4 [AP 5500, Standards of Conduct](#)
- I.C.8-5 [AP 7360, Discipline Dismissal – Academic Employees](#)
- I.C.8-6 [AP 7365, Discipline Dismissal – Classified Employees](#)
- I.C.8-7 [BP 7265 District Management Handbook](#)
- I.C.8-8 [YCCD District Management Handbook](#)
- I.C.8-9 [Student Code of Conduct](#)
- I.C.8-10 [Academic Senate Faculty Ethics Statement](#)
- I.C.8-11 [BP 3410, Nondiscrimination](#)
- I.C.8-12 [BP 3430, Prohibition of Harassment](#)
- I.C.8-13 [BP 3540 Sexual and Other Assaults on Campus](#)
- I.C.8-14 [BP 3550, Drug Free Environment and Drug Prevention Program](#)
- I.C.8-15 [BP 3720, Computer Use](#)
- I.C.8-16 [BP 7370 Political Activity, Employees](#)
- I.C.8-17 [BP 7700 Whistleblower Protection, Employees](#)
- I.C.8-18 [BP 3820, Gifts](#)
- I.C.8-19 [AP 5520, Student Discipline Procedures](#)
- I.C.8-20 [AP 5530, Student Rights and Grievances](#)
- I.C.8-21 [Yuba College Department of Nursing Student Handbook](#)
- I.C.8-22 [Yuba College Policy Academy Rules and Regulations](#)

I.C.8-23 [Academic Employee Handbook](#)

I.C.8-24 [BP 2716, Board Political Activity](#)

I.C.8-25 [BP 2716, Personal Use of Public Resources](#)

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The Yuba Community College District (YCCD) Board Policy (BP) 4030 (academic freedom) provides guidance to help college faculty distinguish between personal conviction and professionally accepted views in a discipline, as evidenced by the following statement:

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

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

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

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

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

Analysis and Evaluation

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

Evidence Cited

I.C.9-1 [BP 4030, Academic Freedom](#)

I.C.9-2 [Academic Freedom Statement in catalog, p. 11](#)

I.C.9-3 [Academic Senate Ethics Statement](#)

I.C.9-4 [Curriculum Course Outline of Record Form](#)

I.C.9-5 [Instructor Rating Sheet Student Evaluation Form](#)

I.C.9-6 [YCCD Faculty Evaluation Form](#)

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

This standard does not apply to Yuba College (YC).

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Yuba College (YC) does not operate outside the United States.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Board Policy (BP) 3200 outlines the district's and the college's commitment to complying with Accrediting Commission for Community and Junior Colleges (ACCJC) standards, policies, and guidelines [I.C.12-1 [BP 3200, Accreditation](#)]. The corresponding Administrative Procedure (AP), 3200,

ensures that BP 3200 is being followed. It states that the district will use the approved publications of ACCJC to ensure compliance with this eligibility requirement and standard at all times [I.C.12-2 [AP 3200, Accreditation](#)].

Yuba College (YC) exhibits integrity in its relationships with the Commission and complies with Eligibility Requirements (ERs), Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

Timely report submissions, such as the Self-Evaluation Study, follow-up reports, midterm reports, and substantive change reports demonstrate the college, when directed to act by the Commission, responds to meet requirements within a time period set by the Commission. The institution discloses information required by the Commission electronically and in print to carry out its accrediting responsibilities. All reports and responses from the Commission are posted on the college's website, one click away from the home page, accessed by the "About Yuba College" dropdown menu [I.C.12-3 [YC Accreditation Website](#)].

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

Analysis and Evaluation

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

Evidence Cited

I.C.12-1 [BP 3200, Accreditation](#)

I.C.12-2 [AP 3200, Accreditation](#)

I.C.12-3 [YC Accreditation Website](#)

I.C.12-4 [Complaints to the Commission website](#)

I.C.12-5 [College Contact Us Website](#)

I.C.12-6 [AP 3435, Discrimination and Harassment Investigations](#)

I.C.12-7 [AP 5530, Student Rights and Grievances](#)

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Yuba College (YC) submits annual reports on the Student Equity Plan (SEP), Basic Skills Initiative (BSI), Student Success and Support Program (SSSP), Extended Opportunity Programs and Services (EOP&S), Disabled Student Programs and Services (DSPS), and financial aid and related services to state and federal agencies [I.C.13-1 [SEP Report](#), I.C.13-2 [BSI Report](#), I.C.13-3 [SSSP Report](#), I.C.13-4 [EOP&S Annual Report](#), I.C.13-5 [DSP&S Annual Report](#), I.C.13-6 [Federal Reports for Financial Aid](#), I.C.13-7 [State Report for Financial Aid](#)].

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

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

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

Type	Agency (in Alphabetical Order)	Relationship/Purpose
National	American Veterinary Medicine Association	Accredits Veterinary Technology program.
State	California Community College Chancellor's Office	Oversees numerous state and federal programs and grants which Yuba College participates in.
State	California Board of Licensed Vocational Nursing and Psychiatric Technicians	Approves Vocational Nursing and Psychiatric Technicians programs.

State	California Community College of Early Childhood Educators (CCCECE)	Accredits Early Childhood Education program.
State	California Consortium of Addiction Programs and Professionals	Accredits Human Services program.
State	California Department of Public Health – Radiation Health Branch	Accredits the Radiologic Technology program.
State	California Fire Marshall	Accredits Fire Academy.
State	California State Board of Registered Nurses	Accredits Nursing's RN program.
State	California Student Aid Commission	Evaluates financial aid programs for compliance.
State	California Tax Education Council (CTEC)	Accredits Accounting program.
Federal	Internal Revenue Service (Continuing Education Provider)	Accredits Account program.
National	Joint Review Committee on Education in Radiologic Technology	Accredits the Radiologic Technology program.
National	National Association for the Education of Young Children (NAEYC)	Accredits YC Child Development Center.
National	National Automotive Technician's Education Foundation (NATEF)	Accredits Automobile Technology program.
National	National Registry of Emergency Medical Technicians	Accredits Emergency Medical Technician program.
State	Peace Officers Standards and Trainings (POST)	Accredits Police Academy.
Regional	Sierra-Sacramento Valley Emergency Medical Services Agency (S-SV EMS)	Accredits Emergency Medical Technician program.
Federal	U.S. Department of Education	Grants special program awards to college and financial aid programs.

Analysis and Evaluation

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

Evidence Cited

I.C.13-1 [SEP Report](#)

I.C.13-2 [BSI Report](#)

I.C.13-3 [SSSP Report](#)

I.C.13-4 [EOP&S Annual Report](#)

I.C.13-5 [DSP&S Annual Report](#)

I.C.13-6 [Federal Reports for Financial Aid](#)

I.C.13-7 [State Report for Financial Aid](#)

I.C.13-8 [External accrediting bodies for Yuba College programmatic accreditation](#)

I.C.13-9 [Veterinary Technology Program Website](#)

I.C.13-10 [Yuba College Catalog](#)

I.C.13-11 [Yuba College Accreditation website](#)

I.C.13-12 [Veterinary Technology Program Website](#)

I.C.13-13 [Rad Tech Program Website](#)

I.C.13-14 [Yuba College President Board Report](#)

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

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

Evidence Cited

I.C.14-1 [YC Mission Statement](#)

I.C.14-2 [YC Strategic Goals](#)

I.C.14-3 [EMP](#)

Standard II: Student Learning Programs and Support Services

Standard IIA: Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Instructional programs at Yuba College (YC) are offered in fields of study consistent with the institution's mission and include transfer preparation, associate and transfer degrees, certificates, career and workforce training, basic skills instruction, and opportunities for lifelong learning [[Mission Statement](#), [Catalog 2017-2018 Degrees and Certificates](#)]. Courses are appropriate for higher education as defined by the California Community College Chancellor's Office (CCCCO) and articulation and transfer requirements established by 4-year institutions. Courses are offered at the main Marysville Campus, Sutter County Campus Center, Beale Air Force Base (AFB) Outreach Center, online, and through dual enrollment at area high schools. The college offers the following programs:

- 1) Transfer programs for the first two years of baccalaureate study [[Transfer Preparation and Information from Catalog](#)]
- 2) Associate of Arts (AA/AA-T) and Associate of Science (AS/AS-T) degrees
- 3) Career and technical education (CTE)
- 4) Basic skills education
- 5) Noncredit courses [[Catalog 2017-2018 Non-Credit Classes](#)]
- 6) Community education [[Healthcare Career Training Flyer Fall 2017](#)]

The Curriculum Committee (CC), as part of the curriculum review and approval process, ensures that all degree and certificate programs are appropriate for higher education [[AP-BP 4020 Program and Curriculum Development](#), [CC Handbook GE](#)]. One of the CC's main functions (as charged by the Academic Senate and identified in the CC charter) [CC Charter 2016-17 Revised](#)], is to ensure "development of curricula and courses that meet the identified needs of the students, community, regional workplaces, and global society." The CC accomplishes this through careful consideration of feedback from multiple sources (deans, counselors, advisory boards, and faculty members), and an understanding of the coverage and scope of existing programs. They review how proposals fit in relationship to the mission, curriculum and master planning of the college, as well as higher education and enrollment projections [[Curriculum Committee Handbook](#)].

Student Learning Outcome (SLO) development and assessment has been the focus of the college over the last several years. Program and courses have defined program- and course-level SLOs (PSLOs and CSLOs) that align with institutional Student Learning Outcomes (ISLOs) [[Biology Course Outline of Record](#), [Syllabus Biology](#)]. PSLOs are assessed within the department Program Review (PR) cycle [[2015-Program-Review-Questions](#)]. The SLO Committee and CC implemented a process by which SLO Committee members will check SLOs for each course within Meta to ensure their authenticity and

alignment of ISLOs, PSLOs, and CSLOs, in addition to cross-checking the Course Outline of Record (COR) with the SLOs posted in TracDat ([SLO Committee Minutes 25 Aug 2017](#)).

The curriculum map calls for a balanced approach to yearly assessment, leading to an examination of student attainment of the department's PSLOs. For instance, the Psychology Department has completed the PSLO to CSLO map [[Mapping cSLO to pSLO Psychology](#)]. Thus, when the PSLO report is completed [[Psychology Program Review](#)], the department can assess whether the students have attained the identified SLOs. Programs of study conclude with the attainment of defined learning outcomes and provide students with pathways to earn certificates, associate degrees, transfer coursework, and employment.

CTE programs are aligned with regional workforce needs, employment opportunities, the college mission, and district trustee priorities. In addition to new CTE degree and certificate being routed through the CC process, they are also reviewed by the North Far North Regional Consortium [[CTE Program Recommendation Meetings – North Far North Regional Consortium](#)] as required by the California Community Colleges Chancellor's Office (CCCCO). This requirement ensures program offerings meet regional labor needs and do not unnecessarily duplicate programs. While every new associate degree and certificate with 12 or more units must undergo a Labor Market Information (LMI) review, certificates under 12 units, as part of a stackable program, may bypass the process. The certificate is part of a stackable program if one of the following criteria is met: the certificate prepares students for similar occupations as part of the overall program; or the certificate targets incumbent workers and will help them advance in their careers. LMI support is provided by CCCCCO Economic and Workforce Development's Centers of Excellence (COE), with real-time regional and local labor market research and data that is validated directly by California business and industry. The data and reports contain current, relevant labor market information about wages, career ladders, and the offerings currently provided by community colleges [[Demand LMI 2014-17 Mar 2016](#)]. Further, CTE programs have employer advisory boards to ensure program and curriculum alignment with workforce needs [[Advisory Board Meeting Minutes 3-15-17](#), [Advisory Meeting Minutes Weld and Manufacturing 11-29-17](#)].

The Basic Skills Initiative Committee (BSIC) recommends and updates the college's BSI Plan related to improving basic skills and English as a Second Language (ESL) instruction, specifically in conjunction with the separate BSI/ESL emphasis and reporting requirements from the CCCCCO and the Board of Trustees Strategic Directions adopted in November 2014. It is responsible for reviewing all BSI-related statewide initiatives, creating recommendations for modifying the BSI/ESL Plan, and reporting the college-wide goals per state guidelines [[BSI Plan 2015-2016](#)]. Non-credit courses offered at YC in ESL are designed to improve English language proficiency. By Fall 2018, the college will offer a certificate to illustrate to a potential employer that students have studied and gained some competency in the language [[ESL CDCP Noncredit Program Progress Update Email](#)].

Distance education (DE) is offered to provide access to quality education regardless of student location [[YC DE Handbook April 2016](#)]. Historically, decisions regarding the courses offered in a DE mode were made at the department/division level by discipline-area faculty and/or deans. Academic departments, through the PR process, assess the efficacy of DE courses, and make plans for modification and improvement [[Program Review DE Report](#), [Program Review Data Report FCS](#), [Catalog](#)

[Pg17](#)]. The DE Committee has identified data-driven decision-making as a long-term goal, and it plans to work with the YC Institutional Researcher to collect and analyze institutional data to develop DE decision-making processes [[DE Committee COR 2017-2018](#)]. Students enrolled in DE courses are expected to meet the same SLOs as in face-to-face versions of the courses. Additionally, the YC 2017-2018 Catalog asserts, “The rigor of online and ITV courses is equal to a regular course. Students need to have good time management and computer literacy skills and be able to work independently.”

Through community education, YC offers career trainings in areas such as Phlebotomy, and personal skills and enrichment, such as motorcycle rider safety training. These courses are offered based on community demand, alignment with needed labor skills if applicable, and interest. [[Community Ed](#)].

High School dual enrollment courses are being piloted at this time. Widespread adoption is planned for Fall 2018. Dual enrollment courses offered in the past include Introduction to Astronomy (ASTRO 1), Introduction to Engineering & Science (ENGR 10), Computer Literacy (COMSC 10L), Beginning Web Publishing with HTML (COMSC 20), Basic Food Preparation (CUL 3A), Professional Baking (CUL 3B), and Career Planning and Development (COUNS 25) [[Dual Enroll Example Lindhurst HS COMSC 10L 2017-Summer-Fall-Schedule-of-Classes](#)].

YC is one of twenty schools in California that is participating in the California Guided Pathways Project [[California Guided Pathways Project Website](#)]. The Pathways project is designed to ultimately increase retention and completion to support the colleges ongoing improvement effort and dedication to student achievement. Over 75 YC employees attended the all-day Guided Pathways workshop on January 17, 2018, designed to increase understanding of the Guided Pathways at the college [[Guided Pathways Sign-In Sheet](#)].

Analysis and Evaluation

Board policies, compliance with California Education Code, and federal requirements and practices ensure that instructional programs at the college, regardless of location or means of delivery, are offered in fields of study consistent with the institution’s mission, and are appropriate to higher education. This is confirmed through multiple processes, including curriculum review, program review, and SLO assessment and analysis.

Action Plan

The college will continue to create, map, and assess degree and certificate learning outcomes where currently missing or unaligned.

Evidence Cited

[Mission Statement](#)

[Catalog 2017-2018 Degrees and Certificates](#)

[Transfer Preparation and Information from Catalog](#)

[Catalog 2017-2018 Non-Credit Classes](#)

[Healthcare Career Training Flyer Fall 2017](#)

[AP-BP 4020 Program and Curriculum Development](#)

[CC Handbook GE](#)

[CC Charter 2016-17Revised](#)

[Curriculum Committee Handbook](#)

[Biology Course Outline of Record](#)

[Syllabus Biology](#)

[2015-Program-Review-Questions](#)

[SLO Committee Minutes 25 Aug 2017](#)

[Mapping cSLO to pSLO Psychology](#)

[Psychology Program Review](#)

[CTE Program Recommendation Meetings – North Far North Regional Consortium](#)

[Demand LMI 2014-17 Mar 2016](#)

[Advisory Board Meeting Minutes 3-15-17](#)

[Advisory Meeting Minutes Weld and Manufacturing 11-29-17](#)

[YC DE Handbook April 2016](#)

[Program Review DE Report](#)

[Program Review Data Report FCS](#)

[Catalog Pg17](#)

[DE Committee COR 2017-2018](#)

[ESL CDCP Noncredit Program Progress Update Email](#)

[Community Ed](#)

[Dual Enroll Example Lindhurst HS COMSC 10L 2017-Summer-Fall-Schedule-of-Classes](#)

[California Guided Pathways Project Website](#)

[Guided Pathways Sign-In Sheet](#)

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Yuba College's (YC's) full-time faculty and the Curriculum Committee (CC), a subcommittee of the Academic Senate, are responsible for ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Further, well-established curriculum policies, practices, and procedures demonstrate how faculty, including full-time and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations through the review and approval process as documented in the online CC Handbook [[Curriculum Approval Process](#)]. Faculty continuously improve instructional courses, programs, and services through the integrated process of Program Review (PR), assessment of student learning outcomes (SLOs), and curriculum review. During the cycle of curriculum review, faculty create and update Course Outlines of Record (CORs), which contain all elements required by United States Code Title 5, including unit value, contact hours for the course, prerequisites, co-requisites, and advisories, catalog description, content, instructional methodology, and methods of evaluation [[Course Outline of Record](#), [BP and AP Program and Curriculum Development](#), [DE Handbook](#)]. As evidenced by meeting minutes, the CC conducts a thorough review of curriculum and engages in dialogue and discussion [[CC Minutes 2016.12.16](#)]. Curriculum proposals are also reviewed and approved by the Board of Trustees [[Minutes Board Curriculum Review Approval 051117](#)]. YC currently uses Meta for process management, inventory, and curriculum reports.

The SLO Committee is responsible for providing leadership for assessing student learning within academic, administrative, and service areas at the college. The Committee offers resources and training to faculty, administrators, and staff in order to facilitate student learning assessment [[SLO-SAO-PR workshop info](#)] at course, program, degree or certificate, service area, and institutional levels at the college; the SLO Handbook describes how to create and use high quality SLOs [[SLO Handbook](#)], and an example of SLO mapping is found in the Psychology program [[Mapping Psychology](#)]. As part of the ongoing assessment of instructional effectiveness and student learning, faculty are encouraged to discuss the relationship between teaching methodologies and student performance on a regular basis [[Teaching Community](#)]. SLOs have been assessed across the campus, and several departments have made adjustments to their courses or teaching based on SLO results. For example, after reviewing SLO results in the ECE 43 course, the Early Childhood Education department changed a textbook and offered embedded tutors to students struggling with the English language [[ECE 43 SLO Action Plan](#)]. In another instance, the Math department changed sequence and content related to three courses.

The PR process at the college systematically promotes engagement in self-evaluation and reflection. It allows the institution to understand what is working and what needs improvement, promotes assessment of how the college's efforts are affecting student learning and achievement, and includes a review of

disaggregated enrollment, program completion, and student success data in the PR data set. PR is conducted every four years for instructional, non-Career and Technical Education (CTE) programs and service areas, and every two years for CTE programs [[YC-Program Review-Cycle](#)]. All programs complete an annual update on off-cycle years.

The PR cycle and other evidence such as feedback from CTE Advisory Boards [[Advisory Board Meeting Minutes 3-15-17](#)], ensures faculty and others responsible at the College act to continuously improve instructional courses, programs, and directly-related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success, as evidenced by a process that includes, review [[Course Outline of Records](#)] by the curriculum committee members at regularly scheduled meetings and program faculty during program review [[Curriculum Committee Handbook pages 1-2](#)] a systematic evaluation to review appropriateness, achievement of learning outcomes, currency, and planning for the future. The program review process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.) and modality. The results of program review are used in institutional planning. The following documents describe the purpose of program review feedback, the program review questions and provide examples of a Program Review and the associated feedback: [[Purpose of Program Review Feedback](#)], [[RT Program Review](#)], [[RT Program Review Feedback](#)], [[Program Review Questions 2015](#)], [[PR Feedback Checklist Instruction](#)], [[PR Feedback Checklist Student Services](#)].

The College Effectiveness and Accreditation Committee (CEAC) oversees the continuous quality improvement of the college, and plans and oversees the development of each Accreditation Self-Evaluation Report. Specifically, the committee is charged with evaluating the YC's Institutional Effectiveness (IE) and Integrated Planning (IP) Processes [[CEAC Charter Statement 2016-17](#)]. It gathers data and evidence to determine the college's effectiveness in planning, shared governance, budgeting, and student learning. CEAC produces bi-annual Institutional Effectiveness Reports (IER) [[IE Report 2015-16](#)], and IP and IE guides, which are used to communicate the college's processes and their effectiveness to the college community, and contribute to the college Educational Master Plan (EMP). The committee solicits annual Committee Objective Reports (CORs) and Committee Self-Assessment Reports (CSARs) from committees to ensure that all committee work is guided by the college's goals and addresses the Accreditation Standards. CEAC prepares a COR and CSAR report to the College Council annually to review committee progress in meeting objectives, adhering to college goals, and addressing accreditation standards [[2016-2017 COR CEAC](#)]. The Program Review (PR) Committee coordinates and facilitates the PR feedback process. Prior to Fall 2017, this function was performed by CEAC as well [[Program and Services Review Feedback Reports and Process, 2016-2017 CSAR CEAC](#)].

YC provides extensive professional development opportunities through workshops, Flex activities, and by providing resources to attend conferences and industry events for faculty and staff. Staff development workshops have included topics such as student engagement strategies, student support, working with English as a Second Language (ESL) students in the classroom, best practices for test writing and proctoring, and Distance Education (DE) best practices [[SP18 PD Days Schedule](#)]. The college also has a faculty mentoring group that pair senior faculty with junior faculty to discuss and provide support for the development of high quality instruction and professional growth. Further, faculty sabbaticals are often

used to investigate new technologies, conduct applied research, or evaluate alternate teaching strategies [[CM Sabbatical Leave Report](#), [Morse Michael Sabbatical Presentation 060817](#)].

Two separate committees oversee professional development: the FLEX committee and the Staff Development Committee (SDC). The former focuses mainly on training for faculty, the approval of FLEX workshops and submitted FLEX activities, and the administration of the Yuba Community College District Faculty Association (YCCDFA) travel funds (up to \$1000 annually per faculty member) [[YCCD YCFA Agreement Ratified by YCFA 12-22-13 with Updated Salary Schedules 032514](#)]. The SDC also oversees a separate budget for which training and travel is available to any employee (part-time, adjunct, staff, faculty, or administrators, capped at \$500).

Analysis and Evaluation

Faculty at the college regularly and systematically review and improve course and program curricula to ensure academic rigor and alignment with current standards of scholarship in professional and academic fields. CORs include all required and recommended elements, and the CC follows a schedule, available on its website, for updating all courses. The college engages in dialogue and continuous improvement of course and program curricula. It also engages in systematic PR, which includes assessment and feedback of submitted program reviews. This process provides peer feedback on areas to improve programs. The CC, CEAC, PR and SLO Committees confirm that the cycle of continuous improvement is ongoing. The SDC offers seminars on pedagogical practices, mentoring, and college policies and procedures. Faculty are also encouraged and supported to attend conferences to learn about best practices and engage with colleagues. These professional development opportunities further promote improvement and support student learning, success, and achievement.

Evidence Cited

[Curriculum Approval Process](#)

[Course Outline of Record](#)

[BP and AP Program and Curriculum Development](#)

[DE Handbook](#)

[CC Minutes 2016.12.16](#)

[Minutes Board Curriculum Review Approval 051117](#)

[SLO-SAO-PR workshop info](#)

[Teaching Community](#)

[SLO Handbook](#)

[Mapping Psychology](#)

[ECE 43 SLO Action Plan](#)

[YC-Program Review-Cycle](#)

[Advisory Board Meeting Minutes 3-15-17](#)

[Course Outline of Record](#)

[Curriculum Committee Handbook pages 1-2](#)

[Purpose of Program Review Feedback](#)

[RT Program Review](#)

[RT Program Review Feedback](#)

[Program Review Questions 2015](#)

[PR Feedback Checklist Instruction](#)

[PR Feedback Checklist Student Services](#)

[CEAC Charter Statement 2016-17](#)

[IE Report 2015-16](#)

[2016-2017_COR_CEAC](#)

[Program and Services Review Feedback Reports and Process](#)

[2016-2017_CSAR_CEAC](#)

[CM Sabbatical Leave Report](#)

[Morse Michael Sabbatical Presentation 060817](#)

[SP18 PD Days Schedule](#)

[YCCD_YCFA Agreement Ratified by YCFA 12-22-13_with Updated Salary Schedules_032514](#)

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

In recent years, Yuba College (YC) has made significant improvements in defining student learning outcomes (SLOs) for courses and programs, including certificate and associate degree programs, and in

the area of SLO assessment. The college identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures found in the YC's Program Review (PR) cycle and curriculum development. Between 2015-2017, all but a handful of courses were assessed.

Currently, the college assesses certificate, degree, or General Education (GE) level SLOs. Course-level SLOs (CSLOs) are assessed at the end of each major term (Fall and Spring). Summer is optional, unless a course is only offered during the Summer, in which case it must be assessed. While CSLOs are documented on the Course Outline of Record (COR), TracDat is utilized for result submission to allow the college to monitor compliance and develop summary reports.

At the end of each term, the Research Analyst runs reports to evaluate the proportion of courses being assessed and to allow instructional deans to follow up with faculty [[YC PSLO Result Summary 04.13.17](#)]. These reports are shared with the SLO Committee, deans, and Vice President's office. During the 2015-16 Academic Year, the college also made CSLO submission one of its Institutional Effectiveness Partnership Initiative (IEPI) goals, to emphasize their importance and bring them to the forefront [[Yuba College IEPI Goals 2016-17](#)]. As a result, we experienced an increase in CSLO result submission to over 80% in our first term, and over 90% in our second term. Overall, between 2015-2017 academic years, all but a handful of CSLOs have been assessed.

The Institutional Student Learning Outcomes (ISLOs) are evaluated on a regular assessment cycle [[YC iSLO Assessment Schedule rev030416](#)]. During 2016-2017, the SLO Committee utilized mapped CSLO results in aggregate for each ISLO [[ILO](#)]. In 2017 the committee also reflected on the best ways to assess ISLOs, as a variety of methods had been used in the past. The college experimented with survey or quiz questions attached to the Graduation Survey with mixed success, until the ISLO questions were pulled from the graduation survey altogether in 2016. Further ideas have included incorporating ISLO questions on the Community College Survey of Student Engagement (CCSSE), aggregating CSLO results to related ISLOs, and targeting key courses like English to assess attainment in specific ISLOs. To improve the reporting of ISLOs, the college is in the process of implementing a new curriculum management system (Meta) that facilitates the mapping of CSLOs and PSLOs to ISLOs, and ensures proper identification, housing, and documentation of SLOs. This is critical, as some variance has been discovered between TracDat and CurricUNET, which houses the CORs.

YC plans to continue assessing SLOs of all active courses to ensure that they are aligned with the course and the associated degree. SLO data analysis, interpretation, and resulting improvements are a part of the PR Report, ensuring that the college is using the SLO data for institutional improvement as defined in the Accrediting Commission for Community and Junior Colleges (ACCJC) 'Proficiency Level' rubric.

The college-wide process for defining, evaluating, and managing assessment of SLOs is the responsibility of the SLO Committee, a subcommittee of the Academic Senate [[2016-17 Charter SLO final](#), [SLO Handbook](#)], documented procedures are in place for assessing student and service area outcomes (SAOs). SLOs are typically assessed at three different points in time:

- First, **course-level SLOs** (CSLOs) are assessed regularly, each time the course is taught. All CSLOs are included on the official COR. Every COR at YC is examined and approved by the Curriculum Committee (CC) and the Board of Trustees. Additionally, all course syllabi are required to contain the CSLOs [[Biol 1 COR](#), [Biol 1 - Ha](#)]
- Second, **program-level SLOs** (PSLOs), including Service Area Outcomes (SAOs) are assessed within the department PR cycle. Departments have completed a curriculum map that links course SLOs to program SLOs [[YC PSLO Result Summary 04.13.17](#)]. The curriculum map encourages a balanced approach to assessment, culminating in complete examination of all of the department's PSLOs. In 2016-2017, programs have been redefined based on Title V definition as a sequence of courses leading to a degree or a certificate. The SLO Committee is currently working to ensure that all degree and certificate learning outcomes are created, mapped, and assessed on a regular assessment cycle (see action plan).
- Finally, at least two **institutional-level SLOs** (ISLOs) are assessed on an annual basis [[Institutional SLO Assessment Plan](#); [iSLO Assessment Report](#)]. To improve the reporting of ISLOs, the College implemented a new curriculum management system (Meta) [[ISLO Assessment Schedule](#)] that facilitates the mapping of CSLOs and PSLOs to ISLOs.

YC requires that instructors provide students a syllabus at the beginning of every term, and the syllabus must be submitted to the appropriate Division Office before the first day of the semester [[Faculty Handbook QuickReference](#)]. Therefore, in every class section at the college, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outlines. Current and approved course outlines are available on the college's website [[Biol 1 COR](#)]. The deans review all syllabi to ensure SLOs are included [[Biol 1 - Ha](#)]. The Yuba Community College District (YCCD) Academic Employee Handbook outlines recommended syllabus components [[Faculty Handbook Quick Reference](#)]. Further, in the Yuba Community College District Faculty Association (YCCDFA) contract, Article 7.15, recognizes the integral role that faculty play in the development, implementation, and assessment of SLOs, and states that "faculty will participate with other stakeholders in these endeavors" [[FAYCCD Art 7.1.5 view contract](#)]. To support faculty development, the SLO committee has offered substantial training opportunities ranging from understanding the theoretical approach to SLO assessment to technical aspects of data entry [[SLO-SAO-PR workshop info](#)]. These trainings are regularly well-attended and participants indicate that they find them helpful.

During Fall 2017, the new Dean of Student Success and Institutional Effectiveness position was hired. This position's duties include facilitating the learning outcomes process by providing data and facilitating annual assessment and reporting cycles [[Dean of Student Success Job Announcement](#)].

Analysis and Evaluation

All instructional programs have established and recorded SLOs for existing courses. New programs, certificates, and degrees using established institutional procedures and SLOs are required in the curriculum approval process. Assessment results are used in course and program review. Assessment of student learning is used to document and improve the college's programs. SLOs for courses are identified and shared with students in course syllabi, thereby encouraging them to become more actively involved in their own learning process.

Action Plan

The SLO committee is revisiting the COR and TracDat database systems to ensure that SLOs are correctly documented. This is an ongoing effort to ensure clear and consistent SLO documentation and tracking.

The college will continue to create, map, and assess degree and certificate learning outcomes.

Evidence Cited

[YC PSLO Result Summary 04.13.17](#)

[Yuba College IEPI Goals 2016-17](#)

[YC iSLO Assessment Schedule rev030416](#)

[ILO](#)

[2016-17 Charter SLO final](#)

[SLO Handbook](#)

[Biol 1 COR](#)

[Biol 1 - Ha](#)

[YC PSLO Result Summary 04.13.17](#)

[Institutional SLO Assessment Plan](#)

[iSLO Assessment Report](#)

[ISLO Assessment Schedule](#)

[Faculty Handbook Quick Reference](#)

[Biol 1 COR](#)

[Biol 1 - Ha](#)

[FAYCCD Art 7.1.5 view contract](#)

[SLO-SAO-PR workshop info](#)

[Dean of Student Success Job Announcement](#)

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Yuba College (YC) offers pre-collegiate level curriculum in Mathematics, English, English as a Second Language (ESL), and Learning Skills. This curriculum is offered in a variety of means such as accelerated courses, credit courses, and non-credit courses. The YC Catalog clearly identifies the pre-collegiate level curriculum from the college level offerings [[2017-18 Catalog Pg72-73](#)]. Courses numbered 100-199 series are designated as Developmental/Remedial, and are not eligible for transfer to 4-year institutions. The other four course numbered series distinguish courses as those intended for transfer to all baccalaureate degree-granting colleges and universities (Series 1-49); those designed as not primarily for transfer purposes, but being taught at the level and of such quality that acceptance is recommended at any college or university offering such coursework or offering programs in which such coursework is appropriate (Series 50-99); those courses that are non-associate degree credit courses that are either, a) vocational courses intended to prepare students for postsecondary vocational education or for occupations not requiring associate degree-level skills for entry or, b) academic development courses, other than remedial basic skills, intended to prepare students to succeed in associate degree-level coursework (Series 200-299); and, those noncredit courses sometimes referred to as "Adult Education Courses" (Series 500).

The college directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum through a variety of instructional support services including embedded tutoring in specifically identified courses (See II.A.7 for more information).

Course descriptions within the college catalog list prerequisite courses, advisories, course topics, and the next course in the progression. As an example, the Math 111 Prealgebra course description states "Prepares students to take Elementary Algebra." For Math 101 (Elementary Algebra), Math 111 is listed as a prerequisite and the course description states "To prepare students to take Intermediate Algebra" [[Catalog Math Sequence](#)]. The course descriptions help students understand the sequence of coursework and progress from pre-collegiate coursework to college-level coursework. To further promote student success and advancement into college-level coursework, the Math Department established accelerated courses and pathways for pre-collegiate students taking math. For ESL learners, the college clearly provides the path of preparatory coursework [[Yuba College Flow](#)]. There is ongoing effort to build in accelerated paths for these developmental needs [[Acceleration, English Accel Board Presentation 2017](#)].

YC directly supports student learning through counseling, learning support centers, and initiatives in order to advance students from pre-college through college-level curriculum. The College Success Center (CSC) offers students academic learning and support services across many disciplines [[College Success Center Website](#)]. Some of the services include assistance with research projects, facilitated collaborative learning groups, individualized tutoring, and facilitated collaborative learning sessions. The Math Tutoring and Content Tutoring programs are two major components of the CSC.

Academic Counselors are vital in guiding students to select courses and college activities to maximize students' opportunities and potential. Students are strongly urged to see counselors at least twice each

semester to ensure academic progress. Counselors are knowledgeable in the area of course advisories; this enables them to assist students with placement as well as to reiterate skill level expectations as students sequence through their education plans [[Counseling Website](#)].

Some of the other learning support centers at the college include the Disabled Student Program and Services (DSPS), Extended Opportunity Program and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), the TRiO Programs, Veteran Service Office (VSO) and Veteran Resource Center (VRC), Workforce Innovation & Opportunity Act, the Writing and Language Development Center (WLDC), the Math Boot Camp, and a Summer Bridge program. Each of these programs serve the needs of students working to achieve their academic goals.

The Student Success and Support Program (SSSP) is both a program and process designed to support and encourage student success at the college. The program focuses on assisting unprepared students' advancement into college-level coursework. With the advent of the program, the college has been able to provide additional counseling services to assist students with the orientation, assessment interpretation, advisement, and development of an initial abbreviated student educational plan (SEP). As a required part of the matriculation process, all new students are required to participate in an online orientation. Orientations include information about the programs offered by the college and requirements for completing the programs. Students participate in small-group discussion led by a counselor; this is referred to by the college as "Group Counseling." The discussions highlight the most significant information including timelines, graduation requirements, and transfer policies.

[Analysis and Evaluation](#)

YC, as well as many regional 4-year colleges, have substantial populations of students who need pre-collegiate coursework in English or math; therefore, pre-collegiate courses in math, English, and ESL are offered and clearly identified. These courses are aligned and coded according to California Community College Chancellor's Office (CCCCO) guidelines that clearly distinguish their content from college-level curriculum.

The college serves the academic needs of developmental students, and provides support so that these students can advance to college-level courses if that is their educational goal. YC offers many types of direct support for these students, from accelerated courses to learning communities and support services such as the CSC and dedicated tutors, the WLDC, ESL and math labs, Math Boot Camp, and Summer Bridge. In recent years, the college has been adopting new practices to better support developmental students. These innovative approaches include accelerated classes, expanded resources, embedded tutoring, and supplemental instruction.

[Evidence Cited](#)

[2017-18 Catalog Pg72-7](#)

[Catalog Math Sequence](#)

[Yuba College Flow](#)

[Acceleration](#)

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Yuba College (YC) follows common degree and program practices of higher education in the United States. Yuba Community College District (YCCD) Administrative Policy (AP) and Board Policy (BP) 4100, the Graduation Requirements for Degrees and Certificates statement on general education, encourages a synthesis of learning [[AP BP4100](#)]. It follows the policy of the Board of Governors of the California Community Colleges (CCC), which states that “General Education reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by various disciplines.”

In compliance with California Code of Regulations (CCR) Title 5 §55060, et seq. [[Title 5 §55060](#)], the college requires a minimum of 60 semester credits to graduate with a degree in Associate in Arts (AA), Associate in Science (AS), Associate in Arts for Transfer (AA-T), or Associate in Science for Transfer (AS-T), as well as requiring a breadth of study compatible with the California State University (CSU) general education (GE) or University of California (UC) Intersegmental General Education Transfer Curriculum (IGETC) pattern per Administrative Procedure (AP) 4100 Graduation Requirements for Degrees and Certificate.

Program Length and Alignment with General Higher Education Standards

YCCD's [AP and BP 4100](#) provides the guidelines for ensuring that degree and certificate programs meet general higher education standards, and are consistent for the college offerings and with Education Code Section 70902(b)(3) and Title 5 Section 55060 [[Education Code Section 70902\(b\)\(3\)](#), [Title 5 §55060](#)].

The college is recognized by the Accrediting Commission for Community and Junior Colleges (ACCJC) and authorized by the California Community College Chancellor's Office (CCCCO) to grant the degrees of Associate in Arts and Associate in Science. Eligible students include those who have completed the subject requirements for graduation and who have maintained a 2.0 average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations [[Yuba College ACCJC](#)].

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 18 or more semester units of degree-applicable coursework deemed a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education [[Title 5 55070](#)].

Degrees

The catalog cites the specific requirements for Associate in Arts and Associate in Science degrees. Courses acceptable toward the associate degree include those that have been properly approved pursuant to Title 5, Section 55002(a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section [[Title 5, Section 55002\(a\)](#)].

These requirements specify that students must:

- Pass the reading, writing, and mathematics competency examinations or equivalents listed in the Catalog [[College Catalog](#)].
- Complete 18 units of general education, selecting from each of the six areas listed in the Catalog, and 18 units in a single major/discipline or related disciplines listed in the CCC “Taxonomy of Programs.”
- Complete the designated degree major courses with a grade of “C” or better. Majors are listed in the Catalog.
- Successfully complete the Health/Physical Education requirement as listed in the Catalog.
- Successfully complete the Multicultural Graduation Requirement (MGR) as listed in the Catalog. Students who will be completing Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees are exempt from this requirement.
- Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.
- Complete a minimum of 60 semester units in lower division associate degree level courses with at least a 2.0 (“C”) grade point average as specified in the Catalog.
- Complete a minimum of 12 semester units with at least a 2.0 (“C”) grade point average in associate degree level classes in the College.
- File a petition card as a Candidate for Graduation by the deadline.

Certificates

Requirements for certificate programs are included in the Catalog [[Catalog Certificate Requirements](#)]. The Curriculum Committee (CC) provides oversight to ensure that certificate programs are consistent with the mission of the college, meet the needs of students and the communities served, and adhere to guidelines of academic achievement [[YC Curriculum Handbook](#)]. In general:

- For a certificate of achievement, a student must successfully complete a course of study that consists of 18 or more semester units of degree-applicable coursework.
- All courses must be completed with a grade of “C”, “P”, “CR”, or better.
- For shorter credit programs that lead to a certificate, see the appropriate Catalog pages.

Length, Breadth, Depth, Course Sequencing

To ensure appropriate time to completion, courses not offered every semester are scheduled on a rotational basis geared for student accessibility [[Schedule Development Guidelines Pg4](#)]. The Program Review (PR) process, advisory boards, and programs with external accreditation review the sequencing to ensure that skills and learning are sequenced in a logical manner for the discipline area.

Many programs also maintain external discipline-specific accreditation. Examples of discipline-specific external accreditation approval outlined in the Catalog that guide program and course depth, breadth, scope, and sequences include Radiologic Technology, Nursing, and Veterinary Technology [[Rad-Tech-accred letter](#)].

Curriculum Committee (CC)

College policies implemented through a systematic curriculum development process ensure that minimum degree requirements are 60 semester credits, and that the proposed or revised degrees meet the criteria outlined in the CC [handbook](#), which details minimum requirements, education codes, and additional policies that must be considered when reviewing curricular offerings [[YC Curriculum Handbook 6.2.16](#)]. The CC evaluates the course and program proposals and updates at bi-monthly meetings, ultimately passing on recommendations to the college Academic Senate and Board of Trustees.

The CC is a standing committee established by the Academic Senate. It is responsible for ensuring the quality, currency, and planning of the curriculum [[Curriculum Committee Charter](#)]. Specifically, the committee serves the following purposes:

1. Under the purview of the Academic Senate, recommends the future direction of the educational program and curricula offerings of the college.
2. Promotes development of curricula and courses that meet the identified needs of students, community, regional workplaces, and global society.
3. Ensures that general education and associate degree requirements are appropriate to meet the goals of the college, the needs of students, and the communities the college serves.
4. Determines the appropriateness of new and revised course or educational program proposals for departments or disciplines.
5. Ensures the quality, consistency, integrity, and feasibility of the college curriculum.
6. Ensures compliance with statewide educational policy and articulation with other educational institutions.
7. Ensures that all Career and Technical Education (CTE) Course Outlines of Record (CORs) are updated every two years, and all other CORs are updated every five years.
8. Ensures that courses that have not been offered in more than three years, and degrees and certificates that have not been awarded in more than five years, are inactivated.
9. Assists department faculty in completing appropriate Transfer Model Curriculum (TMC), obtaining Course Identification Number (C-ID) approval, and submitting Associate Degrees for Transfer (ADTs).
10. Establishes and monitors the work of subcommittees related to the CC.

11. Examines topical instructional issues of major importance to the college.
12. Trains faculty in the use of CurricUNET. At least once per academic year, the committee will hold a full-day training retreat for its members and other interested faculty to review and update the Curriculum Handbook; review procedures for submitting and approving course, degree, and certificate proposals; review college and district curriculum policies and procedures; develop and update college policies and procedures; and address emerging issues in curriculum. The CC Coordinator(s) and the Vice President of Academic and Student Services should arrange this annual retreat.
13. The CC ensures that all degrees follow best practices in regards to length, breadth, depth, rigor, course sequencing, time to completion, synthesis of learning, and degree unit requirements.

Quality Instruction, Quality Programs, and Synthesis of Learning

PR updates are completed annually, and full PRs are conducted on the schedule outlined in the college PR Cycle calendar [[PR Cycle F2017](#)].

The purpose of the PR is to critically self-evaluate and reflect on the quality of programs and identify resource needs to support high quality instruction and student learning. The self-evaluation questions inquire about program-level goals, Student Learning Outcomes (SLOs), and student impact.

To demonstrate student learning, each course has SLOs that specify what students should know, or be able to do, as a result of having completed a particular course, program, activity, or project. These outcomes are often particular skills, knowledge, attitudes, or values. The college has SLOs for specific courses, known as course SLOs (CSLOs); for specific programs, known as program SLOs (PSLOs); and for the campus as a whole, which are known as institutional SLOs (ISLOs). These learning outcomes are evaluated to identify areas where student learning and instruction can be improved.

The college also solicits student feedback on their experiences as a method of quality evaluation, and administered the Community College Survey of Student Engagement (CCSSE) for the first time during the Spring 2016 semester. The goal of the survey is to provide information on student engagement, a key indicator of learning; it asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The CCSSE survey is a versatile, research-based tool appropriate for multiple uses [[Key Findings 2016 CCSSE](#)]. The results are widely distributed and discussed with the key stakeholder groups. The college is scheduled to administer the CCSSE every other spring semester, with the next administration scheduled for Spring, 2018.

Analysis and Evaluation

The college's degrees and programs follow practices common to American higher education as demonstrated by the explicit requirements of the Board's policies and the activities of the CC and other

stakeholders. The Catalog clearly states minimum times of completion as 60 semester credits for associate degrees as well as appropriate course sequencing.

The CC, on a regular review cycle, evaluates program length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. As part of the program approval process, programs must meet local approval requirements as well as the requirements of the CCCCO. As mandated by California Senate Bills 1440 and 440, YC has established a number of Associate Degrees for Transfer that articulate directly with the CSU system.

YC recognizes that there is always room for programmatic improvement in the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning through the PR process. The college continues to improve the feedback process, and supported by the Academic Senate is exploring rolling out the California Guided Pathways Project campus-wide.

Over the last year, a number of degree and certificate programs have piloted the pathways project within their academic disciplines. Workshops were held to engage instructional and counseling faculty in viewing the curriculum pathway sequence through the eyes of the student. Programs such as Welding have updated their course sequence to better serve students and clarify completion requirements.

Evidence Cited

[AP BP4100](#)

[Title 5 §55060](#)

[Education Code Section 70902\(b\)\(3\)](#)

[Title 5 §55060](#)

[Yuba College ACCJC](#)

[Title 5 55070](#)

[Title 5, Section 55002\(a\)](#)

[Catalog Certificate Requirements](#)

[YC Curriculum Handbook](#)

[Schedule Development Guidelines Pg4](#)

[Rad-Tech-accred letter](#)

[YC Curriculum Handbook 6.2.16](#)

[Curriculum Committee Charter](#)

[PR Cycle F2017](#)

Key Findings 2016 CCSSE

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Scheduling at Yuba College (YC) is accomplished at the division and college levels in order to ensure students access to courses they need to make progress towards degree and certificate completion, and to transfer in a timely manner. The Schedule Development Guideline handbook outlines the processes used to develop the master schedule [[Schedule Development Guidelines](#), [Schedule Preparation Timeline](#), [Scheduling Meetings -Spring 2017](#)] along with the course rotation schedule. A survey was conducted in Spring 2015 that assessed student scheduling preferences. Data from this survey is used to guide when courses are offered to meet student needs and preferences, and block scheduling is used to prevent overlapping course times.

Deans are responsible for creating a draft schedule for all programs in their area of responsibility, and this is done in collaboration with full-time faculty. The schedule is designed to provide broad access to high-demand classes at all campus and center locations, as well as predictable access to classes that are not scheduled every semester. To ensure appropriate time to completion, courses not offered every semester are scheduled on a rotational basis geared for student accessibility [see page 4 [Schedule Development Guidelines](#)] and designed to be available for students to complete their chosen path. Courses required for Associate Degrees and certificates are generally not cancelled due to low enrollment.

During the instructional schedule development process, deans analyze the schedule, reviewing past enrollment data for trends and adjusting course offerings appropriately. Course offerings are analyzed by campus and center to ensure adequacy of offerings at all locations. The schedule is also evaluated to ensure there is appropriate balance between day, evening, and online offerings.

After the draft schedule is developed, a workgroup including the Vice President, instructional deans, the Scheduling Support Specialist, Research Analyst, faculty, and counselors work collaboratively to review and finalize the schedule. The workgroup analyzes the schedule to eliminate conflicts between campuses, ensure offerings are balanced and offered at appropriate times, confirm that day, evening, and online students can progress in their programs, and that Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU) General Education Breadth Requirements, and graduation requirements are adequately represented. All programs submitted for consideration to the YC Curriculum Committee (CC) must document how a student could complete the scope and sequence of the program within two years [[YC Curriculum Handbook 6.2.16](#)].

During the 2016-17 academic year, a number of degree and certificate programs have piloted California Guided Pathways within their academic disciplines. Guided Pathways helps to clarify course sequences and progress milestones and simplifies decision-making by providing a clear path for students from entry to graduation, transfer, or other career goals, as well as identifying student support services. A number of

workshops were held to engage instructional and counseling faculty in viewing the curriculum pathway sequence through the eyes of the student [[Understanding Guided Pathways Workshop Agenda](#)].

Programs such as Welding have updated their course sequence to better serve students and clarify completion requirements. While Guided Pathways have been piloted in a number of Career and Technical Education (CTE) programs, campus-wide adoption remains an opportunity. To support further investigation of campus-wide Guided Pathways, the Academic Senate supported the application for inclusion in the California Guided Pathways Project [[Guided Pathways YC 030917 Application](#)]. YC was one of twenty schools in the state included in the California Guided Pathways Project.

Beginning in Fall 2011, community colleges were required by California State Bill (SB) 1440 and Education Code section 66746 to develop and offer “associate degrees for transfer” [[Associate Degree for Transfer list catalog](#)]. The college has developed 14 AA/AS Degrees for transfer that are designed to be completed in 2 years and require students to [[CSU GE, IGETC GE \(UC\)](#)]:

1. Complete 60 semester units that are eligible for transfer to the CSU, including both of the following:
 - a. The IGETC or CSU General Education Breadth Requirements.
 - b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
2. Obtain a minimum grade point average of 2.0. Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (AA-T or AS-T).

In order to improve time to completion below college-level, YC has developed acceleration options in Math and English. In Fall 2016, the Math Department streamlined the sequence of courses that lead to a transfer mathematics or statistics course. The streamlined sequence is Math 111, Math 101 A/B, and Math 52 A/B. Students who need the basic skills that were addressed by Math 110 will be directed to take Learn 174 Basic Math Facts. The additional requirement of Math 110 has been removed as it was creating barriers to student completion with limited value. The college has also started offering a Math Boot Camp to help students place as high as possible within the math sequence.

The English Department has implemented accelerated classes for students that place below college-level English. By taking the accelerated course, successful students are able to enter English 1A after one semester, instead of a year of additional course work. The college has seen recent success on the persistence of students in accelerated English, with 82.4% completing the course [[English Accel Board Presentation 2017](#)]. Initially the success rate was 45%, but with the implementation of embedded tutors/mentors in the classes, rates are currently at 61.3%, on target to match the success rate of the non-accelerated courses at 66%.

Analysis and Evaluation

Courses are scheduled in a manner that allow students who come in prepared to begin a degree or transfer path to complete in a period of time consistent with established expectations for higher education.

Scheduling practices, curriculum development process, and program planning at Yuba College ensure that students who are college-ready are able to complete programs within two years. The college regularly uses course taking patterns and student surveys to evaluate scheduling effectiveness. While the College meets this standard, it continues to make changes focused on ensuring that students are clear on the requirements for their chosen degree or certificate, and offer courses on a basis that ensures accessibility for students. As always, there are opportunities for improvement. This improvement is expected through the continued exploration of Guided Pathways and possible campus-wide expansion of Guided Pathways.

Evidence Cited

[Schedule Development Guidelines](#)

[Schedule Preparation Timeline](#)

[Scheduling Meetings -Spring 2017](#)

[Understanding Guided Pathways Workshop Agenda](#)

[Guided Pathways YC 030917 Application](#)

[YC Curriculum Handbook 6.2.16](#)

[Associate Degree for Transfer list catalog](#)

[CSU GE](#)

[IGETC GE \(UC\)](#)

[English Accel Board Presentation 2017](#)

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Yuba College (YC) works to support equity in success for all of its students per its mission. The Student Equity Plan (SEP) guides the college's work in this direction [[Equity Plan Yuba College 15-16 SEP v12-15](#)], and the Plan's main goals are equitable access, progress, and outcomes for student groups experiencing inequity, with the overarching goal of providing access to all students who want to engage in completing college-level courses, including support for students in Basic Skills and English as a Second Language (ESL). This support continues as they work toward completing degrees and certificates, and then look to join the workforce or transfer to a four-year university.

To address and reduce the disproportionate impact experienced by specific populations at the YC, the Student Equity Committee (SEC), in conjunction with the college administration, have developed a

number of efforts and activities detailed in the SEP. Examples of these efforts include: increasing the service times of the Childcare Center; communicating events and opportunities on the college marquees in the city of Marysville as well as both campuses; offering embedded tutoring in English, ESL, and math; and providing access to textbooks in the library reserve program.

The college uses multiple modes of delivery, methodologies, and learning support for its diverse population of students to ensure that the diverse and changing needs of students are being addressed equitably. Traditional, in-person courses are taught at the Yuba College Campus, Sutter County Center (SCC), and Beale Air Force Base (AFB) Center, as well as distantly through online and I-adapt (ITV or Interactive TV). Schedules are developed and evaluated to better assure equity and access. Accelerated and compressed courses in English, Math, and ESL are designed and offered to increase student access and success.

Distance Education (DE)

The Distance Education (DE) Committee is a standing committee of the college's Academic Senate. Its primary function is to develop and advocate best practices for an effective DE modality that meets the distance learning and access needs of YC students. The committee stays abreast of accreditation and state requirements for DE and will communicate those to the college community. It is the primary body that advocates for standards of rigor and quality in distance education comparable to face-to-face instruction; it establishes processes and criteria in consultation with the Curriculum Committee (CC), whereby courses are determined to be online-ready; and it recommends and/or approves training for teaching DE courses at the college. The committee participates in integrating DE planning with institutional planning.

Further, the DE committee advises the Academic Senate, the CC, and the Administration on matters and accreditation requirements related to DE; recommends curricular guidelines and best practices to the Academic Senate and Curriculum Committee; recommends scheduling guidelines as well as best practices to College Administration for the implementation of an effective DE program at the College; provides recommendations for DE training and services, related to pedagogy, best practices and use of technology; reviews new courses using the Online Education Initiative (OEI) Rubric and the Course Design Rubric for the OEI Course Scoring Checklist before a course is being offered online; in collaboration with the College Curriculum Committee, establishes criteria whereby DE courses are determined to implement effective course instructional design, meet ADA compliance, and establish effective regular contact; reviews student success and retention data for DE courses and advises faculty of major findings and recommendations, using established benchmarks and indicators; and develops and updates DE information to be included in the Curriculum Committee Handbook and on the eLearning website [[AP 4105](#), [YC Curriculum Handbook 6.2.16](#), [YC DE Handbook April 2016](#), [DE Letter to DE Faculty](#)].

Student Support Services

The institution strategically deploys student support services that reflect the diverse and changing needs of its students, in support of equity in success for all. Efforts have included:

- Tutors at Sutter County Center—In Fall 2016, the SCC hired three Basic Skills Initiative (BSI)-funded tutors. In Spring 2017, the SCC hired 6 BSI-funded tutors. Sutter Center tutoring correlates with higher success rates among basic skills math and English students who utilize the service: 81% of basic skills English students passed their courses, and

74% of basic skills math students passed. These numbers are significantly higher than the all-college pass rates for basic skills English and Math of 59.1% and 51.9%, respectively.

- Embedded tutoring has been used in the following courses: ESL 229AC, English 105 and 56, Counseling 10, Early Childhood Education 10, ECE 1A, and ECE 1B, and Math 101 (Math 50 prior to Fall 2017). While these tutors are funded via Student Equity (SE), it exemplifies collaboration between the BSI and SE committees.

Additional efforts outlined in the SEP include the Writing and Language Development Center (WLDC). The WLDC served 833 students during the school year 2016-2017, either in tutoring sessions or by providing independent work study space [[StudentsWhoVisitedWLDC2016-17](#)]. With the cooperation of English and ESL faculty, the WLDC made many current textbooks available to students to use in the Center and for short-term loans, or to take to class when they did not have the text for any reason [[WLDCTextbookResourcesReportJune2017](#)]. The WLDC staff co-presented scholarship workshops in Spring 2017 to help students fund their education by writing effective scholarship application essays [[ScholarshipsWritingSpring2017](#)]. The Center coordinated with faculty and staff to present workshops to help students succeed on the common English final [[PicassoKnots](#)]. Finally, the WLDC provided shared office and meeting space for adjunct English instructors wanting to meet with students for regular office hours or for conferencing outside of class.

Basic Skills Initiative (BSI), Student Equity (SE), and Student Success and Support Program (SSSP) With the advent of the SSSP, the college has been able to provide additional counseling services to assist students with the orientation, assessment interpretation, advisement, and development of an initial abbreviated student educational plan.

As a required part of the SSSP matriculation process, all new students are required to participate in an online orientation. Orientations include information about the programs offered by the college and requirements for completing these programs. Then students participate in small-group discussion led by a counselor. The discussion is referred to as "Group Counseling," and highlights the most significant program information including timelines, graduation requirements, and transfer policies [[New Students - Welcome to Yuba College](#)].

BSI funded embedded tutoring for the Extended Opportunity Programs and Services (EOP&S) Summer Readiness Program in 2015, 2016, and 2017 during the six-week summer sessions. The program gave students an opportunity to connect with the college faculty and staff, and network with other college students while participating in study skills and academic courses in a cohort environment. With embedded tutoring, the goal is to implant in students the benefits of tutoring early in the semester, discourage barriers to reaching out for help in their courses, and build a network of tutoring options available in the College Success Center (CSC) and WLDC, as well as be open to the idea of study group discussion and participation.

BSI also funded The Summer Readiness Program has institutional impact by increasing persistence, retention, and success rates of students, in addition to the positive impact on first-time college students coming from low-income and educationally-disadvantage backgrounds. The courses that were selected to be used as part of the program were those identified as basic skills courses (English 105, English 51, Math 111, and Math 101 or Math 50 prior to Fall 2017). Students were placed in these courses based on

their Assessment Exam scores (Math or English). In addition, they were registered for Health 1, Speech 6 or Counseling 35, and Counseling 45 course, for a total of 6 units (full-time for the summer). This allowed them to maximize their financial aid and to ensure EOP&S grant funding, which included books/materials and services for the summer.

Math Boot Camps at YC provide students an opportunity to brush up on their math skills to properly place into a more appropriate math course. The goal is to shorten student's math 110, 111, 101, and 52 remediation sequence. The Boot Camp was held in Summer 2016 over 6 days for three hours per day [[BSI Math Boot Camp Report](#)].

UMOJA is a Kiswahili word meaning “unity,” and the college, through the UMOJA program, funded by SE, is devoted to working together to meet specific outcomes for students of African ancestry. Outcomes include a commitment to working diligently for academic achievement, for personal growth, and for attainment of an associate degree with qualification for transfer to a 4-year college or university. For those who choose (or qualify for) this program, students participate in a learning community and are enrolled in a College Success and African American History class. Further, a mentoring program has been developed where UMOJA students are paired with trained college faculty and staff to work together throughout the semester.

The PUENTE Community College Program is an academic, counseling, and mentoring program of support to students to build the skills necessary for success in both academic and career goals while in community college. This program is also funded by SE. Students enrolled in the PUENTE program work closely with their Counselors, English instructors, and Mentors in order to prepare for transfer to 4-year colleges and universities. In the Fall semester, students are enrolled in English 51 and a College Success course, then progress to English 1A and Career Development course in the spring semester.

Other College Tools and Resources

The Upward Bound program provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families and those from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. The college's Upward Bound program is comprised of three components: Academic Year, Summer Instructional, and Summer Bridge. The Academic Year is a 36-week program consisting of weekly tutoring sessions and Saturday academies held at the Sutter County Center and target schools. It consists of assessment, tutoring, counseling, study groups, field trips, and learning workshops. Weekly tutoring sessions are provided two to four afternoons a week, and Saturday enrichment workshops focus on developing self-confidence, preparing for the rigors of college, transitional issues, and financial aid information and literacy. Once per semester and throughout the summer instructional component is a six-week educational and comprehensive cultural and social program for participants entering grade levels 10-12. Students are enrolled in two college-level courses at the Sutter Center, and embedded tutoring is provided to students at a ratio of one tutor to eight students. This experience allows for students to experience their first college-level course work, tutoring, and social activities.

Veteran Services strives to offer veteran and military-affiliated students access to campus, academic, and community services as a one-stop shop. In 2014, the college opened the Veteran Resource Center (VRC), serving as the hub of operations for programs and services for the college's veteran community. The college's VRC provides a central entry point for veterans and their families as they transition from military service, and navigate the world of academic life. Staffed by one college classified staff and veteran work-study students, the overall goal of the VRC is to deliver tangible tools and services to optimize veteran students' academic success.

Services offered at the VRC include: peer support and mentoring; access to computers with print capabilities; lending program for academic textbooks; financial aid information and application assistance; support from the counseling office and quick access to counselors; an area providing resource workshops to assist veteran students; a relaxing atmosphere for veterans to study and network with other veterans; disabled veterans' compensation information; access to the county Veteran Service Officers; and a meeting place for the College Student Veterans Organization. In calendar year 2016, the college served over 272 veteran and military-affiliated students who utilized U.S. Department of Veterans Affairs Education benefits, plus additional "self-identified" military affiliated students who made use of services in the VRC.

YC has 12 sport teams (6 men and 6 women's), and serves on average 200 student-athletes per year. The Form-3s (final, official sport roster participants) indicate an average of 180 participants, but most of the Fall semester had closer to 220 aspiring student-athletes participating in off-season programs, pre-cut workouts, or even early season participation. According to CalPass Plus data, the college transferred or graduated 30-40% of its student-athletes over the last 3 years. Student-athletes are "flagged" as such, which prevents them from manipulating their schedule of classes without first seeing a counselor or the Athletic Director, where they are counseled on the potential consequences of schedule changes [[Student Athlete Success Program Flyer to Coaches](#)]

The Early Alert tool is being used to identify student-athletes that need intervention. In coordination with EOP&S program progress reports, a report is generated through TutorTrac's Early Alert program that disaggregates student-athletes recommended by instructors for academic intervention [[Athlete Early Alert Example](#)]. This report is pulled by the Athletic Director, then disseminated to the coaches who compel student-athletes to follow the recommendations made by the instructor (e.g. set a meeting with instructor, turn in assignments, etc.).

A Student-Athlete Success Program was implemented Fall 2016, which includes a Recognition List, a Dean's list-type recognition, including congratulatory letter, and a flexible 3-hour study hall for all student-athletes not on the recognition list. The monitoring of this program has been funded with SEP funds. Student-athletes can also use tutor time to meet their 3-hour obligation. This has broadened student-athlete's exposure to the Learning Resource center as most find it more convenient to do monitored study or tutoring at their convenient times.

Disabled Student Program and Services (DSPS) provides support services and academic accommodations to ensure an equitable educational opportunity and access for students with verifiable disabilities consistent with academic offerings and the mission of Yuba College. DSPS resources include:

Adapted Hardware—available in the DSPS High Tech Lab:

- Ergonomic, large-key, or one-handed keyboards
- Closed Circuit TV (CCTV)

Assistive Software—available in the DSPS High Tech Lab:

- JAWS: A screen reader for blind and low-vision students.
- Zoom Text: Screen magnification software with auditory reader for those with visual impairments.
- Kurzweil 3000: Scan and read software that changes print materials to e-text and voice.
- Dragon Naturally Speaking: Voice-recognition software for dictating word processing functions.
- Inspiration: A cognitive mapping software useful for written assignments.

Alternative Media Production—conversion of standard print materials into alternate formats such as:

- Braille: DSPS has a Braille embosser to transcribe text-based instructional materials, such as syllabi, handouts, readings, and tests submitted by either instructors or those students who read Braille. (Transcribed textbooks are available to the student in sections as needed.)
- Large Print: DSPS provides large print materials to students who need text enlargement services. CCTVs are used by students in Building 1800 and portable units are placed in classrooms as needed.
- Tactile Graphics: Tactile graphics are used to provide visually-impaired students with access to graphs, maps, or diagrams, and is used in combination with Braille documents.
- E-Text: All printed instructional materials (textbooks, handouts, articles, etc.) can be converted into electronic text ("e-text") to ensure access via computer using text-to-speech software programs.

Other Accommodations:

- Academic Counseling
- Advocacy
- Interpreter Services for the Deaf and Hard of Hearing
- Test Proctoring
- Tutoring
- Universal Design Flex Activities for Faculty
- Learn Class Offerings (Learn 155, Learn 156, Learn 174, Learn 180)
- Adapted PE Course Offering (especially designed for students with disabilities)
- Adaptive Furniture
- Note-taking Assistance
- Scribes
- Mobility Aids

Faculty and Staff Development

The Staff Development Committee's goal is to improve and sustain the professional growth of faculty, staff, and administration through collegially-planned learning opportunities that continue to support the institutional goals. The committee is responsible for creating an annual Staff Development Plan based on the professional development campus-wide needs-assessment survey that includes faculty, staff, and

administration [[YC Staff Development Plan 2016-2017](#)]. The Staff Development Committee also creates a schedule for Convocation and Professional Development Days [[Sample Professional Development Calendar](#)].

A variety of training opportunities support the development and utilization of delivery modes and instructional practices. For example, an English Instructor provided several Reading Apprenticeship Program workshops. Faculty participants get an introduction to the Reading Apprenticeship framework and discover how to regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum [[Email Reading Apprenticeship](#)].

The Classified Staff Workshop, held on June 2, 2017 was a learner-centered professional development event designed to provide classified staff with principles and practices for empowering students to achieve greater academic success and persistence. The workshop was designed to address the unique interaction between front line staff and students as an opportunity to enhance student responsibility and ultimate success in the college experience. Strategies presented in this workshop improve both student academic success and retention [[Agenda On Course June 2 2017](#), [Handouts 1-Day Front Line workshop](#), [ON COURSE WORKSHOP FOR FRONTLINE STAFF \(1-Day\) - On Course Workshop](#)].

Additional Efforts

The following programs or services are aimed at closing equity gaps and providing instructional skill tools for faculty outside of student support services:

- ESL Focus Group—This group, including all but one adjunct participating in the ESL Department, has met for the entire 2016-2017 academic year. The topics have extended beyond best practices that can be utilized in the respective classrooms to include discussion about grammar structures of various languages, grammar pedagogy, concerns about ESL placement, and the ESL website, intended to showcase our future programs leading to certification at various levels.
- Teaching Community (TC)—The TC held 14 meetings in 2016-2017. Participants included adjunct and full-time faculty from English, ESL, Math, Counseling, Social Science, and Biology, as well as Instructional Associates and peer tutors from the WLDC. Meeting topics ranged from the role of "grit" in academia to using Just in Time Design to develop course units (presented by Butte College LEAD instructor, Nicole LaGrave). TC also emphasized classroom observations, offering opportunities in both fall and spring for participants to swap observations and reflect on those experiences with a lens that includes equity for students [[Teaching Community](#)].
- Professional Development—BSI funds were used to send two full-time and three-part time faculty to the annual CATESOL (California Teachers of English as a Second Language) Conference in San Diego in November 2016; three math instructors attended the California Acceleration Project conference in March 2017 [[CATESOL 2016 Print Schedule](#)].

Analysis and Evaluation

YC has developed significant resources that support a wide range of delivery modes, teaching methodologies, and learning support services that foster equity and academic success for the college's diverse student population. A broad range of support services and instructional methodologies are used, and the college supports ongoing professional development for faculty and staff on learning styles and culturally-responsive teaching. The Teaching and Learning Center promotes ongoing dialogue across campuses and center locations. Instruction, academic support, and student services programs collaborate to provide programs, activities, and experiences that promote equity and student success.

Evidence Cited

[Equity Plan Yuba College 15-16 SEP v12-15](#)

[AP 4105](#)

[YC Curriculum Handbook 6.2.16](#)

[YC DE Handbook April 2016](#)

[DE Letter to DE Faculty](#)

[StudentsWhoVisitedWLDC2016-17](#)

[WLDCTextbookResourcesReportJune2017](#)

[ScholarshipsWritingSpring2017](#)

[PicassoKnots](#)

[New Students - Welcome to Yuba College](#)

[BSI Math Boot Camp Report](#)

[Student Athlete Success Program Flyer to Coaches](#)

[Athlete Early Alert Example](#)

[YC Staff Development Plan 2016-2017](#)

[Sample Professional Development Calendar](#)

[Email Reading Apprenticeship](#)

[Agenda On Course June 2 2017](#)

[Handouts 1-Day Front Line workshop](#)

[ON COURSE WORKSHOP FOR FRONTLINE STAFF \(1-Day\) - On Course Workshop](#)

[Teaching Community](#)

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II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Yuba College (YC) substantiates the effectiveness of department-wide examinations. It ensures that processes are in place to reduce test bias and enhance reliability. The college uses department-wide final examinations in some of its English and mathematics course sequences. The examinations are validated for effectiveness through analysis of test items and the relationship between common final scores and performance in courses. The English Department offers departmental final exams for students in English 105, 51, and 1A. Mathematics administers a district-wide exam for Math 111, 50, and 52.

For the English Department, test prompts are chosen by a committee of department faculty, with the aim of presenting topics that are broadly accessible to students. Holistic scoring of the exams is done by the entire department at a single time for each level of exam, and each scoring session begins with a thorough norming process to ensure consistent grading. A four-point grading rubric is employed by all faculty in grading [[English 1A Common Final Exam Rubric](#)]. In addition, the faculty are creating a rubric for the evaluation of writing prompts to ensure high quality and accessibility. The English Department participates in robust discussion of best practices for evaluating essays towards minimizing test bias and enhancing reliability of its assessment processes. Plus, faculty discuss how the information gained from the common exam may be used to more effectively reach students, especially in relation to teaching.

For the Math Department, the final exam is reviewed by math faculty district-wide before being administered [[m111 12s final](#)]. Primary duty for drafting the exams rotates through faculty over time. Problems are chosen based on the course objectives and student learning outcomes (SLOs) [[Course SLOs - Mathematics and Sciences Division](#)]. The initial draft is shared with math faculty district-wide, feedback is given, and the draft is modified. Any given exam will go through multiple drafts before a final version is approved. Furthermore, SLO assessment occurs as part of the final, and is regularly reviewed, discussed, and modified in department meetings.

The college offers direct assessment of prior learning through its Credit by Examination policy as stated in Administrative Regulation. Students wishing to obtain Credit by Examination must have completed 12 units at the college and must fill out a Petition for Credit by Examination, have approval from the appropriate division dean, and recommendation from the instructor teaching the course to be challenged. This is documented in the College Catalog and Administrative Procedure (AP) 4235 [[BoardDocs® Policy_ 4235, Yuba College Catalog 2016 Page 44](#)].

Some programs in the Health Occupations, Veterinary Technology and the Public Safety Academies do offer students the opportunity to take external industry qualifying examinations for licensure or certification; however, these results do not affect YC student GPA.

Analysis and Evaluation

Where departmental course and/or program examinations are used, appropriate procedures are implemented to minimize test bias and validate the examinations' effectiveness in measuring student learning.

The college clearly communicates and consistently applies practices for awarding Credit by Examination.

Tests administered by licensing agencies are validated by the company administering the test.

Evidence Cited

[English 1A Common Final Exam Rubric](#)

[m111_12s_final](#)

[Course SLOs - Mathematics and Sciences Division](#)

[BoardDocs® Policy_4235](#)

[Yuba College Catalog 2016 Page 44](#)

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Yuba College (YC) awards course credit, degrees, and certificates based on student attainment of learning outcomes, as evidenced in every Course Outline of Record (COR) [[Biol 1 COR](#)]. Faculty members develop course learning outcomes that state the knowledge, skills, and abilities a student will have attained as a result of successfully completing a course. Learning outcomes align with the course objectives. Faculty assign grades based upon students' achievement of competency directly related to course objectives and learning outcomes [[Biol 1 - Ha](#)]. In addition, program outcomes are designed to demonstrate the students' preparation and expertise in a field of study.

Confirmed by the curriculum review process, units of credit awarded at YC are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education, as evidenced by Board Policy (BP) and Administrative Procedure (AP) 4020 [[AP-BP 4020 Program and Curriculum Development](#)]. Units of credit are awarded in a manner that are in alignment with the norms of higher education and meet the requirements of the California Community College Chancellor's Office (CCCCO). Units of credit for courses are generally equivalent to units of credit offered for similar courses at transfer institutions, as evidenced by articulation agreements. Degrees and certificates are awarded based on BP and AP 4100, and are in alignment with educational norms and equivalences within higher education [[AP_BP4100](#)].

YC follows guidelines set forth in both federal and state regulations to identify a course credit hour. The college uses student contact hours as the unit of attendance for computing full-time equivalent students (FTES), and follows the guidelines established by the CCCC Student Attendance Accounting Manual [[Title 5 58003.1 Full time Equivalent Student Computation](#), [Title 5 58006 Application of Actual](#)

[Student Contact Hours of Attendance Procedure](#), [BoardDocs® Policy AP 5070 Attendance Accounting](#), [FTES Attendance Accounting](#)].

The college does not offer courses based on clock hours.

Analysis and Evaluation

YC awards course credit, degrees, and certificates based on student attainment of faculty established learning outcomes and the COR. Criteria for evaluating student learning for credit are stated in the Catalog and are consistent with federal and state regulations. The district and college have processes and procedures in place to ensure units of credit awarded are consistent with institutional policies and these policies reflect generally accepted higher education norms.

Evidence Cited

[Biol 1 COR](#)

[Biol 1 - Ha](#)

[AP-BP 4020 Program and Curriculum Development](#)

[AP BP4100](#)

[Title 5 58003.1 Full time Equivalent Student Computation](#)

[Title 5 58006 Application of Actual Student Contact Hours of Attendance Procedure](#)

[BoardDocs® Policy AP 5070 Attendance Accounting](#)

[FTES Attendance Accounting](#)

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Yuba College (YC) clearly provides to students its transfer-of-credit policies via the College Catalog and the College website. Coursework completed at the college may be transferred to a 4-yr institution through articulation agreements, including California State University (CSU) General Education Breadth pattern or University of California (UC) Intersegmental General Education Transfer Curriculum (IGETC) pattern, along with various independent institutions.

Yuba Community College District (YCCD) follows policies regarding articulation as documented in Administrative Procedure (AP) 4050 [[BoardDocs® Policy AP 4050 Articulation](#)]. The institution

has approved policies and procedures to address transfer of courses from and to other institutions, available to the public in the following locations:

- the YC 2017-2018 Catalog, pg. 54-62 [[Catalog Transfer Information](#)]
- the college website [[CSU Transfer YC webpage](#)]

For requests for transfer-of-credit from other institutions, students must use the petition process, submitting college transcripts and course syllabi or course outlines of record (CORs). Discipline faculty determine whether student learning outcomes (SLOs) of transferring courses meet YCs SLOs. Based on the faculty recommendation, the area dean will then approve or deny the petition. If the petition is denied, the student can appeal and provide any new evidence to address the specific content concerns.

Students may earn Credit by Examination and advanced placement in compliance with YC policies articulated in the Catalog and AP 4235 [[AP 4235](#)]. Students wishing to obtain credit by examination must have:

- completed 12 units at YC
- fill out a Petition for Credit by Examination
- received approval from the appropriate division dean, and
- received recommendation from the instructor teaching the course to be challenged

For high school articulation of credit, an articulation agreement between the school and the college must be in place [[HS Articulation Process Snapshot](#)], and a high school or Regional Occupational Program (ROP) teacher must submit the Request to Articulate form [[Request to Articulate Form \(YC 11-12\)](#)]. YC faculty from the discipline review the documentation, confirming that SLOs will provide the same level of knowledge and training to the student at the high school that they would receive from the college.

YCCD follows policies and procedures regarding articulation outlined in the California Articulation Policies and Procedures Handbook [[CIAC Handbook Spring 2013](#)]. The institution uses ASSIST as the official repository of articulation information for California's public colleges and universities, and is linked to the college website [[ASSIST.org screen](#)]. ASSIST provides transparent articulation agreements with numerous 4-yr institutions, including YC's articulation agreements. The institution develops articulation agreements as appropriate to its mission based and collaborates with college faculty in submission of course-to-course proposals to increase the number of articulations having direct impact on transfer students.

The district provides, annually, updated CSU General Education Breadth pattern or IGETC pattern advising worksheets [[CSU GE](#), [IGETC GE \(UC\)](#)]. Students can follow the CSU General Education Breadth and/or the UC IGETC Breadth pattern requirements, ensuring that all major lower-division preparation courses have been met for transfer to a CSU or the UC system. Advising worksheets are made available to students and to staff in the Counseling Department of each college; transcript evaluations are done by senior technicians in Admissions and Records and by Counselors. AA-T degrees and AS-T degrees include the following programs and transfers over the last 5 years which show the function of the articulation agreements to 4-year partners schools and also show the newest approved articulations [AS and ADT Transfers].

YC has approved associate in arts for transfer (AA-T) and associate in science for transfer (AS-T) in compliance with California Senate Bills (SBs) 1440 and 440.

Analysis and Evaluation

The college has procedures for transfer-of-credit and articulation agreements with accredited institutions. Transcripts of coursework completed and syllabi from other institutions are evaluated to verify prerequisites and general education requirements, to compare student learning outcomes, and to confirm that coursework taken is lower division and from an accredited institution. YC complies with the Student Transfer Achievement Reform Act (SB 1440) and continues to develop additional Transfer Model Curriculum (TMC) degrees. The district provides support services in this area, and ensures that all colleges in the district are provided with clearly stated transfer-of-credit policies.

Yuba College does not well identify how articulation plans are developed based on patterns of enrollment. The college will develop a plan that outlines how articulation agreements are developed based upon patterns of student enrollment between institutions.

Evidence Cited

[BoardDocs® Policy AP 4050 Articulation](#)

[CIAC Handbook Spring 2013](#)

[\[ASSIST.org screen\]](#)

[CSU GE](#)

[IGETC GE \(UC\)](#)

[Catalog Transfer Information](#)

[CSU Transfer YC webpage](#)

[AS and ADT Transfers](#)

[AP 4235](#)

[HS Articulation Process Snapshot](#)

[Request to Articulate Form \(YC 11-12\)](#)

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Yuba College (YC) has identified eight Institutional Student Learning Outcomes (ISLOs) which are closely aligned with the Accrediting Commission for Community and Junior Colleges (ACCJC) standards.

YC Institutional Student Learning Outcomes (ISLOs)

ACCJC Standard Stated Requirements	YC ISLOs
Communication Competency	Communication
Information Competency	Information Competency
Quantitative Competency	Computation
Analytic Inquiry Skills	Critical Thinking
Ethical Reasoning	Personal and Social Responsibility
Ability to Engage Diverse Perspectives	Global Awareness
	Technological Awareness
	Scientific Awareness

Institutional Student Learning Outcomes (ISLOs) are evaluated on a regular assessment cycle [[YC iSLO Assessment Schedule rev030416](#)]. The Catalog describes and lists ISLOs [[Yuba College Catalog 2016-2017 page 13 SLOs](#)]. The college website also lists the ISLOS [[Yuba College Institutional SLOs - Yuba College Student Learning Outcomes](#)].

Programs have established program-level Learning Outcomes (PSLOs). Links between PSLOs and ISLOs are established when PSLOs are defined in the learning outcomes assessment cycle and curriculum approval processes. Every YC program is linked to at least one ISLO [[Yuba College Program SLOs](#), [Business and Technology Program SLOs - Yuba College Student Learning Outcomes](#), [Fine Arts SLOs - Yuba College Student Learning Outcomes](#), [Health Occupations SLOs - Yuba College Student Learning Outcomes](#), [Language Arts Program SLOs](#), [STEM Division PSLOs - Yuba College Student Learning Outcomes](#), [Physical Education and Health Program SLOs](#), [Public Safety SLOs - Yuba College Student Learning Outcomes](#), [Social Sciences SLOs - Yuba College Student Learning Outcomes](#)].

Degree and certificate programs include program-specific outcomes (PSLOs) [see Tables 1 and 2 below]. PSLOs are assessed by the individual programs during Program Review (PR), and serve to identify areas in need of improvement. In 2016-2017, programs have been redefined based on California Code of Regulations Title 5 definition as a sequence of courses leading to a degree or a certificate.

The SLO Committee website [[Home – Yuba College Student Learning Outcomes Committee Website](#)] lists course, program, and institutional-level SLOs, and the committee is currently working to ensure that all degree and certificate learning outcomes are created, mapped, and assessed on a regular assessment cycle (see action plan). Tables 1 and 2 provide examples of the relationship between the ISLOs and PSLOs.

Table 1: Automotive Technology Program Student Learning Outcomes and Competency

Competency / ISLO Relationship	ISLO	PSLO
Computation	Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.	Students will learn appropriate mathematical concepts and methods to measure and calculate for needed repair and diagnosis.
Technological Awareness	Select and use appropriate technological tools for personal, academic, and career tasks	Students will learn how to select and use appropriate tools and industry specific software in order to repair the vehicles properly.
Critical Thinking	Analyze data/information in addressing and evaluating problems and issues in making decisions	Students will understand complex automotive repair issues that involve thinking outside of known trouble trees, including understanding the complexities of environmental issues for automotive industry.

Table 2: Computer Science Program Student Learning Outcomes and Competency

Competency / ISLO Relationship	ISLO	PSLO
Computation	Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.	Use appropriate mathematical and object-oriented programming (OOP) concepts and methods to understand, analyze, and communicate issues in quantitative terms.

Communication	Effectively use language and non-verbal communication consistent with, and appropriate for, the audience and purpose.	Clearly and effectively communicates concepts applied to mathematical and OOP topic requirements.
Critical Thinking	Analyze data/information in addressing and evaluating problems and issues in making decisions.	Analyze data/information in addressing and evaluating problems and issues in making decisions as applied to mathematical and OOP topic requirements.

Analysis and Evaluation

Through the links between course-level student learning outcomes (CSLOs), program-level outcomes (PSLOs), and institution-level (ISLOs) identified and established by the individual programs, each program includes learning outcomes addressing communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives and other program-specific learning outcomes. Students have ample opportunity to take courses that provide them with multiple exposures to learn a wide variety of learning outcomes such as those listed in this standard and YC's own ISLOs.

Action Plan

The college will continue to create, map, and assess degree and certificate learning outcomes.

Evidence Cited

[YC iSLO Assessment Schedule rev030416](#)

[Yuba College Catalog 2016-2017 page 13 SLOs](#)

[Yuba College Institutional SLOs - Yuba College Student Learning Outcomes](#)

[Yuba College Program SLOs](#)

[Business and Technology Program SLOs - Yuba College Student Learning Outcomes](#)

[Fine Arts SLOs - Yuba College Student Learning Outcomes](#)

[Health Occupations SLOs - Yuba College Student Learning Outcomes](#)

[Language Arts Program SLOs](#)

[STEM Division PSLOs - Yuba College Student Learning Outcomes](#)

[Physical Education and Health Program SLOs](#)

[Public Safety SLOs - Yuba College Student Learning Outcomes](#)

[Social Sciences SLOs - Yuba College Student Learning Outcomes](#)

[Home – Yuba College Student Learning Outcomes Committee Website](#)

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Yuba College (YC) requires all of its degree programs to include a component of general education (GE) based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog, as demonstrated by Board Policies (BP) and Administrative Procedures (AP) 4025 and 4100, articulation procedures, and careful review by the Curriculum Committee (CC) [[AP 4025](#), [AP 4100](#)]. Every course that is used for GE must petition to be included in the GE pattern. The CC is responsible for making the final decision, but weighs the input of faculty, deans, and counselors. According to AP 4025, courses must “contain a rigorous collegiate level presentation of theory, abstraction, practical information and knowledge” and “expose students to a broad spectrum of beliefs or knowledge of general subject matter area.” The CC has determined that all instructors teaching GE courses must be trained in the appropriate knowledge base for each GE area [[GE Instructor Policy](#)]. Therefore, in order to be granted a GE petition in Areas A, B, C, D, E, or Health and Physical Education, the course must be housed in an appropriate discipline—with minimum qualifications that ensure the instructor has the subject matter knowledge base.

In policy, practice, and procedures, the college demonstrates a reliance upon faculty expertise, who determine the appropriateness of each course for inclusion in the GE curriculum, based upon student learning outcomes (SLOs) and competencies appropriate to the degree level. The GE petition process (as described in the GE Instructor Policy above) is designed to ensure that faculty members have the ability to demonstrate the value of a specific course for GE. Courses are not evaluated (and therefore not included in GE) without the petition completed by a faculty member. When completing GE petitions, faculty members are asked to specifically address the following for each GE area:

Rationales for **Natural Sciences** (Area A) should demonstrate how the course:

- Introduces students to a broad pattern of principles upon which is based the study of the natural world, its life forms, and the transformations of matter and energy.
- Introduces students to the procedure by which new information is acquired and the scientific method.
- Promotes an understanding of the relationship between science and other human activities.

Rationales for **Social and Behavioral Sciences** (Area B) should demonstrate how the course:

- Focuses on people as members of society.
- Helps the student develop an awareness of the method of inquiry used by the social and behavioral sciences.

- Stimulates critical thinking about the ways people act and have acted in response to their societies.
- Promotes appreciation of how societies and social subgroups operate.

Rationales for **Humanities** (Area C) should demonstrate how the course:

- Studies the cultural activities and artistic expressions of human beings.
- Helps the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
- Helps the student develop aesthetic understanding and an ability to make value judgments.

Rationales for **Language and Rationality** (Area D) should demonstrate how the course:

- Develops for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication.
 - Rationales for **D1 English Composition** will demonstrate how the course design includes both expository and argumentative writing.
 - Rationales for **D2 Communication and Analytical Thinking** will demonstrate how the course fosters communication and analytical thinking.

Rationales for **General Education Electives** (Area E) should demonstrate how the course:

- Follows the Yuba Community College District (YCCD) General Education requirements as outlined in AP 4260 [[AP 4260](#)].
- Contains a rigorous collegiate level presentation of theory, abstraction, practical information and knowledge.
- Exposes students to the appropriate exercise of learning skills.
- Exposes students to a broad spectrum of beliefs or knowledge of general subject matter area.

Rationales for the **Multicultural Graduation Requirement** (MGR) should demonstrate that at least one of the following three criteria are met:

- At least half of the course content/objectives examine significant aspects of the culture, contributions, and social experiences of no fewer than two different under-represented ethnic/racial minority groups in the United States.
- At least half of the course content/objectives examine a minimum of three groups, one of which may be European-American or European and is comparative in nature.
- At least half of the course content/objectives include an analysis of ethnicity, ethnocentrism, and/or racism, and how these forces shape and explain cultural experience.

Rationales for **Health /Physical Education** should demonstrate how the course:

- Focuses on the benefits of regular exercise.
- Helps students develop an awareness of the connection between physical health and chronic disease.
- Promotes an understanding of the physical, mental, and social benefits of healthy lifestyle choices.
- Stimulates critical thinking about nutritional food choices.

The YC learning outcomes include a student's preparation for, and acceptance of, responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. The college has eight official institutional student learning outcomes (ISLOs). The ISLOs are designed specifically to ensure that students are fully prepared for participation in civil society. Additionally, the areas (A, B, C, D, E, multicultural, and health/physical education) confirm that students are exposed to a wide variety of ideas and approaches in the arts and humanities, the sciences, mathematics, and social sciences [[Yuba College Catalog 2016-2017 page 13 SLOs](#), [Yuba College Institutional SLOs - Yuba College Student Learning Outcomes](#), [Home - Yuba College Student Learning Outcomes Committee Website](#)].

Analysis and Evaluation

The Catalog explicitly states the above-stated GE requirements for degrees awarded by the institution and the faculty's expertise in which the GE curriculum is based. These GE offerings are designed to help students participate in civil society, provide skills for lifelong learning, and foster the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. Based on the faculty's educational philosophy, the CC, a subcommittee of the Academic Senate, evaluates and approves new courses for inclusion.

Evidence Cited

[AP 4025](#)

[AP 4100](#)

[GE Instructor Policy](#)

[AP 4260](#)

[Yuba College Catalog 2016-2017 page 13 SLOs](#)

[Yuba College Institutional SLOs - Yuba College Student Learning Outcomes](#)

[Home - Yuba College Student Learning Outcomes Committee Website](#)

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Yuba College (YC) offers four types of associate degrees: the associate in arts (AA), the associate in science (AS), the associate in arts for transfer (AA-T) and associate in science for transfer (AS-T) [[YC Curriculum Handbook](#)].

The AA degree offers lower-division preparation for a student planning to transfer to a 4-year public or private university or college. The AS degree provides training for students focusing on a specific occupational area. Students obtaining these degrees must complete all college graduation requirements. The faculty determine the amount of focused study in each program, based on learning outcomes that demonstrate mastery of competencies, theories, and practices. Degrees focus on one area of inquiry or an interdisciplinary core. All courses have established student learning outcomes (SLOs) and assessment. Through outcomes assessment, faculty measure student mastery of key theories and practices within degree areas [[AA/AS Degree Graduation Requirements](#)]. Units of study that are required in the major vary, from 18 units in Psychology to 24 units in Mass Communications for an AA, and from 18 units in Agriculture to 62 units in Veterinary Technology for an AS degree [[Yuba College Degrees and Certificates](#)].

AA-T and AS-T degrees are designed for students wishing to earn a degree at a California State University (CSU) in the same or similar field [[Associate Degree for Transfer Program Requirements](#)]. Successful completion of an AA-T or AS-T degree guarantees a student admission to the CSU system (though not necessarily to the student's university of choice) upon successful completion of the CSU admissions process.

Yuba College currently offers 13 AA, 45 AS, 8 AA-T, and 6 AS-T degrees. Each degree requires completion of at least 18 units within the major, a minimum of 60 total units, and a grade of a C or better in each major course. The district's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The College is currently in the process of moving from department learning outcomes to more specific degree and certificate program learning outcomes (PSLOs). These will be reviewed by the SLO Committee, entered into TracDat and Meta, and be mapped from the course-level (CSLOs) up to the institutional-level (ISLOs). [[SLO Handbook](#)].

Other examples of faculty measurement of student mastery of key theories can be found in the college's English and Math Departments. See II.A.8 for a full discussion of the use of common final exams.

Analysis and Evaluation

All degrees at Yuba College include a focused study in an area of inquiry or an interdisciplinary core aligned with practices and theories within a field of study. Associate degrees are granted upon successful completion of 60 semester units, of which at least 18 are in a major and represent a comprehensive mastery of subject. All courses included in the degree follow standards in higher education and are

appropriate to the discipline and degree level. Learning outcomes are defined for all departments and will soon be updated for all degrees and certificates. These are assessed on a regular and ongoing basis through direct course-level assessment of mapped CSLOs.

Evidence Cited

[YC Curriculum Handbook](#)

[AA/AS Degree Graduation Requirements](#)

[Yuba College Degrees and Certificates](#)

[Associate Degree for Transfer Program Requirements](#)

[SLO Handbook](#)

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

As of 2017-2018, Yuba College (YC) offers 53 Career and Technical Education (CTE) certificates, 33 CTE associate degrees, and three CTE associate degrees for transfer (Early Childhood Education, Administration of Justice, and Business Administration). Degrees and certifications are listed in the college catalog ([Degrees and Certificates in Catalog](#)).

College graduates completing CTE certificates and degrees demonstrate technical and professional competencies through a variety of methods. These may include external licensure and certification, industry advisory feedback, and survey data. CTE programs in the Catalog list program student learning outcomes (PSLOs), which are measurable through mapped course-level outcomes. Assessment, evaluation, analysis, and collection of SLOs are housed in TracDat.

Many CTE programs have licensing requirements. The high pass rate of CTE graduates demonstrates attainment of course and program outcomes, and acquisition of professional competencies that meet employment demand. As examples, for 2015-2016, over 82% of nursing students passed the NCLEX state license exam; the Veterinary Technology students have averaged over a 93% pass rate. The following programs have external licensure or certification testing and follow the instructional standards and staffing prescribed by the appropriate licensing board or agency: nursing, radiologic technology, and veterinary technology. [[Pass rates for various CTE-related licensing exams](#)]

As required by Title 5, and articulated in Administrative Procedure (AP) 4102, all vocational programs at YC have regularly-scheduled advisory committee meetings [[BoardDocs® Policy AP 4102 Occupational_Vocational Technical Programs](#)]. Advisory committee membership includes working professionals in the appropriate program field whose expertise would benefit the growth and development of the program. Members are selected by the faculty in a particular program, and reviewed and appointed

by the appropriate administrator [[Veterinary Technology Spring 2016 Advisory Board Meeting Minutes](#)].

AP 4102 further notes the functions of the CTE (or Occupational) Advisory Committees which are:

1. To study the educational needs of a specific occupational program and to make recommendations to the college program faculty and administration relating to these needs. Such recommendations may be included in the program's academic program review.
2. To interpret the program to the communities served and the communities' needs to the college.
3. To furnish specialized information and advice on technical requirements for the effective operation of the program.
4. To provide channels of communication between the college and the various organizations and agencies of the community interested in the program.
5. To further a cooperative relationship between the college and the resource agencies of the community in support of the program.

YC is part of the North Far North Regional Workforce Consortium. The purpose of the North Far North Regional Strong Workforce Program plan is to enhance and/or expand existing CTE programs and identify new programs and opportunities for collaboration with colleges and other partners within the region, including local industry. Further, the plan evaluates supply and demand within the regional workforce and works collaboratively with employers to meet regional needs [[North Far North Strong Workforce Regional Plan](#)].

Education Code (EC) 78016 states that every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program meets local and regional workforce needs, meets a documented labor market demand, does not represent unnecessary duplication of other manpower training programs in the area, and is of demonstrated effectiveness as measured by the employment and completion success of its students [[ED Code 78016](#)].

[Analysis and Evaluation](#)

All CTE programs, including those overseen by specialized agencies, complete the college's Program Review (PR) process every other year. The PR ensures that each program and its requisite courses have developed SLOs and, with the contributions from respective advisory committees, meet the employment sector's labor force needs. The Dean of Applied Academics monitors the progress of CTE programs through the Perkin's application and indicator reports. Some CTE programs are overseen by agencies that require periodic external review and additional assessment.

CTE graduates meet industry standards, perform well on licensure exams, and demonstrate professional competencies. CTE advisory committees, composed of industry professionals, employers, and educational professionals meet regularly and make recommendations on occupational trends, curriculum, and industry standards. CTE programs complete comprehensive PRs to ensure currency and program effectiveness. AP 4102 notes the role of Advisory Committees, which includes planning, curriculum development, college relations, and maintaining vocational programs that are relative to job needs and up-to-date with current field practices.

Evidence Cited

[Degrees and Certificates in Catalog](#)

[Pass rates for various CTE-related licensing exams](#)

[BoardDocs® Policy_ AP 4102 Occupational_ Vocational Technical Programs](#)

[Veterinary Technology Spring 2016 Advisory Board Meeting Minutes](#)

[North Far North Strong Workforce Regional Plan](#)

[ED Code 78016](#)

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Yuba College (YC) and the Yuba Community College District (YCCD) regularly evaluates policies and practices across all areas of the institution, including when programs are eliminated or program requirements are significantly changed. If a program is discontinued, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption through established processes. Administrative Procedure (AP) 4021 [[AP 4021 Program Discontinuance](#)] outlines the criteria, considerations, and process for program discontinuance.

The Catalog Rights guidelines, found in the college Catalog, outline how rights are established in light of a program's curricular changes [[Yuba-College-17-18-Catalog Rights Pages 41-42](#)]. If a degree or certificate has been phased out, students and counselors work with the discipline faculty to determine appropriate courses to substitute for requirements that are no longer offered.

No programs have been discontinued since the last accreditation process. The Academic Senate and the District College Academic Senate (DCAS) is reviewing the current Board Policy (BP) and AP to make the process for program discontinuation more effective ([AP 4021 Program Discontinuance](#), [Board Policies Section Chapter 4: Academic Affairs Program Discontinuation Number BP 4021](#)).

Analysis and Evaluation

The college has an established process for discontinuing programs. AP 4021 ensures careful consideration of program elimination, as well as a timeline that allows ample time to plan for the accommodation of students in the program.

The district is in the process of reviewing its program discontinuance procedure to evaluate if changes to the policy should be made. Updates to the program discontinuation process were discussed at the March and May 2017 DCAS meetings, and are listed as a 2016-2017 priority and remains an opportunity. The

Academic Senate has also made Program Discontinuation Policy and Process a priority for the next academic year [[DCAS Minutes 4 May 2017 Item 7](#), [DCAS Minutes 16 March 2017 Item 2](#)].

Evidence Cited

[AP 4021 Program Discontinuance](#)

[Yuba-College-17-18-Catalog Rights Pages 41-42](#)

[Administrative Procedures Section Chapter 4: Academic Affairs Program Discontinuance Number AP 4021](#)

[Board Policies Section Chapter 4: Academic Affairs Program Discontinuation Number BP 4021](#)

[DCAS Minutes 4 May 2017 Item 7](#)

[DCAS Minutes 16 March 2017 Item 2](#)

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

A number of college processes are utilized to ensure the college regularly evaluates and improves the quality and currency of its instructional programs. These include Program Review (PR), curriculum review, professional development, faculty evaluations, partnerships, learning outcome assessment, and program discontinuation policies.

PRs and service area reviews require programs to evaluate their offerings and engage in planning. The PR questions are designed to help programs engage in continual self-evaluation, inform strategic changes to foster student success, assess how program efforts are affecting student learning, and analyze and prioritize resources; they further summarize how learning outcomes and achievement outcomes are being improved. The analysis of learning outcomes and achievement measures is a component of PR for all instructional programs, and requests for resources are tied to improvement of outcomes and student achievement [[Rad Tech Program Review Report RADT 2015](#), [Program Review Report SPECH 2015](#), [Financial Aid 2014-15 PR](#), [Financial Aid SAOs](#)].

PR Feedback Reports provide the mechanism for meaningful evaluation and feedback, and an opportunity for the program or department to engage in self-reflection and improvement. The report is prepared by a team comprised of faculty, administrators, advisors, and students (if available). The report highlights concerns and challenges the program faces, components omitted from its program review for which more detail would be beneficial, suggestions and recommendations for a more effective program review—as well as accomplishments and strengths for which the program should be commended. This process

encourages more meaningful and improved program reviews. Likewise, the faculty and staff offering feedback to other departments' reviews gain ideas and insight into college processes and aid in the development of how they may help their own programs and departments [[2016.17 PR Feedback Rad Tech](#), [2016.17 PR Feedback Speech 04.18.17](#), [2016.17 PR Feedback Template 04.14.17](#)].

Reviews are completed according to the established cycle. As part of the review, departments review Student Learning Outcomes (SLOs) and make adjustments to their courses or teaching based on SLO results. For example, the Math department changed sequence and content in three courses. Psychiatric Technology and Radiologic Technology programs have leveraged their SLO results to identify what concepts to emphasize based on students' performance on a portion of the state tests. Programs such as Speech and Counseling have decided to rewrite their course-level student learning outcomes (CSLOs) in order to identify students' ability to demonstrate concepts relevant to their programs [[Program Review and Services Feedback Reports Process Web Page Cover](#), [Steps for Completing PR Feedback Report](#), [PR Cycle F2017](#), [CEAC Minutes 11.10.16](#), [CEAC Minutes 12.9.16](#), [CEAC Minutes 3.10.17](#)].

Yuba College (YC) has very limited Community Education program offerings. Community Education within the healthcare area is contracted with Harper Rand, and the partnership began in Fall 2017. They will be collecting student and employer feedback to improve program offerings [[Yuba - Healthcare flyer fall 2017](#), [Template 11x17 poster multi yuba 2017](#), [Yuba - HarperRand MOU 2017](#)].

Contract education offerings are often tailored to specific employers, such as custom offerings to Beale Air Force Base and Sunsweet Growers. On the most recent offering for Sunsweet, it was determined that additional hours for specific content areas were needed. This feedback and course offering improvement was a result of meetings with the employer.

YC does not have degrees or certificates available solely through its Distance Education (DE) offerings, and most courses offered through DE are also offered face-to-face. Therefore, evaluation of effectiveness follows the processes outlined above. However, there are ongoing efforts around ADA accessibility ensuring effective contact between the instructor and students. The Curriculum Committee (CC) reviews Course Outlines of Record (COR) and approves them. This process includes an in-depth review by the DE Committee regarding how courses are modified for the DE environment. The committee is committed to ensuring that the college offers high-quality DE courses; to this end, the DE Committee follows the Course Validation Process for new and existing courses as outlined in the DE Handbook. The Course Validation Process ensures that faculty have adequate Canvas training, submit their new courses for DE Committee Review using the Online Education Initiative (OEI) Course Design Rubric, and validate their current offerings according to the OEI Course Design Rubric [[DE Handbook](#), [OEI Course Design Rubric](#)].

All curricula are reviewed by the CC on a five-year cycle. This review includes an analysis of the relevance and value of curriculum, methods of instruction and evaluation, and SLOs. Career and technical education (CTE) programs are evaluated on a two-year cycle. CTE programs are also analyzed and evaluated using the California Community Colleges Chancellor's Office (CCCCO) core indicator data. CTE advisory committees provide valuable information and feedback to college CTE programs [[YC Curriculum Handbook](#)].

Professional development is another way the college ensures that full- and part-time faculty remain current, learn about innovative practices, and engage in effective instructional strategies. The college provides extensive professional development opportunities through workshops, FLEX activities, and by providing resources to attend conferences and industry events. Faculty development workshops have included topics such as student engagement strategies, student support, ESL students in the classroom, best practices for test writing and proctoring, and DE best practices. The Staff Development Committee is a college-wide committee established by the YC Council. The committee's goal is to improve and sustain the professional growth of faculty, staff, and administration through collegially-planned learning opportunities that continue to support the institutional goals [[Staff Development Plan 2016-17 FINAL](#) , [Staff Development Charter - SD 2016-17](#)].

The faculty evaluation process better ensures instructional quality is evaluated and improved. As outlined in the collective bargaining agreement, Article 6.0, the process includes faculty self-evaluation, student evaluations, peer evaluations, and administrator feedback. The agreement provides a framework of procedures and timelines if improvement is needed [YCCD_YCFA Agreement Ratified by YCFA 12-22-13_with Updated Salary Schedules_032514 Faculty Eval Form IE_1, Faculty Eval Form IE_3a, Faculty Eval Form IE_3b , Faculty Eval Form IE_3c].

[Analysis and Evaluation](#)

All programs, regardless of location or mode of delivery, are held to the same standards of PR and assessment of learning outcomes on a systematic cycle, with the exception of Community Education offerings. CTE programs engage in review every two years and an annual update on all off-cycle years. All other programs undergo review every fourth year, with an annual update in all off-cycle years. Curriculum review, faculty evaluation processes, and staff development practices also ensure that programmatic quality is regularly evaluated. These integrated practices ensure that the institution systematically strives to improve programs and courses to enhance student learning.

[Action Plan](#)

1. The college will update the PR template to better align with the Educational Master Plan (EMP) and will also develop templates and an assessment cycle for the administrative units.
2. The college will also formalize a process for Program, Curriculum, and Student Learning Outcome assessment for Community Education offerings.

[Evidence Cited](#)

[Rad Tech Program Review Report RADT 2015](#)

[Program Review Report SPECH 2015](#)

[Financial Aid 2014-15 PR](#)

[Financial Aid SAOs](#)

[2016.17 PR Feedback Rad Tech](#)

[2016.17 PR Feedback Speech 04.18.17](#)

[2016.17 PR Feedback Template 04.14.17](#)

[Program Review and Services Feedback Reports Process Web Page Cover](#)

[Steps for Completing PR Feedback Report](#)

[PR Cycle F2017](#)

[CEAC Minutes 11.10.16](#)

[CEAC Minutes 12.9.16](#)

[CEAC Minutes 3.10.17](#)

[Yuba - Healthcare flyer fall 2017](#)

[Template 11x17 poster multi yuba 2017](#)

[Yuba - HarperRand MOU 2017](#)

[DE Handbook](#)

[OEI Couse Design Rubric](#)

[YC Curriculum Handbook](#)

[Staff Development Plan 2016-17 FINAL](#)

[Staff Development Charter - SD 2016-17](#)

[YCCD YCFA Agreement Ratified by YCFA 12-22-13 with Updated Salary Schedules 032514](#)

[Faculty Eval Form IE 1](#)

[Faculty Eval Form IE 3a](#)

[Faculty Eval Form IE 3b](#)

[Faculty Eval Form IE 3c](#)

Standard IIB: Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The Library is housed within the Learning Resource Center (LRC) at the Marysville campus, which is also the location for the College Success Center (CSC) and the Writing and Language Development Center (WLDC).

Library

"Yuba College Library's central mission is to support diverse needs of our students and employees. As such, we are continually updating our holdings in the library and through our subscription databases, and following current and future trends, so that our students will be best served in a changing economic and technological world. We provide Library orientations and workshops with students, faculty, and staff, to support the curricula offered by the College." (last updated 5/31/2017) [[Library Mission](#)]

The main campus library collection in Marysville consists of approximately 1,600 reserve textbooks, 28,000 physical books, 1,100 DVDs, and English as a Second Language (ESL) and children's literature collections [[Reserve Item Records](#); [Polaris Statistics Screenshot](#)]. Print books are supplemented by e-books and 42 research databases [[Online Databases page](#)]. The print collection at the Yuba County (YC) campus is available to Sutter County Center (SCC) students via the intra-library service. Online databases are accessible to all campus and Distance Education (DE) students, are ADA-compliant, and are often downloadable. There are 62 computers with printing capacity for use in the computer lab section of the library. There are 10 study rooms that can be reserved in two-hour allotments, and are equipped with desks, chairs, and whiteboards. In one study room, there is also a flat-screen television.

The librarians provide library tours, orientations, and research assistance to faculty and students. The library serves students in multiple locations through online resources as well as at the Sutter County Center. The Library provides electronic resources (e-books and periodical databases) and assists students by phone and email [[SCC Library](#)]. [[Faculty Services](#); [Research Consultation Request](#)]. Research assistance is provided by email, phone, or in person. The library instruction classroom is equipped with 30 computers, one instructor station, and an overhead projector. Librarians have been embedded in Nursing and Counseling online courses, and travel to SCC to provide research instruction upon request.

SCC students have access to the SCC library, which is staffed by one full-time Library Media Technical Assistant and one part-time Library Media Specialist. The library includes print resources, access to the same electronic resources as the main YC campus, an open-access computer lab, and photocopy services. Students at Beale Air Force Base (AFB) also have access to the same electronic resources, and receive assistance via phone and email.

The library website includes links to information about services, circulation rules, library cards, online databases, and the catalog. [: [Library Website](#)]. It also provides information for faculty, including Collection Development, Informational Literacy, Interlibrary Loan, Library Orientations, and Placing Items on Reserve. [[Faculty Services](#)].

In Fall 2017, the college purchased a subscription to over 40 online academic success workshops. Topics typically covered by librarians and tutoring center staff, such as improving information literacy, reading and writing strategies, critical thinking skills and avoiding plagiarism, are covered through this resource [[Online Student Workshops Flyer](#)].

In 2016, the library received a \$20K Student Equity (SE) grant for textbook purchases. With this funding, it was able to purchase about 160 textbooks, helping hundreds of students gain access to the textbooks in a timely manner. [[Student Equity Receipt](#)]. The library continually asks faculty to place desk copies with the reserve collection in order to keep the collection relevant to current students, even when additional grant money is not available to supplement the reserve collection [[Reserve Request Form](#)].

The library's catalog is searchable through the Polaris integrated library system [[Polaris Catalog](#)]. Students and faculty can find print books, DVDs, and CDs through Polaris. This allows DE, SCC, and Beale AFB students to search the print collection from any location, and supplements the electronic periodical and e-book collections online, giving them access to a wide variety of materials.

The library measures its program effectiveness using student learning outcomes (SLOs), usage statistics, and various faculty and student surveys. At the Marysville campus in 2016-2017, reserve textbooks circulated 10,216 times, computers were used 28,397 times, and the patron count was 299,935 [[Circ Stats 2016-17](#)]. This usage shows that the college provides relevant and sufficient library services to students.

To ensure that the library and academic support programs offer sufficient services and resources, both formal and informal methods are used for assessment and improvement. The YC Library, Sutter County Center (SCC), College Success Center (CSC), and Writing and Language Development Center (WLDC) participate in the Program Review (PR) process, which allows for opportunities for reflection and program-level assessment, dialogue, and improvement (see IIB3). The library's collection development policy calls for input by content-area experts [IIB2 [Lib Materials Selection](#)]. This faculty input helps to ensure that the quantity, currency, depth, and variety of library resources are sufficient.

Other Learning Support Services

YC offers many learning support services to help students reach goals. These include in-person and online tutoring, as well as specialized learning support programs and services. The CSC offers tutoring for mathematics and other content classes in the form of scheduled collaborative learning sessions and drop-in mathematics tutoring, and is open 8 AM to 7 PM, Monday through Thursday and Fridays from 8 AM to 5 PM during Fall and Spring semesters, with reduced hours for summer session classes [[CSC Webpage](#)]. During 2016-2017, the CSC generated 88.56 FTES [[CSC and WLDC FTES](#)].

The WLDC offers drop-in tutoring for writing assignments, as well as one-on-one and group appointments. They also offer technology assistance and ESL support. The WLDC is open 8:30 AM to

5:00 PM, Monday through Thursday, and Fridays from 8:30 AM to 4:30 PM during Fall and Spring semesters, with reduced hours for summer session classes [[WLDC Webpage](#)]. During 2016-2017, WLDC generated 13.4 FTES [[CSC and WLDC FTES](#)].

Tutoring is also available in the library at the SCC 8 AM to 6 PM Monday through Thursday, and Fridays from 8:45 AM to 11:45 AM [[SCC Tutoring](#)]. In Spring 2017, 2,829 hours of tutoring were provided, compared to 967 hours in Spring 2015, an almost 300% increase in services [[SCC Tutoring Usage](#)].

Drop-in mathematics tutoring is also available through the Hard Math Café at the Marysville Campus. It is open Monday through Friday from 8 AM to 4 PM [[Hard Math Café](#)]. The Café served 217 students during Spring 2017, and according to the student survey, 100% students felt that they received sufficient help in their course [[Hard Math Café Highlights](#)].

All tutors attend tutor training courses to ensure currency, quality, and depth of tutoring delivery (ENGL 40A/B or EDU 20); these courses assess student learning outcomes [[ENGL 40A SLO](#)]. Success rates of students using tutoring services is tracked and reflected upon in PRs [[WLDC Success Rates](#)]. During Commencement, students are asked to identify a program or an individual who positively impacted them the most, resulting in "Way to Go" Awards. Both the CSC and WLDC have received "Way to Go" Awards.

YC signed a contract with Tutor.com to provide online tutoring to our DE students, and to expand access to tutoring beyond the centers' regularly scheduled hours [[Tutor.com agreement](#)]. Additionally, in Fall 2017, the college purchased a subscription to over 40 online academic success workshops. Topics typically covered by librarians and tutoring center staff, such as improving information literacy, reading and writing strategies, critical thinking skills and avoiding plagiarism, are covered by this resource. [[Online Student Workshops Flyer](#)]. Additional learning support includes Math Boot Camps, embedded tutoring, and specialized programs and services provided by Disabled Students Programs and Services (DSPS), Extended Opportunity Program and Services (EOP&S), and Cooperative Agencies Resources for Education (CARE) (see IIC). All participate in the PR process, which allows for opportunities for reflection and program-level assessment, dialogue, and improvement.

[Analysis and Evaluation](#)

YC supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. The Library offers access to online databases, print collections, computers, reserve textbooks, and study rooms, as well as the ability to develop and support information literacy.

The CSC offers in-person and online tutoring for mathematics and other content classes in the form of scheduled collaborative learning sessions and drop in mathematics tutoring. The WLDC offers drop-in tutoring for writing assignments, as well as one-on-one and group appointments. They also offer technology assistance and ESL support.

The college supports student learning and achievement through its libraries and Resource Centers by providing a wide variety of learning and information resources with ample holdings in virtual and traditional formats. Librarians support the educational goals of students offering direct and individual group instruction on research and information literacy.

Evidence Cited

- IIB1 - [Library Mission](#)
- IIB1 - [Reserve \(Item Records\) collection](#)
- IIB1 - [Polaris Statistics Screenshot](#)
- IIB1 - [Online Databases page](#)
- IIB1 - [Faculty Services](#)
- IIB1 - [Research Consultation Request](#)
- IIB1 - [SCC Library](#)
- IIB1 - [Library Website](#)
- IIB1 - [Faculty Services](#)
- IIB1 - [Student Equity Receipt](#)
- IIB1 - [Reserve Request Form](#)
- IIB1 - [Polaris Catalog](#)
- IIB1 - [Circ Stats 2016-17](#)
- IIB1 - [Lib Materials Selection](#)
- IIB1 - [CSC Webpage](#)
- IIB1 - [WLDC Webpage](#)
- IIB1 - [CSC and WLDC FTES](#)
- IIB1 - [SCC Tutoring](#)
- IIB1 - [SCC Tutoring Usage](#)
- IIB1 - [Hard Math Café](#)
- IIB1 - [Hard Math Café Highlights](#)
- IIB1 - [ENGL 40A SLO](#)
- IIB1 - [Tutor.com agreement](#)
- IIB1 - [Online Student Workshops Flyer](#)

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Yuba College (YC) policies, practices, and procedures demonstrate reliance upon the appropriate expertise of faculty, including librarians, and other learning support services professionals. The institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the college mission.

Library

The college librarian is responsible for selecting library materials and relies on the appropriate expertise of subject-area faculty to ensure that the library supports college curriculum. Additional educational equipment and materials to support student learning resources can be requested by the librarian and other academic support programs through the Program Review (PR) process [[Library Program Review](#)].

The library acquires materials through the recommendations of faculty and literature review journals [[Material Suggestion Form](#); [GOBI interface](#)]. The overall philosophy is informed by the Library Materials Selection Policy [[Library Materials Selection](#)]. Each semester, the library sends an email message to all faculty informing them of services and resources, while also seeking their assistance in building the library collection [[Welcome Library Services email](#)]. When considering which materials to collect, the librarian also keeps in mind reference queries and usage statistics. Statistics are created by the Integrated Library System (ILS) and the electronic databases.

The library accepts donated books from students, staff, and community members [[Library Material Donation Form](#)]. Donated books are added to the collection as appropriate to fill in gaps in the collection. Monetary donations given to the library are handled by the Yuba Community College District (YCCD) Foundation [[Gift Donation Form](#)]. The library has the opportunity to use donated money to purchase materials for students by working with the Foundation.

The library assesses its educational equipment and materials both formally and informally. Surveys are sent to the faculty regarding periodical and online database needs to ensure that offered resources still meet student needs. Informal suggestions for library resources are accepted from college employees and students. For example, in Spring 2017, the library staff evaluated student use of tablet computers, and, based on this evaluation, recommended the purchase of additional laptops instead [[Staff Memo](#)]. Consequently, four laptops were added for student use.

Selection of equipment to support student learning is handled with the assistance of the Information Technology (IT) department. The IT department follows its Master Technology Plan for equipment and services [[Technology Plan](#)]. Requests for equipment are made through the IT Request Form [[IT Request Form](#)]. This includes supporting software resources, such as Kurzweil (text-to-speech software), purchased for Disabled Students Programs and Services (DSPS) and English as a Second Language (ESL) students, and computer laptops available for students to check out from the library. Copier and printers available to students in the library are maintained jointly by IT and Tozier's Vending Services [[Toziers Vending Contract](#)], and the library staff calls in maintenance issues to enable continued student usage.

Other Learning Support Services

Tutoring services also rely on appropriate expertise of faculty and staff to select and maintain its educational equipment and materials. For example, Kurzweil (text-to-speech) software was added to the Writing and Language Development Center (WLDC) computers to serve DSPS and ESL students by extending their reading range and enabling them to proofread their own papers [[Kurzweil](#)]. All materials selected and maintained by the WLDC are assigned by instructors and are used both by students and tutors as evidenced in TutorTrac reports [[WLDC Textbook Report](#)]. Additionally, through Basic Skills Initiative (BSI) funding, WLDC staff purchased new titles and replenished popular titles for the Townsend Developmental Reading program [[BSI Meeting Minutes #1](#)]. Topical tip sheets are created by staff using staff expertise in grammar, rhetoric, and technical writing; these sheets are modified from time-to-time based on observed student needs.

Based on identified need, in Fall 2016 staff at Sutter County Center (SCC) applied for and received \$5,500 worth of laptops for its tutoring services [[BSI Meeting Minutes #2](#)].

Analysis and Evaluation

At YC, student learning needs are identified by support staff and instructional faculty. To support student learning, library and learning support offers library materials, additional resources, and supplemental instruction to improve learning and success. Evidence of such support is seen through usage statistics for library and learning support services, and collaboration resulted in new resources for students such as in-house online tutoring, Kurzweil software for DSPS and ESL students, and laptops that students can check out from the library in order to complete coursework off-campus. Through reliance on appropriate faculty and staff when selecting and maintaining educational equipment and materials, the library and other learning support services help advance the college's mission to provide quality programs and services.

Evidence Cited

- IIB2 – [Library Program Review](#)
- IIB2 - [Material Suggestion Form](#)
- IIB2 - [GOBI interface](#)
- IIB2 - [Library Materials Selection Policy](#)
- IIB2 - [Welcome Library Services email](#)
- IIB2 - [Library Material Donation Form](#)
- IIB2 – [Staff Memo](#)
- IIB2 – [YCCD Technology Plan](#)
- IIB2 – [IT Request Form](#)
- IIB2 - [Toziers Vending Contract](#)
- IIB2 – [Gift Donation Form](#)
- IIB2 – [Kurzweil](#)
- IIB2 - [WLDC Textbook Report](#)
- IIB2 – [BSI Meeting Minutes #1](#)
- IIB2 – [BSI Meeting Minutes #2](#)

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Yuba College (YC) effectively evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Program Review (PR) provides an opportunity to reflect on program contribution to student learning by analyzing strengths as well as areas where improvement is warranted [[Library Program Review](#) ; [CSC Program Review](#)]. Whenever possible, improvements are made using existing resources by improving efficiency, engaging in professional development, or reprioritizing funds allocated in the annual budget; in other cases, changes requires additional resources which can then be requested through the PR and annual updates.

Library

The library evaluates its services and resources to align with its own and the college's mission and vision statement, and to make sure that the needs of students and faculty are being met. Information is gathered through gate count, database use, surveys, and statistics [[Sutter Library survey](#)]. Library statistics are created by the Integrated Library System (ILS) and electronic databases. Additionally, library staff meets informally to evaluate needs and find timely solutions to best serve students [[YC Library Mtg](#)]. Every semester, the library assesses its Service Area Outcomes (SAOs) to evaluate its contribution to student learning [[Library SAOs](#)].

The library offers a one-credit online course for students, LIBSCI-1 (Basic Research Skills) [[LibSci-1 Catalog Listing](#)]. Student Learning Outcomes (SLOs) are assessed each semester to make sure the course is meeting the needs of students, and to see where possible improvements may be made [[LibSci 1 Course SLOs](#)].

Librarians offer faculty-requested instruction for students in classes that are connected to specific research assignments. Librarians offer instruction in various classrooms and the library lab. Instruction is given at both the Marysville and Sutter campuses. Both instructors and students have an opportunity to assess the effectiveness of these sessions in an online survey [[IIB Library Workshop Student Follow Up Survey](#)]. The library also offers one-on-one appointments for students required to complete research papers as part of coursework. These consultations last 30 minutes, and also include a survey to assess how well the consultation supported students in learning and completing coursework. Changes are incorporated based on student feedback.

Other Learning Support Services

Tutoring services are regularly evaluated for their efficacy, both formally and informally. SAOs are assessed every semester and action plans are proposed based on the results. In addition, the College Success Center (CSC) and Writing and Language Development Center (WLDC) administer a variety of student surveys [[CSC Survey](#); [WLDC ESL Book Group Survey Analysis](#)]. The WLDC further uses essay evaluations of the WLDC from tutors taking the tutor training courses ENGL 40A and 40B. There is also a "Suggestion Box" in the WLDC. These instruments are used to make improvements in supporting student success. For example, based on comments, the WLDC adopted the use of "drop-in tutoring" signs to better help tutors identify students who needed tutoring, versus those who simply wanted a quiet place to study. The Hard Math Café conducts student surveys every semester, in addition to usage statistics. In Spring 2017, 100% students felt that they received sufficient help [[Hard Math Café Highlights](#)]. The CSC hours were expanded to allow students attending classes on campus have access to in-person tutoring. Summer Math Boot camps are evaluated based on student pre-tests and post-tests [[BSI Meeting Minutes #3](#)].

Analysis and Evaluation

The Library, CSC, and WLDC all participate in PR, which is their primary mechanism for evaluating and ensuring adequacy in meeting student needs. As part of the process, SAOs and course-level SLOs (CSLOs) are also reviewed and reported. Requests for resources are made based on the assessment and evaluation component of the PR. Feedback from PR is incorporated in the subsequent reviews.

Additionally, service area personnel make continuous improvements based on daily interactions with students, and incorporate feedback from a variety of annual and bi-annual surveys.

Evidence Cited

- IIB3 - [Library Program Review](#)
- IIB3 - [CSC Program Review](#)
- IIB3 – [Sutter Library Survey](#)
- IIB3 – [YC Library Meeting](#)
- IIB3 - [Library SAOs](#)
- IIB3 - [LibSci-1 Catalog Listing](#)
- IIB3 - [LibSci 1 Course SLOs](#)
- IIB3 - [Library Workshop Student Follow Up Survey](#)
- IIB3 - [CSC Survey](#)
- IIB3 – [WLDC ESL Book Group Survey Analysis](#)
- IIB3 – [Hard Math Café Highlights](#)
- IIB3 – [BSI Meeting Minutes #3](#)

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Library

The college regularly takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. Since YC offers library and learning support directly to students, it assesses the effectiveness of contractual agreements for resources that supplements local services.

The library contracts with library service providers, such as information and service resources [IIB4 - [Toziers Vending Contract](#); IIB4 - [Polaris Contract](#); IIB4 - [Ebsco Invoice](#)]. These services provide the necessary structures and resources to allow the library to function properly in its goal of serving students and faculty. The library and IT staff make routine assessments of computers, printers, copiers, and Polaris, the integrated library system (ILS) [[District Librarian Meeting](#)].

The library also participates in interlibrary loan, with the assistance of the global library cooperative Online Computer Library Center, or OCLC [[OCLC Account](#)]. These services are evaluated by library staff to ensure they continue to expand access to students and faculty needing resources outside of the library's local and electronic collections.

Subscription databases, which includes periodical and ebook resources, are purchased through a joint California community college purchasing system, the Community College Library Consortium (CCLC) [[CCL Renewal List](#)]. The consortium evaluates resources before they are offered through the joint purchasing program and YC evaluates the resources locally to ensure they continually meet the needs of student learning. Evaluation includes reviewing data, such as usage and feedback on the effectiveness of the resources by students and faculty.

Other Academic Support Services

Academic support services also evaluate resource needs through program review and informal, daily interactions with students and faculty. YC contracts with Tutor.com to provide online tutoring [[Tutor.com Agreement](#)]. This service was first offered in March 2017 and is assessed through the usage statistics [[Tutor.com Statistics](#)]. Other resources, such as TutorTrac (tutor tracking software), are evaluated by local staff informally to ensure they continually meet the needs of student learning and achievement.

Similar to the evaluation of in-house resources and services described in section II.B.3, when the college relies on or collaborates with other institutions or other sources for library and other learning support services, these services are evaluated both formally through the program review process and informally during staff meetings and daily interactions in the library.

Analysis and Evaluation

Library agreements with other institutions are documented and adequate for the institutions' purpose. Other agreements and contracts maintained by the library provide economies of scale, maintenance for systems, and security for the collection. The library is a member of the OCLC, which is used for broader interlibrary loan options and for shared cataloging services. The library, College Success Center (CSC), and Writing and Language Development Center WLDC regularly evaluate all of their services through program review, which connects these programs to the College's larger integrated planning efforts. The IT department's network security measures protect the library and support service computers against cyber threats.

Evidence Cited

- IIB4 - [Toziers Vending Contract](#)
- IIB4 - [Polaris Contract](#)
- IIB4 - [Ebsco Invoice](#)
- IIB4 - [District Librarian Meeting](#)
- IIB4 - [OCLC Account](#)
- IIB4 - [CCL Renewal List](#)
- IIB4 - [Tutor.com Agreement](#)
- IIB4 - [Tutor.com Usage Report](#)

Standard IIC: Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Yuba College (YC) offers an array of services to assist students in all aspects of their college experience. Student services play key roles in enhancing accomplishment of the mission of the institution by serving a diverse student population in reaching their educational and career goals. Examples include Extended Opportunity Program and Services (EOP&S), Disabled Students Programs and Services (DSPS), athletics, PUENTE, UMOJA, and a large number of student clubs and organizations [[Athletic Student Transfer Data](#)]. Student services also address the mission by providing transfer advisement, career development counseling, and Student Development courses [[Counseling 10 Syllabus](#)].

Services are listed in the table below, and a summary document [[Student Handbook](#)] provides brief details about the student services and programs. More details about the services available are shown in the Catalog [[2017-2018 Catalog Programs and Services Pages](#)]. These services foster student learning and development within the context of the college's mission.

Table II.C-1. List of Programs and Services

• Admissions and Records • Assessment and Testing Center • Athletics • Bookstore • California Work Opportunity and Responsibility to Kids (CalWORKs) • Career Center • Childcare/Pre-school • Community Resource Referrals • Counseling Services	• Disabled Students Programs and Services (DSPS) • Extended Opportunity Programs and Services (EOP&S) • Financial Aid • Foster Youth • Health Services • International Student Program • Job Placement • Quick Reg Program • Mental Health Services	• Scholarships • Student Government and Activities • Student Equity • Student Outreach Services (SOS) • Transfer Center • Upward Bound Program • Veterans resources

YC regularly evaluates the quality of student support services at all three of its campuses, as evidenced by the following:

- [Student Assessment Outcomes Handbook](#)
- [Student Assessment Outcomes \(SAO's\)](#)
- [Student Surveys](#)
- [Instructional evaluations](#)

The college's Program Review (PR) cycle, assessment cycle, Student Equity Plan, and Student Services and Support Plan are the primary methods used to evaluate student support services, including contributions to the College mission.

On a 4-year cycle, each student services department submits a PR report which evaluates strengths, weaknesses, and needs. There is a section in the report for departments to update Service Area Outcomes (SAO), which includes the assessment cycles and evaluation of sustainability. Through the evaluation of SAO and PR, the departments review whether the services, regardless of location or means of delivery (including distance education), enhance accomplishment of the mission of the institution [[SAO Student services ppt](#)].

While the PR Committee establishes the general policies, timelines, cycles, and documents for all units on campus, the Academic Senate, and College Council are specifically tasked with the oversight and validation of the review process for all student services units [[Program Review policies timelines and evaluation cycles](#)]

The Office of Institutional Effectiveness and Student Success conducts an annual student survey evaluating satisfaction with all aspects of the college, including student recognition of, usage of, and satisfaction with student support services [[Graduation Survey Results](#)]. Furthermore, student services departments, such as EOP&S, Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility to Kids (CalWORKS), Disabled Students Programs and Services (DSPS), and Testing conduct their own student surveys to assess student satisfaction with the quality of their services in support of student learning [[CalWORKs Survey](#), [Testing Center Student Survey](#), [Survey from EOP&S](#)].

Several student services units such as EOP&S, DSPS, CalWORKs, Financial Aid, Transfer Center, and Upward Bound submit an annual self-assessment and/or report to the applicable state or federal funding agency and gauge their own efficiency, fiscal stability, and quality [[Upward Bound APR Report](#)].

The EOP&S and CalWORKs departments utilize PRs, SAOs and departmental surveys to better serve students. As an example, the EOP&S program conducted a survey in Spring 2015. The survey results were used to make several changes that were implemented Fall 2015. At the time, students indicated that 8 AM to 2PM and Fridays were optimal times to schedule an appointment with a counselor. Adjunct counselors were scheduled during those times to provide additional appointments. Additionally, the survey indicated that students wanted to make their appointment via telephone, and changes were made to allow for that [[EOPS/CARE Survey](#)].

YC also participated in the Aspen Institute College Excellence review program to evaluate and improve efforts to advance student services and student success. The evaluated feedback report was based on information gleaned from extensive document review, significant data analysis, and in-person site visit interviews conducted in April 2016 [[ASPEN Report](#)] for self-evaluating evidence. Through the self-assessment process, the college has identified a continuous improvement plan as demonstrated below:

Table II. C. 1-2 Student Services Assessment

Area of Need	Current Efforts	Proposed Strategies
Modernize services delivery avenues to better serve students.	1. Working with district to upgrade SARs to eSARS. This effort will allow all students to schedule online appointments for all services areas. 2. Purchased webcams for all departments to increase online services.	Establish updated service delivery goals amongst all student services departments.
Increase data accessibility for increase assessment of service delivery.	YC leaders are proactively seeking data to examine student success data. Consultant has been hired to build dashboards to improve accessibility to data.	The college has collective goals around the gaps in student achievement that are most compelling, and have begun creating strategies grounded in a common sense of purpose and evidence-based understanding of barriers to college achievement.
Increased avenues for student input and perspectives regarding student service delivery	1. Student Views survey of current students regarding the effectiveness of student services is conducted every three years. 2. Student leaders participate in shared governance process.	1. Conduct annual Services Views survey regarding student services. 2. Explore avenues to increase dissemination of information to general student population.

The EOP&S is focused on the mission of the college through services provided to students. As part of the EOP&S and CARE advisory boards, that includes counseling and instructional faculty, community agencies, local high school counselors and EOP&S and CARE staff. Each year a program plan for EOP&S and CARE is submitted to the California Community Colleges Chancellor's Office (CCCCO) that outlines services provided to students and the plan is developed with the mission of the college in mind [[EOPS Care Program Review](#)].

Services in all locations are supported by the Marysville campus and student services categorical programs, regardless of location and means of delivery [[Financial Aid at a Distance Website](#)]. To effectively advertise campus services, all incoming students receive the Student Handbook, which includes descriptions that help them enhance student learning. Distance Education (DE) students are given downloadable access to the New Student Handbook online for information about services to help accomplish educational goals [[Online Access to Student Planner on Website](#)]. The YC 2017-2018 Catalog also describes the ways that DE students can access student services programs: "Student Services programs provide distance education services to prospective and current Yuba College students for non-urgent matters through telephone and web-based modalities. For information on how to access and

arrange for distance education services, see each student service program in the Programs and Services section of the Yuba College Catalog” ([Catalog Pg18](#))

Analysis and Evaluation

YC student services offers many comprehensive programs that support students and assist them with attaining their educational goals. Student services programming assists students throughout their college careers and ensures they feel supported and valued while attending Yuba College. The college regularly assesses and reviews student support services through program and service area reviews and other evaluation methods. Program Review is aligned with the Educational Master Plan and this alignment ensures that student support services support student learning and enhance the accomplishment of the mission of the college.

Evidence Cited

- II.C.1 [Student Handbook](#)
- II.C.1 [2017-2018 Catalog Programs and Services Pages](#)
- II.C.1 [Student Assessment Outcomes Handbook](#)
- II.C.1 [Student Assessment Outcomes \(SAO's\)](#)
- II.C.1 [Student Surveys](#)
- II.C.1 [Instructional evaluations](#)
- II.C.1 [SAO Student services ppt](#)
- II.C.1 [Program Review policies timelines and evaluation cycles](#)
- II.C.1 [Graduation Survey Results](#)
- II.C.1 [CalWORKs Survey](#)
- II.C.1 [Testing Center Student Survey](#)
- II.C.1 [Survey from EOP&S](#)
- II.C.1 [Upward Bound APR Report](#)
- II.C.1 [ASPEN Report](#)
- II.C.1 [EOPS/CARE Survey](#)
- II.C.1 [Athletic Student Transfer Data](#)
- II.C.1 [Counseling 10 Syllabus](#)
- II.C.1 [EOPS Care Program Review](#)
- II.C.1 [Financial Aid at a Distance Website](#)
- II.C.1 [Online Access to Student Planner on Website](#)
- II.C.1 [Catalog Pg18](#)

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Yuba College (YC) is committed to continuously improving its student support programs and services. It identifies and examines student assessment outcomes and provides appropriate student support services and programs to maximize the positive educational outcomes for its students. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes [[SAO Handbook](#)].

Service Area Outcomes (SAOs) have been a major focus for the college in the last several years, and the institution has made a concerted effort to encourage authentic development and assessment of SAOs. Significant improvements have been made, and SAOs are assessed cyclically to ensure progress.

For example, through development of the SAOs, the Counseling Department identified specific processes to be improved on a yearly basis. One of the goals implemented was a specific process and campaign for working with students on academic or progress probation. With the implementation of the campaign, 64% of student on probation Fall 2016 attended a Probation Workshop, as compared to 47% in Fall 2015. The percentage of probationary students who completed follow up with counselors was up from 43% in Fall 2015 to 46% in Fall 2016.

Further, in 2016-2017 a SAO was to implement the mental health support program, Kognito, offered through the California Community College Chancellor's Office. Kognito is an interactive online simulation program designed to educate faculty and students about best practices in supporting (1) students who struggle with psychological distress, including depression and suicidal ideation, (2) LGBTQ students who are struggling due to harassment or exclusion, and (3) student veterans who are facing challenges in adjusting to college life. By the end of Spring 2017, 99 workshops had been completed successfully by students and 49 had been successfully completed by faculty and staff. As it was the baseline year, the college continues to work on implementing the program [[Counseling SAO](#)].

The Research, Planning, and Student Success Office worked in collaboration with the Student Services Division to offer substantial training opportunities, ranging from understanding theoretical approach to SAO assessment, to the technical aspects of data entry. These training are regularly well-attended, and participants indicate they find them helpful [[Agenda from Student Services managers meeting](#)].

Upon identifying and completion of program assessments, all student services departments meet to discuss assessment results and evaluate outcomes to continuously improve student support programs. After the assessment of results and evaluations, program initiatives are identified, planned, and prioritized for the upcoming year. The student services management group has aligned SAO assessment with the Program Review (PR) cycle. In addition, the college has been successful in having at least one SAO assessed in all student services department [[Program Review Cycle](#)].

SAOs also contribute to efforts to devise and implement improvement plans. Examples of program improvement based on learning assessments include the following:

- In 2015, the California Work Opportunity and Responsibility to Kids (CalWORKS) program implemented an online survey and received a 6% student response rate; in Spring 2017, as part of SAOs for the department, a paper survey was conducted and 73% of CalWORKS students completed the survey. The survey results determined that the CalWORKS were having a difficult time working with the Department of Social Services for payment of books for the semester. Because of survey results, CalWORKS has a strengthened partnership with the Department of Social Services and has a Social Worker on campus at peak times to better facilitate book purchases.
- One of the most significant concerns identified in the Counseling Department's PR has been the need for more tenured counselors. As a result of the newer counseling positions not being tenured, the Counseling Department experienced significant turnover, which, in turn, created a lack of continuity in services. Through collaboration with the administration of the college and the district, the department was successful in obtaining three additional tenured counseling positions in Spring 2017.
- The Upward Bound program must submit an Annual Performance Report (APR). The Department of Education uses the information conveyed in the report to assess a grantee's progress in meeting its approved goals and objectives and to evaluate a grantee's prior experience in accordance with the program regulations. The report covers 12 months of the previous year, and has 66 reportable fields. Furthermore, the Upward Bound program is required to track students for six years after they leave the program and report information about the students' post-secondary education [[Upward Bound Program Review](#)].

The college assesses services for students when community events impact students. For example, as a result of mandatory evacuations in Sutter and Yuba counties in mid-February 2017, YC made the decision to assist students returning to their homes and to the college. A steering committee was quickly formed to provide a food pantry for students who used their finances during the evacuation for hotel rooms and other expenses. Dusty's Pantry served over 350 students during a four-month period. The food pantry is available Monday to Thursday 11AM to 2 PM (or until non-perishable food runs out). If they need a snack, a peanut butter and jelly sandwich is available daily [[Dusty's Pantry](#) and [Dusty Pantry's Email to Campus Community](#)].

The student support services programs have also been working on increasing learning outcomes by collaborating with instructional faculty to fully implement an electronic Early Alert tool [[Early Alert Academic Senate Report](#) and [BSI Early Alert email to Faculty](#)]. At this time, the tool is used by faculty on a voluntary basis to collect student academic performance data. The data can then be used to connect students to counselors, coaches, staff, and other faculty in an effort to keep them on track toward successful completion of their courses.

The Early Alert report is processed by the Counseling Department which works in collaboration with Disabled Students Programs and Services (DSPS), Extended Opportunity Program and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), and CalWORKS to identify and assess educational progress. Program staff and counselors meet with students to review educational progress and campus engagement activates and provide the needed services to achieve educational outcomes. Counselors discuss success strategies, study skills, and/or tutoring options with students in order to create plans for addressing progress issues.

The Student Services division also assesses service data during division meetings, department meetings, managers' meetings, and state initiatives workgroups meetings. The forums are used to examine and discuss student services outcome data to and student needs [[Student Services Division Meeting see slide 7](#)].

To further evaluate student needs, the college conducts an annual Graduation Survey, which provides the services areas data to help improve service satisfaction. Survey findings, for example, led to the improvement plan for Wifi in the student services building [[Graduation Survey](#)].

Analysis and Evaluation

To provide for continuous improvement and ensure appropriate student support and services to its diverse student population, the college identifies and assesses learning support outcomes and uses assessment data to make methodological changes and improvements. The systematic program assessment, which includes learning assessment outcomes and the planning and development of the Student Success and Support Program (SSSP) Plan and the Student Equity Plan, provide the college with the opportunity to assess learning and student outcomes in order to improve. The cyclical nature of PR and annual review, and preparation of the SSSP Plan and the Student Equity Plan enable the college to use assessment data to continuously improve student support programs and services. SAO assessment and PR have been effective tools for programs to analyze assessment data and connect resource allocations needed for improvement of support services. Programs have established student assessment outcomes, assessment mechanisms, and have used assessment results to improve services.

Evidence Cited

- II.C.2 [SAO Handbook](#)
- II.C.2 [Counseling SAO](#)
- II.C.2 [Agenda from Student Services managers meeting](#)
- II.C.2 [Program Review Cycle](#)
- II.C.2 [Upward Bound Program Review](#)
- II.C.2 [Dusty's Pantry](#)
- II.C.2 [Dusty Pantry's Email to Campus Community](#)
- II.C.2 [Early Alert Academic Senate Report](#)
- II.C.2 [BSI Early Alert email to Faculty](#)
- II.C.2 [Student Services Division Meeting see slide 7](#)
- II.C.2 [Graduation Survey](#)

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Yuba College (YC) provides appropriate, comprehensive, and reliable services to its students regardless of delivery location or delivery method. The college utilizes both face-to-face, email and phone delivery methods to provide equitable access to its comprehensive student services, as summarized in the table below.

Table II.C-2. Yuba College Service by Location and Delivery Mode

Service	Yuba College	Sutter County Center	Beale	Online	Phone
Service	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Admission and Records	Yes	Yes	Yes	Yes	Yes
Assessment and Testing	Yes	Yes	Yes	Information available online	Yes
Bookstore	Yes	Yes	Yes	Yes	Yes
California Work Opportunity and Responsibility to Kids (CalWORKS)	Yes		N/A	No	Yes
Career Center	Yes	Yes	Yes	Yes	Yes
California Work Opportunity and Responsibility to Kids (CalWORKS)	Yes	Yes	Information available online	Yes	Yes
Counseling	Yes	Yes	Yes	Yes	Yes
Disabled Students Programs and Services (DSPS)	Yes	Yes	Yes	Yes	Yes
Extended Opportunity Programs and Services (EOP&S)	Yes	Yes	No	Yes	Yes
Financial Aid	Yes	Yes	Yes	Yes	Yes
Food Pantry	Yes	No	No	No	Yes
Health Services	Yes	Information available online	Information available online	Information available online	No
International Students	Yes	Information available online	Information available online	N/A	Yes
Quick Reg	Yes	Yes	Yes	Yes	No
Scholarships	Yes	Yes	Yes	Yes	Yes

Student Outreach	Yes	Yes	Yes	Information available online	Yes
Transfer Center	Yes	Yes	Yes	Yes	Yes
Tutoring	Yes	Yes	No	Yes	
Upward Bound	Yes	Yes	N/A	N/A	N/A
Veterans Center	Yes	Yes	Yes	Yes	Yes
Workshops for Student Success	Yes	Yes	No	Yes	No

The college provides access to information about its courses, academic programs, and services through a variety of methods, including the schedule of classes and the Catalog (disseminated in print and online formats), brochures, and its website [[College catalog](#), [Schedule of Classes](#)].

Further, the 2017-2018 Catalog clearly describes the ways that Distance Education (DE) students can access student services programs: “Student Services programs provide distance education services to prospective and current Yuba College students for non-urgent matters through telephone and web-based modalities. For information on how to access and arrange for distance education services, see each student service program in the Programs and Services section of the Yuba College Catalog” [[Catalog pgs14 and 16-18](#)].

YC offers tutoring through tutor.com for DE students. Tutor.com provides access to live tutoring services 24 hours a day, 7 days a week in many different subject areas [[Tutor.com Online Tutoring Info](#)]. Other student services areas offered are online student orientation [[Online Orientation Access](#)], online student success workshops to ensure students have equitable access to student success materials [[Online Student Workshops Flyer](#)], testing/proctoring services, and by-phone services such as counseling. The Student Information System (SIS) allows students to add and drop classes, check grades, order transcripts, view available courses, obtain placement test results, look up their financial aid status, pay tuition and fees, view their schedule and enrollment date/ time, and register for classes. [[Webadvisor Student Account System](#)]

Additionally, in response to the Student Success and Support Program (SSSP) initiatives, the

Counseling Director and the Student Equity Director are working to address the gaps that impact students’ abilities to obtain the academic, career, and personal services necessary to remain compliant with the new policies borne out of the Student Success Act, State Bill (SB) 1456, and the college’s Student Success and Support Plan [[SSSP Plan](#)] and Student Equity Plan [[Equity Plan](#)]. Examples of recent efforts to improve student access include the following:

- The student services staff visited local high schools to provide information to students about postsecondary options, assist students in completing the online application process, and coordinate matriculation of high school seniors, including taking the assessment test, attending a two-hour orientation to develop an abbreviated student educational plan, and taking a campus tour [[Quick Reg Flyer](#)]. The Assessment Office sends a representative to facilitate placement testing at high school sites.

- Essential student services departments maintain evening hours to better serve working populations: Assessment, Counseling, Financial Aid, Admissions and Records, and EOP&S. The hours for these services for each site are posted online.
- Textbooks may be purchased or rented on-campus, online, or via mail [II.C.3 [Online Bookstore](#), [On-campus Bookstore](#)].
- The library provides an electronic repository of books [[Electronic Repository of Books and Research Materials](#)] and access to research materials. Textbooks are held on reserve for many courses [[Text Books Reserves](#)].

Training and resources are provided to faculty to help them improve their support of students with disabilities. During Convocation, DSPS staff provide an annual training along with other student services staff about resources available to faculty to support students. DSPS staff also send out short electronic trainings periodically throughout the year [[DSPS Short training](#)]. Faculty with deaf or hearing-impaired students are reminded through memos to use films with closed captioning [[DSPS Memo Deaf-Hard of Hearing Student](#), [DSPS Email about captioning](#)]. DSPS staff also attend weekly Counseling Department meetings to collaborate and address concerns. They work with community agencies to host an on-campus annual Disability Awareness Day promoting greater understanding of disabilities among the general college population [[Disability Awareness Day](#)].

Individuals who are dissatisfied with a campus policy or procedure or with the conduct of a college employee are entitled to file a complaint. A student can file a formal Statement of Grievance form online within 30 workdays of the incident or 30 workdays after the student learns of the basis for the grievance. Upon receipt of the Statement of Grievance, the Grievance Officer will work with the student to determine if a formal Grievance Hearing is required [[Online Complaint Form Screenshot](#)].

Analysis and Evaluation

YC assures equitable access to all of its students by having the Counseling Department offer comprehensive and reliable face-to-face or via phone services. These include year-round email advising and e-counseling as well as in-person appointments and workshops during regular and evening hours.

Equitable online tutoring services and Canvas technology rigorously adhere to Americans with Disabilities (ADA) accessibility requirements of both the Federal 508C legislation and the User Agent Web Accessibility Initiative. Support for students with disabilities is further enhanced by DSPS training of faculty and staff in the development and online posting of ADA-compliant documents.

Additional services such as books on reserve and e-books, workshops, and electronic research databases are made available through the library.

Various outreach activities, including those available at the Sutter County Center (SCC), introduce new students to the campus and guide them through the application process, assessment, counseling, and financial aid. Scheduled assessments and concurrent enrollment opportunities in local high schools further enhance the visibility of the college in the community.

Evidence Cited

II.C.3 [College catalog](#)

II.C.3 [Schedule of Classes](#)

II.C.3 [Tutor.com Online Tutoring Info](#)

- II.C.3 [Catalog pgs14 and 16-18](#)
- II.C.3 [Webadvisor Student Account System](#)
- II.C.3 [SSSP Plan](#)
- II.C.3 [Equity Plan](#)
- II.C.3 [Quick Reg Flyer](#)
- II.C.3 [Online Orientation Access](#)
- II.C.3 [Online Student Workshops Flyer](#)
- II.C.3 [Online Bookstore](#)
- II.C.3 [On-campus Bookstore](#)
- II.C.3 [Electronic Repository of Books and Research Materials](#)
- II.C.3 [Text Books Reserves](#)
- II.C.3 [DSPS Short training](#)
- II.C.3 [DSPS Memo Deaf-Hard of Hearing Student](#)
- II.C.3 [DSPS Email about captioning](#)
- II.C.3 [Disability Awareness Day](#)
- II.C.3 [Online Complaint Form Screenshot](#)

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Yuba College's (YC's) co-curricular and athletic programs support the college's mission by exposing students to the varied activities of higher education and encourage development of student interests and talents. These experiences are designed to enhance and broaden the learning experiences of students. Co-curricular activities are primarily sponsored by instructional programs, student services, and the Associated Students of Yuba College (ASYC). These activities support student engagement and further the achievement of the mission. The college mission states [[Yuba College Mission](#)]:

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

To further the mission, the college offers campus activities, field trips, a variety of educational programs and opportunities for involvement outside the classroom that contribute to the social dimension of the learning experience.

Campus Life assists college clubs and organizations in the planning of educational, social, and cultural activities. The college has an estimated 35 student clubs structured around a specific interest and these on

and off campus activities contribute to students' cultural and educational experience. Examples include the Associate Degree Nursing Club, Auto Club, Psychology Club, and Spanish Club, among others [[ASYC Clubs List](#)].

Further, events and programming enhance cultural and social awareness. For instance, the Spanish Club (Soy) organized Dia De Los Muertos and Cinco De Mayo celebrations on campus, and visited 4-year universities as well as museums for a variety of cultural events [[Soy 2014 a 2016](#)]. The goal of the YC Literary Arts Club serves as a form of outreach to students and the surrounding community to promote literacy, in addition to creating a space to meet and develop skills and craft in the literary arts [[Literacy Club](#)]. Curricular connectedness is enhanced since each club requires a Faculty Advisor (a faculty or a staff member).

Co-curricular activities are also organized by campus faculty to ensure students and faculty are given the opportunity to explore culture and diversity within the campus community. These activities complement the curricular mission to provide a "worldwide" education to the campus community [[Crossing Borders Building Bridges](#)].

The ASYC are organized and recognized as a represented body to participate in shared governance for all Yuba Community College District (YCCD) students. ASYC participation offers students development and engagement opportunities through leadership, community service, social interaction, and the development of individual attitudes and values [[YC Council COR](#) and [AP 5400 Associated Students](#)].

All student clubs follow the ASYC Constitution [[ASYC Constitution](#)], By Laws [[AP 5400 ASYC Bylaws](#)] Finance Code [[AP 5420 ASYC Finance Code](#)], and Election Code [[AP 5410 ASYC Election Code](#)]. These governing documents are consistent with college policies and administrative regulations as well as the California Education Code.

The YC Athletic Program is operated by the district and governed by the Athletic Code of the Community College League of California (CCLC), and Constitution of the Bay Valley Conference (BVC), Northern California Football Association (NCFA) [[AP 5700 Athletics](#)].

Participation in co-curricular and athletic activities are treated as retention interventions to increase persistence. Standards of integrity for the athletic program are evaluated by an external program review (PR) which is conducted by members of the Bay Valley Athletic Conference. The last PR of college athletics occurred April 30, 2014 [[External Program Review Report](#)]. The follow-up report and action plan review is set to occur Spring 2019.

YC offers sports for men and women in Soccer, Basketball, Track & Field; Men's Baseball and Football; Women's Volleyball and Softball. The athletics program meets its obligation to participate in the Equity in Athletics Disclosure Act (EADA) survey annually [[EADA Posted report](#)]. The data used and the survey results are posted on the athletic department website. The process of collecting the data also serves as an ideal opportunity to analyze the financial state of the sport programs. The college meets all of the required components of the Title IX Program.

Monthly department meetings are conducted, and review of all athletic matters are discussed and evaluated [[HPE Student Retention Meeting Minutes 16 May 2017](#)]. Action plans are developed, with input from the staff and faculty whenever appropriate. The PR on TracDat is maintained year-round, and

purchases and program needs are updated and added as needed [[HPE Program Review](#)]. Lastly, internal PR and annual updates managed on the TracDat system serve as valuable organizational processes for prioritizing equipment and program.

The YC Researcher's longitudinal study using data from 2013-2014 and 2014-2015 found that student athletes have higher rates of transfer to 4-year institutions, as well as equal, if not higher, graduation rates as compared to non-athletes [[Athletic Student Transfer Data](#)].

Analysis and Evaluation

Co-curricular and athletic programs are used to attract, engage, and motivate YC students to achieve educational goals. These programs enrich the learning environment and the college recognizes that important learning occurs beyond the classroom. Co-curricular programs provide students with leadership opportunities and promote the social, cultural, and personal development of students. YC takes responsibility for the control of extra-curricular programs through the PR process, in addition to external review mechanisms that provide additional assessment and improvement opportunities to ensure the best possible experiences for students.

Evidence Cited

- II.C.4 [Yuba College Mission](#)
- II.C.4 [ASYC Clubs List](#)
- II.C.4 [Soy 2014 a 2016](#)
- II.C.4 [Literacy Club](#)
- II.C.4 [Crossing Borders Building Bridges](#)
- II.C.4 [YC Council COR](#)
- II.C.4 [AP 5400 Associated Students](#)
- II.C.4 [ASYC Constitution](#)
- II.C.4 [AP 5400 ASYC Bylaws](#)
- II.C.4 [AP 5420 ASYC Finance Code](#)
- II.C.4 [AP 5410 ASYC Election Code](#)
- II.C.4 [AP 5700 Athletics](#)
- II.C.4 [External Program Review Report](#)
- II.C.4 [EADA Posted report](#)
- II.C.4 [HPE Student Retention Meeting Minutes 16 May 2017](#)
- II.C.4 [HPE Program Review](#)
- II.C.4 [Athletic Student Transfer Data](#)

II.C. 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Counseling Services and Programs

Yuba Community College District (YCCD) Administrative Procedure (AP) 5110 states that counseling services available in the district's counseling program include the following [[Administrative Procedures 5110](#)]:

- Academic counseling, in which the student is assisted in assessing, planning, and implementing his or her immediate and long-range academic goals;
- Career counseling, in which the student is assisted in assessing his or her aptitudes, abilities, and interests, and is advised concerning the current and future employment trends;
- Personal counseling, in which the student is assisted with personal, family, or other social concerns, when that assistance is related to the student's education, and provided on a short-term basis;
- Coordination with the counseling aspects of other services to students that exist on campus, including, but not limited to, those services provided in programs for students with special needs, skills testing programs, financial assistance programs, and job placement services.

Counseling and advising services are provided through a wide range of delivery methods, including individual appointments, group appointments, drop-in advisement, workshops, class

visitations, and Student Development courses [[Counseling Website](#)]. Mental health services are provided [[2017 Harmony Health Flyer](#)]. Workshops and in-class presentations on a wide variety of mental health issues are presented at both campuses. Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOP&S), and Veterans Resource Center (VRC) provide support services for students who qualify for services based on specific criteria [[Student Handbook Pgs16-21](#)].

The college supports counseling services, adding another counselor in the 2016-2017 academic year to work specifically with the disproportionately-impacted groups identified by the Student Equity Plan. Designated counselors are focused on increasing the success rates through provision of counseling and mentorship to Latino students through the Puente program, African American students through the Umoja program, veterans through the VRC, and foster youth students through the Guardian Scholars program [[Puente Flyer](#)], [[Umoja Flyer](#)] and [[Foster Youth Program Flyer](#)].

With the advent of the Student Success and Support Program (SSSP), the college has been able to provide additional counseling services to assist students with the orientation, assessment interpretation, advisement, and development of an initial abbreviated Student Educational Plan (SEP). This has been done in cooperation with the Assessment Office in order to develop a comprehensive plan of service [[SSSP Plan](#)].

As a required part of the SSSP matriculation process, all new students are required to participate in an online orientation. Orientations include information about the programs offered by the college and requirements for completing these programs. The students then participate in a small group discussion led by a counselor and referred to by our college as "Group Counseling," to highlight the most significant information including timelines, graduation requirements, and transfer policies [[Group Counseling Presentation](#)].

Immediately following, new students meet with a counselor to discuss their specific educational goals, timelines, and develop an Abbreviated Educational Plan (AEP) [[Abbreviated Educational Plan](#)] that covers their first two semesters of coursework. Through the development of the AEP, students are provided relevant information about specific academic requirements that apply to educational goals.

All new students are highly encouraged to visit with a counselor by the end of their first semester to develop a Comprehensive Educational Plan (CEP) [[Comprehensive Educational Plan](#)]. The CEP provides comprehensive information about relevant academic requirements, including graduation and transfer policies. Counselors utilize a CEP Outreach Campaign to students who have completed 15 or more units but have not come in to complete a CEP. The outreach includes emails and phone calls to targeted students [[Comprehensive Ed Plan Outreach](#)] in order to increase the number of students with CEPs.

Counselors also provide weekly Student Success Workshops on targeted topics such as Making the Transition to College, Transfer Degree, Resources 101 & Important Calendar Dates, California State University (CSU) Transfer Preparation, University of California (UC) Transfer Preparation, Test Taking Skills, Technology (Canvas, email, student portal, and mobile app), and Career Planning [[Academic Success Workshop](#)]. The workshops provide an opportunity for students to receive timely, useful, and accurate information about academic requirements and resources available to support them. This includes information about graduation and transfer through the Counseling 10 College Success course.

Students who are identified as being on academic or progress probation are provided targeted intervention to better ensure they are able to identify barriers to their success, know what support services are available to assist them in their academic success, how they can be removed from probation status, and discussion about progression towards their educational goals. They are required to attend a Student Academic Success Workshop and then meet with a counselor to develop an Academic Success Contract [[Academic Success Contract](#)]. The goal of a one-on-one meeting is to enable the counselor to inform students of academic resources on campus and in the community to support them like the Writing Language Development Center (WLDC), the College Success Center (CSC), among others. Outreach to students on probation is provided through letters, emails, student portal messages, and phone calls. Students on probation who do not complete the requirements experience a registration hold [[Academic Probation Website](#)].

YC provides counseling programs to support student development and success, and prepares counseling faculty and other personnel responsible for the advising function as demonstrated by consistent collaboration with stakeholders. Counselors are assigned to various departments across campus to serve as liaisons. This ensures that timely and relevant information from the academic departments is shared with the Counseling Department and vice versa [[Counselors Division Liaison Assignments](#)]. Counselors participate in a weekly department meeting [[Weekly Counseling Meeting Agendas and Minutes](#)], where liaisons are given opportunities to share specific academic information; targeted professional

development is provided; and instructional faculty are also encouraged to share any significant updates in their program, as well as collaborate with counseling on specific issues. The Counseling Department meeting is an opportunity for ongoing dialogue amongst the team, faculty, and administration.

All faculty members in Student Services attend a monthly Student Services division meeting [[Student Services Division Meeting Minutes](#)], where a wide variety of topics pertaining to students and the campus are discussed.

Counselors also host a yearly High School Counselors Conference to ensure alignment and collaboration with K-12 partners. Counselors also serve as liaisons to local high schools. They attend career fairs, conduct classroom presentations, and collaborate with high school faculty to provide outreach to high school students [[High School Counselor Liaison List](#)] and [[YC High School Counselor Symposium Agenda](#)].

Preparation of Faculty

Counseling faculty are appropriately prepared and trained to provide services for student success and offer counseling appropriate to the needs of the students served. They possess a minimum of a Master's degree. A number of counselors speak one or more languages in addition to English, including Farsi, Punjabi, and Spanish.

Counselors also actively participate in a variety of professional activities and attend conferences annually to keep current on legislative changes, transfer updates, and best practices in the discipline. Attendees at conferences regularly train the other counselors and staff on best practices at the weekly meetings [[Counselor attendance in conferences](#)].

Tenured counseling faculty members are evaluated on a three-year cycle as part of the faculty evaluation process. Counselors who teach are evaluated as both counseling faculty and teaching faculty, using both the instructional faculty and the counseling faculty evaluation processes. Student evaluations are conducted in both individual appointments and Student Development courses.

The Counseling Department assesses Service Area Outcomes (SAOs) on an annual basis and analyzes the effectiveness of services. The Counseling Department also has a cyclical comprehensive Program Review (PR) which serves as a validation process of effectiveness of the department in rendering the various services. Recommendations for improvement are addressed by the unit and included in the subsequent year's PR update [[Counseling SAO Data](#)].

Student Orientation and Information Provision

Through our QuickReg Program, Yuba College collaborates with our local high schools to ensure a smooth transition of high school seniors into first year of college. As a part of the QuickReg Program, counselors orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Student orientations are provided through multiple modalities, including an online orientation [[Orientation Online Webpage](#)], new student orientation workshops, and orientation handbook [[Student Handbook](#)]. Orientations include information about the programs offered by the College and the requirements for completing these programs.

Counseling faculty are prepared to provide timely, useful, and accurate information about academic requirements through monthly Student Services division meetings and weekly counseling meetings. When changes are made to program requirements through the curriculum process, they are communicated to counseling faculty through these meetings and documents.

Analysis and Evaluation

The college offers comprehensive advising and counseling services by certificated counselors through a variety of Student Services Programs including General Counseling, CaLWORKs, DSPS, EOP&S, Transfer Center, and Veterans Center, which orients students to their programs of study and academic requirements to meet their educational goals.

Evidence Cited

II.C.5 [Administrative Procedures 5110](#)
II.C.5 [Counseling Website](#)
II.C.5 [2017 Harmony Health Flyer](#)
II.C.5 [Student Handbook Pgs16-21](#)
II.C.5 [Puente Flyer](#)
II.C.5 [Umoja Flyer](#)
II.C.5 [Foster Youth Program Flyer](#)
II.C.5 [SSSP Plan](#)
II.C.5 [Group Counseling Presentation](#)
II.C.5 [Abbreviated Educational Plan](#)
II.C.5 [Comprehensive Educational Plan](#)
II.C.5 [Comprehensive Ed Plan Outreach](#)
II.C.5 [Academic Success Workshop](#)
II.C.5 [Academic Success Contract](#)
II.C.5 [Academic Probation Website](#)
II.C.5 [Weekly Counseling Meeting Agendas and Minutes](#)
II.C.5 [Counselors Division Liaison Assignments](#)
II.C.5 [High School Counselor Liaison List](#)
II.C.5 [YC High School Counselor Symposium Agenda](#)
II.C.5 [Student Services Division Meeting Minutes](#)
II.C.5 [Counselor Division Liaison Assignments](#)
II.C.5 [Counseling Department Meeting Notes](#)
II.C.5 [Counselor attendance in conferences](#)
II.C.5 [Counseling SAO Data](#)
II.C.5 [Orientation Online Webpage](#)
II.C.5 [Student Handbook](#)

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16).

Evidence of Meeting the Standard

Admission policies and procedures are defined in Board Policy (BP) 5010: Admissions & Concurrent Enrollment [[Board Policy 5010](#)] and Administrative Regulation (AP) 5010: Admissions [[Administrative Policy 5010](#)]. The policy states that the Yuba College (YC) admits students age 18 or older, individuals possessing a high school diploma or equivalent, apprentices, and students under age 18 demonstrating ability to benefit from advanced scholastic or vocational work and who meet specified admission criteria. Admission requirements are published in the catalog [[Catalog 2017-2018 p. 24-26](#)]. These admission policies and procedures are consistent with the college's identity as an open-access community college and its mission to serve a diverse population of students by providing the opportunities and support to achieve their educational and career goals.

The institution offers a small number of specialized programs, such as the nursing program, that have additional admission requirements, as indicated in BP 5010. It admits students through an online enrollment application process. Prospective students apply for admission through CCC Apply, the statewide system for online community college applicants [[CCC Apply website](#)]. Additional application information is required for international students [[International Student Application](#)] and concurrently enrolled high school students [[Concurrently enrolled high school form](#)].

YC defines pathways to degree completion, certificate completion, and transfer preparation. Requirements are published in the catalog [[Catalog 2017-2018 pp.52-62](#)] and on the website [[College Catalog Website](#)]. The Student Success Initiative has granted the college the means for improved assistance to students developing abbreviated or comprehensive Student Educational Plans (SEPs) through the counseling departments. This educational pathways assist students to complete degrees, certificate and transfer goals. SEPs are also used to aid students with a pathway to completion [[Comprehensive Educational Plan](#)]. Eleven associate degrees for transfer are included in the 2016-2017 catalog, with more in development; 14 associate degrees for transfer have received state approval as of May 2017. These transfer degree programs help facilitate transfer to the California State University (CSU) system.

Analysis and Evaluation

The college provides an equitable process for applying to the institution, serving the diverse needs of its students ranging from credit and noncredit student populations to international students. This is achieved through various modalities such as CCC Apply and in-person applications.

The Office of Admissions and Records reviews and processes all applications and directs new students to the next steps—assessment, orientation, and counseling to ensure are appropriately advised appropriate programs.

Evidence Cited

II.C.6 [Board Policy 5010](#)

II.C.6 [Administrative Policy 5010](#)

- II.C.6 [Catalog 2017-2018 p. 24-26](#)
- II.C.6 [CCC Apply website](#)
- II.C.6 [International Student Application](#)
- II.C.6 [Concurrently enrolled high school form](#)
- II.C.6 [Catalog 2017-2018 pp.52-62](#)
- II.C.6 [College Catalog Website](#)
- II.C.6 [Comprehensive Educational Plan](#)

Standard II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing bias.

Evidence of Meeting the Standard

As an open access institution, Yuba College (YC) does not administer admissions tests. Consistent with U.S. Department of Education regulations, the college administers ability to benefit (ATB) tests to determine Title IV financial aid eligibility for students who do not have a high school diploma and were enrolled in a program of study prior to July 1, 2012 [[ATB Testing Information](#)].

YC uses the web-based Accuplacer assessment tests, which is on the Chancellor's Office approved list covering English, Reading, and Mathematics [[CCCCO Approved Assessment Lis](#)]. The Accuplacer tests are adaptive in as much as the sequence of test questions presented to each student varies as a result of responses offered to preceding questions. The benefit of employing such tests is that each individual institution is able to design its own placement rules based upon sound research practices. In 2014, the Assessment and Testing Office, in collaboration with the math faculty, established new cut scores and placement rules. A benefit to Accuplacer is that students are able to receive scores and placement recommendations immediately upon completion [[Accuplacer Placement Advising Form](#)].

The institution regularly evaluates placement instruments and practices at least every three years for the purposes of validating their effectiveness while minimizing bias. The Assessment and Testing Office in collaboration with English, Math, and ESL faculty are responsible for revalidating assessment instruments, placement processes and analyzes the effectiveness of placement tests on a more frequent basis. For example, the Assessment and Testing Office provides data about the relationship between mathematics placement scores and course success to the Mathematics division's retreat [[Math Department Meeting Minutes on Placement Math Placement Multiple Measures](#)].

The college is currently creating a plan to address the statewide Common Assessment Initiative that will replace Accuplacer. Through this process the institution is evaluating the statewide multiple measures recommendations and is reviewing institutional data to aligned placement test scores for the Common Assessment Initiative which we intend to improve student success in English, ESL, and mathematics courses [[CAI Agenda and Meeting Notes](#)].

Assessment instruments are administered at the main campus and two centers for the appropriate course sequences. The Assessment Center has a back-up paper assessment that is utilized if the computerized version is not accessible. Placement test policies, for longevity and retesting, are printed in the class

schedule, and are available online [[AP 4237](#)]. Any student may request a challenge exam through the Assessment Center and with approval from the appropriate instructional division. A complete description of assessment tests is available in the class schedule each semester and online from the Assessment Website [[Assessment and Testing Website link](#)]. Disabled Students Programs and Services (DSPS) provide assessment accommodations for qualifying students.

The college validates placement systems according to the methods published in the Chancellor's Office publication Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges [[Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges](#)]. The initial validation of a placement instrument requires an evaluation of test bias, including cultural and linguistic biases, in order for the instrument to be included in the list of approved instruments. The regular evaluation and revalidation of instruments and placement systems requires additional evaluation of biases, including an analysis of disproportionate impact.

Analysis and Evaluation

Admission and placement processes are monitored to ensure that YC provides equal access to all students. The college conducts evaluations of placement instruments and cut scores in compliance with Chancellor Office policies and regulations. The Admission & Records program conducts program review and Service Area Outcomes (SAOs) assessment to ensure continuous improvement of program practices and policies.

Evidence Cited

II.C.7 [ATB Testing Information](#)

II.C.7 [CCCCO Approved Assessment List](#)

II.C.7 [Accuplacer Placement Advising Form](#)

II.C.7 [Math Department Meeting Minutes on Placement](#)

II.C.7 [Math Placement Multiple Measures](#)

II.C.7 [CAI Agenda and Meeting Notes](#)

II.C.7 [AP 4237](#)

II.C.7 [Assessment and Testing Website link](#)

II.C.7 [Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges](#)

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Yuba College (YC) secures and maintains student records permanently in accordance with its Records Retention Policy, defined in Administrative Procedure (AP) 3310: Retention and Destruction of Records [[AP 3300 Public Records](#)] and Administrative Regulation (AR) 3310: Records Retention and Destruction [[AP 3310 Records Retention and Destruction](#)]. The institution is required by law to follow Title V, Section 59023, for classifying documents for Records Retention/Destruction. The

California Code of Regulations lists the types of documents that must be maintained permanently, and those that can be destroyed after a designated amount of time.

Records are stored in a secure area with limited access. Student records are kept in file cabinets located inside the Admissions and Records office, as well as in a locked and fireproof storage container outside of the office area. Student records on microfilm are located in a fireproof locked vault. In addition, Information Technology Services (ITS) maintains electronic copies of all student records and information is stored on redundant disks in a secure computer room. Backups are performed nightly [[AP 3720 Computer and Network Usage](#)]. The college complies with federal and state regulations for retaining and archiving student records. College offices are able to secure back-up files of student records through affiliation with outside agency databases (Athletic Commission, U.S. Department of Education, etc.) or by maintaining duplicate records on the department's computer programs (financial aid files, Extended Opportunity Programs and Services (EOP&S) records, and Assessment).

Policies and procedures for confidentiality and the release of student records are defined in Board Policy (BP) 5040: Release of Student Information [[BP 5040 Student Records](#)], which details how the college adheres to the Family Educational Rights and Privacy Act (FERPA). Information about student directory information and the release of student information are published in the Catalog in the section "Student Directory Information Policy" [[Catalog p.45](#)]. General policies for the management and release of public records are defined in BP 3300 Public Records [[BP3300 Public Records](#)] and AP 3300: Public Records [[AP 3300 Public Records](#)]. Policies follow California Government Code Sections 6250 et seq.

Electronic and imaged records are secured in the student information system. All are password protected, and security levels set by employee classification and job duties. Students may access their password-protected student records, including their transcripts and placement results, via Collueage, the Student Information System.

Following is a list of offices and record keeping practices:

Standard II.C: Record Keeping Table

EOP&S/CARE	Paper records are kept for seven years in a secure storage, then shredded.
Counseling	Student files are kept in locked file cabinets. SEPs are scanned and stored in Viatron with backup files on the campus share drive.
Transfer Center	The Transfer Center maintains records in a locked file cabinet at all times.
Veterans/International Student Programs	Files for both programs are maintained for four years and are kept confidential.

	Non-active files are kept for years and secured.
Disabled Students Programs and Services (DSPS)	DSPS maintains student records in accordance with the Title V California Code of Regulations, Section 56008(c). In keeping with Yuba Community College District (YCCD) recommendations, DSPS maintains student records in perpetuity (hard copies of student files are kept for five years; thereafter, records are scanned and stored in an electronic format).
Financial Aid	Financial Aid paper records are stored in a locked cabinet for one year until they are scanned and entered into the computer program Viatron. Those paper records are then shredded.
Admissions and Records	Paper copies of student records are stored securely in a fireproof vault in Admissions and Records. In 2008, Admissions and Records began using the Viatron software to electronically file and secure student records. Prior years' files are systematically scanned into Viatron.

The following is a list of offices and record keeping references:

Table II.C-6. Quick Reference Student Records Retention Chart

Department/Area	Records Maintained Confidentially(Y/N)	Meets Federal Regulatory Standards (Y/N)	Meets State Regulatory Standards (Y/N)
Admission and Records	Yes	Yes	Yes
Assessment and Testing	Yes	Yes	Yes
Bookstore	Yes	Yes	Yes
California Work Opportunity and Responsibility to Kids (CalWORKs)	Yes	Yes	Yes
Career Center	Yes	Yes	Yes
Counseling	Yes	Yes	Yes
Disabled Students Programs and Services (DSPS)	Yes	Yes	Yes
Extended Opportunity Programs and Services (EOP&S)	Yes	Yes	Yes
Financial Aid	Yes	Yes	Yes
Food Pantry	Yes	Yes	Yes
Health Services	Yes	Yes	Yes
International Students	Yes	Yes	Yes
Quick Reg	Yes	Yes	Yes
Scholarships	Yes	Yes	Yes
Student Outreach	Yes	Yes	Yes
Testing and Assessment Center	Yes	Yes	Yes

Transfer Center	Yes	Yes	Yes
Upward Bound	Yes	Yes	Yes
Veterans Center	Yes	Yes	Yes

The college has identified the need to formally train faculty and staff members in confidentiality and FERPA regulations. A FERPA release form was developed in concordance with the YC's legal consultants ([FERPA and Release of Student Information](#)). The form was piloted in Spring 2018 and challenges will be evaluated to ensure the College addresses and trains faculty and staff. Professional development activities will be imbedded during new faculty orientations, and faculty/staff institute days.

Analysis and Evaluation

The college is committed to preserving the confidentiality and security of student records. Student record and confidentiality policies are communicated to campus offices and departments via staff meetings and the college website. Employees are trained to ensure understanding of Board policies regarding the appropriate use of confidential information each time they log onto the YCCD computer system.

Student data are protected by the student information system and employee access is based upon administrative approval. Users complete the DEC Online Authorization form to identify the access needed. An employee's level of access is determined at the time of hire and is based on the nature of the position. The IT supervisor automatically receives ticket request and ticket must be approved by appropriate manager.

Evidence Cited

- II.C.8 [AP 3300 Public Records](#)
- II.C.8 [AP 3310 Records Retention and Destruction](#)
- II.C.8 [AP 3720 Computer and Network Usage](#)
- II.C.8 [BP 5040 Student Records](#)
- II.C.8 [Catalog p.45](#)
- II.C.8 [BP3300 Public Records](#)
- II.C.8 [AP 3300 Public Records](#)
- II.C.8 [FERPA and Release of Student Information](#)

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

In collaboration with the Yuba Community College District (YCCD) Human Resources Office, Yuba College (YC) assures the integrity and quality of its programs and services by recruiting and hiring administrators, faculty and staff qualified by appropriate education, training, and experience to support the College's mission and vision. Its hiring processes and procedures are vigorous, broadly published, and publicly shared to ensure the institution selects the most qualified and diverse candidates to support student learning and achievement, following regulations set forth by the CCC Board of Governors. Human resource initiatives, hiring, and allocations are well-documented and evaluated through institutional planning that addresses short- and long-range needs for educational programs and services as part of a comprehensive process leading to continuing improvement of institutional effectiveness and academic quality throughout the College.

Hiring Qualified Administrators, Faculty and Staff

YCCD Human Resources Planning

The YCCD Human Resources Master Plan [YCCD HRM Plan] is a framework to comprehensively address all of the human resources services and functions in the institution, including the staff planning, performance management (evaluation), and professional development needs of the College. The Human Resources Master Plan was designed and developed with four primary goals in mind: first, to provide District and College-level services predictability and clear direction for establishing appropriate levels of staffing and staff support to effectively serve students; second, to create greater accountability between the District and College-level staff; third, to promote greater efficiency in the human resources planning and service delivery systems, which will allow the College's and District's services to more easily fill vacancies, forecast future needs, conduct more effective performance management and professional development activities; fourth and finally, the YCCD Human Resources Master Plan creates greater

connectivity between the colleges and district services by fostering more effective communication and collaboration.

The Office of Human Resources in collaboration with the Chancellor's Office, Chancellor's Executive Team and College leadership teams developed the framework of the YCCD Human Resources Master Plan in the spring and summer of 2013. The four principle "pillars" of the Plan are:

- Equity and Diversity
- Staffing Planning
- Professional Development
- Personnel and Employment Relations Services

The Equity and Diversity chapter [Ev.] details the District's compliance with its legal obligations for equal opportunity employment. This chapter sets forth the District's Board approved EEO Plan, as well as its activities to promote diversity and inclusion throughout the institution and is the cornerstone for establishment of the District's Human Resources services.

The Staffing Planning chapter [Ev.] addresses the policies, practices and protocols by which District and College-level services conduct staffing. Local college planning drives local college staffing decisions. This chapter describes the framework through which staffing decisions are made by each College and the role of the Office of Human Resources in providing service and support for staffing planning processes within the District.

The Professional Development chapter [Ev.] addresses how the District identifies and cultivates core competencies for all employees—faculty, staff and management, including the District's and each college's roles and responsibilities in staff development.

Finally, the Personnel and Employment Relations Services chapter [Ev.] outlines all of the other Human Resource services that the Office of Human Resources provides to the District and each college within the District. This chapter serves as a "User's Manual" to clearly identify and explain how to effectively access the myriad of Human Resources functions.

District and College criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. The criteria and qualifications for the selection of personnel are set forth in the YCCD Human Resources Master Plan [YCCD HRM Plan]. The criteria are consistent with the minimum qualifications for employment, as set by the CCC Board of Governors. The Office of Human Resources technical staff works collaboratively with the College leadership teams to maintain and ensure strict compliance with the state minimum qualifications and regulations for employment. The hiring procedures are disseminated during the EEO, Title 5 trainings, as well as through the YCCD Human Resources website.

The Office of Human Resources technical staff periodically review and assess the currency of job descriptions with both the College leadership and respective union leadership teams. Job descriptions for the College are directly related to the institution's mission and objectives and accurately reflect the duties, responsibilities, and authority of each position. As part of the multi-college implementation process, the

Office of Human Resources formally began this assessment and evaluation process beginning with YCCD Human Resources Master Plan in 2013.

The Role of Program Review

Through the College's cyclic Program and Services Review process, Yuba College identifies the hiring needs for faculty and staff within each department and program by examining correlative data to assure that requests for positions are consistent with the College's mission and objectives (I.B.4 & 5). Program Review requests for changes to human resource allocations are prioritized as required by law and based on critical, essential support needs (e.g. health and safety) to meet institutional requirements as stipulated by YCCD Board Policy [BP 7120, 7122] and as set forth in the ACCJC Standards (I.B.6-8). The College reviews all changes to existing positions and additions of new staffing positions using a consistent and applied allocation process (I.B.9).

Hiring Processes and Procedures

Yuba College and appropriate department personnel, in conjunction with the YCCD Office of Human Resources, review and update job position descriptions for accuracy and currency prior to the announcement of job openings. Job announcements for full- and part-time faculty and academic administrators identify state minimum qualifications for education and experience and the College's requirements for professional experience, discipline expertise, teaching skills, and scholarly activities to meet department and program needs (III.A.2) towards achieving the College's mission and vision. For classified staff announcements, the College determines position requirements and qualifications based on department and program needs. Hiring positions are prioritized and allocated to achieve institutional effectiveness and academic quality (III.A.3).

All job announcements for vacant faculty, staff and administrator positions expressly state that applicants meet the minimum qualifications for employment as set forth by the CCC Board of Governors [BP 7120; Sample Classified Job Description; Sample Dean Job Posting]. The College widely and publicly advertises classified/confidential, full- and part-time faculty, and management positions through a variety of media on websites, such as the College's *Human Resources* page (III.A.4) and the *California Community College Registry* (III.A.5), and discipline-specific publications, such as the *Community College Registry* (III.A.5), *Higher Ed Jobs* (III.A.6), *Inside Higher Ed* (III.A.7), and *Chronicle of Higher Education* (III.A.9). For targeted marketing, the College prints direct mail announcements for internal dissemination and targeted marketing at conferences and job fairs.

The Office of Human Resources technical staff works directly with College leadership teams to assure that only qualified applicants are appropriately screened for all faculty, staff and administrator vacancies. Board Policy [BP 7120], The YCCD Human Resources Master Plan, and Administrative Procedure [AP 7120] (III.A.11) specify the hiring procedures for full- and part-time faculty, classified/confidential, and management positions, which identify candidates who most closely demonstrate through prior experience, knowledge, skills, and activities, evidence of their preparation in meeting the requirements for the position and their ability to work effectively with a diverse student and staff population. Members of hiring committees receive training prior to commencement of the hiring process and affirm in writing their receipt and understanding of selection procedures and confidentiality requirements, along with their personal commitment to objectivity throughout the process (III.A.12).

The selection process for faculty, staff and administrators is specific to the vacant position and includes a wide range of activities to verify that the applicant is highly qualified for the position. Activities may include written exercises, teaching demonstrations, oral presentations and a range of oral interview questions, which test critical thinking and problem-solving skills and subject matter expertise and fluency. Following the interviews, one or more candidates are selected and validation of education and experience is conducted through the reference-checking process (III.A.18). After the hiring committee has made a recommendation to the College President for further consideration, the Office of Human Resources technical staff works collaboratively with the College President and/or his designee to verify that the applicant is highly qualified and meets the standards for the position before the applicant is forwarded to the Governing Board of Trustees for consideration and approval.

Analysis and Evaluation

As a result of its self-assessment and evaluation review, Yuba College and the District enhanced its recruitment and selection process through the adoption and implementation of the Aspen Institute Criteria for Innovative Leadership [Ev.]. Since the adoption of the Aspen Institute Criteria, the College and District have experienced a significant increase in both the quantity and quality of highly qualified applicants for administrative positions. Moreover, all of the successful candidates recommended to the Governing Board of Trustees for hire are not only highly qualified based upon requisite knowledge, skills and abilities, but also strongly reflect diversity.

Following ACCJC recommendations, the District established a Human Resources planning process that is strategic, comprehensive, collaborative, transparent, and responsive to the program and staffing needs of each College and the District's diverse student population. The District employs highly qualified personnel at the academic, classified support and management levels at each College. The District's policies and procedures describe processes and implementation of those processes for equitable evaluation, treatment, and professional development of applicants and employees.

Enhanced job descriptions directly relate to the Institution's mission and objectives, accurately reflect position duties, responsibilities, and authority, and are a more effective recruitment tool in identifying and recruiting educational leaders who have values more consistent and reflective of the College and District's vision of innovation, courageous leadership, and unyielding commitment to student success. Yuba College has established and consistent policies and procedures for hiring and ensures administrators, faculty, and staff are qualified for their positions by meeting education, training, and experience requirements. The District is confident that our continuous quality improvement process yields planning processes that are responsive to the changing needs and priorities of each College and accountable to the standards as set forth by the ACCJC (III.A).

Evidence Cited

California Community Colleges Minimum Qualifications for Faculty and Administrators

AP 7120

[BP 7120](#), 7122

Aspen Institute Criteria for Innovative Leadership

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

Collaborative Process for Faculty Hiring

Yuba College engages District and College personnel in evaluating faculty hiring policies, procedures, and practices, along with factors of qualification for each faculty position including appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty members from the hiring departments serve as subject matter and content experts in the hiring process to ensure the integrity and quality of new faculty.

The District Chancellor establishes procedures for the recruitment and selection of faculty [BP 7120] including overseeing implementation of the Equal Employment Opportunity Plan [Title 5, Sec. 53000] (III.1.A); adherence of academic employees in meeting the minimum qualifications prescribed for each position by the Board of Governors and local governing board; joint development and agreement by representatives of the Board and Academic Senate of the hiring process for new faculty [AP 7120] and approval by the governing Board; participation by the recognized classified bargaining unit in the decision making process for establishing criteria and procedures for hiring classified employees [BP 7120, AP 7120, 7125, 7126].

The Office of Human Resources works with District and College administrators, department deans, and leadership teams to develop clear and specific job announcements and descriptions that adhere to the Minimum Qualifications for Faculty and Administrators, as established by the California Community Colleges Board of Governors, and to ensure that job announcements and descriptions are current and reflect the work being performed. Each faculty job announcement and description include the State minimum qualifications and College-determined desirable qualifications including the appropriate degree(s), teaching/professional experience, evidence of effective instruction of the discipline's curriculum at the college level, knowledge of diverse learning styles and teaching techniques, and a commitment to teaching at the community college level [III.A.3, 4, 12].

As specified in Board Policy 7100, the Yuba Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The governing Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to

hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. All job announcements and descriptions require that applicants demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

Employment applications are screened by the Office of Human Resources to determine that applicants meet minimum qualifications prior to releasing the applications to the hiring committee for review. Pre-screening procedures for meeting minimum qualifications are set forth in the YCCD Faculty Hiring Manual, which specifies 2) Applicants must meet YCCD minimum qualifications by the filing date or have been awarded equivalency by the District prior to the publication of the Recruitment Announcement; 2.a.) Equivalency applications submitted during the filing period for a position will not be considered for that position; 2.b.) Equivalency determination will be made by the Senate-approved equivalency process; 3.) All applications that satisfy the credentials requirements of YCCD minimum qualifications or have been awarded equivalency will be forwarded to the College Hiring Committee [YCCD FHM].

Once job applications are pre-screened and forwarded to the College Hiring Committee, the Hiring Committee reviews the applications, applying pre-approved screening criteria and an evaluation system to determine the top-rated candidates. The list of approved candidates is then forwarded to the Human Resources Office for scheduling interviews. The interview process at the District was developed in collaboration with the Faculty Senate in order to assess faculty qualifications beyond the minimum qualifications and emphasize the candidate's preparation and ability to work with a diverse student population and workforce.

Candidate interviews for faculty positions consist of a question and answer session between the interviewer and interviewee, a demonstration of the candidate's professional acumen, and an extemporaneous writing sample by the candidate. Questions are developed by the Hiring Committee and are designed to allow the candidate an opportunity to share their professional experience, discipline expertise, and scholarly activities. In addition, a demonstration of professional skills (teaching, counseling, etc.) provides very valuable information regarding the probable future performance of the candidate and is to be included in all full-time interviews. Demonstrations are of two types, Advance Preparation and Extemporaneous. In the Advance Preparation demonstration, the topics are provided to the candidate in advance with the results of the demonstration measuring the candidate's willingness to prepare and their ability to deliver an assignment in advance. The Extemporaneous demonstration, in contrast, provides the candidate with an opportunity to demonstrate their ability to quickly and effectively think, organize, and respond to an impromptu work-related problem. Additionally, each candidate completes an extemporaneous writing sample, responding to a hypothetical or work-related scenario, which reflects his or her ability to communicate clearly and accurately through writing.

As exemplified by Yuba College's collaborative approach to hiring faculty, the College strives to effectively plan for, encourage, and hire talented, highly qualified, and diverse applicants for faculty positions whose teaching pedagogy, techniques, and classroom strategies reflect and support different learning styles and student backgrounds and experiences. Once hired, faculty continue to expand their professional acumen, academic knowledge, and teaching skills through a variety of professional development activities and incentivized advancement projects and sabbaticals.

Analysis and Evaluation

Through Yuba College's collaborative and consistent process of evaluating faculty hiring policies, procedures, and practices, along with factors of qualification for each faculty position, the College assures the integrity and quality of new faculty hires. Faculty and leadership at the College engage in extensive dialogue and planning for hiring new faculty to provide a sufficient number of faculty with the requisite experience to meet the needs of its educational programs. The College's advertising, application, screening, and interview procedures expressly address the factors of qualification, including each applicant's appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution as required to meet minimum qualifications established by state regulations and the governing Board. Additionally, job announcements include the College's desired qualifications, job descriptions address development and review of curriculum as well as assessment of learning, and in keeping with the College's mission and vision, both emphasize the College's objective of hiring personnel receptive to and engaged in developing a diverse and inclusive learning environment for student success.

Evidence Cited

BP 7100, 7120

AP 7120, 7125, 7126

EEO Plan

Title 5/Sec 53000

YCCD Faculty Hiring Manual

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Hiring of Educational Administrators and Other Employees

All Yuba Community College District administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties as required in the job descriptions to achieve institutional effectiveness and academic quality. The District has established recruitment and performance evaluation policies and procedures in place to comprehensively screen applicants and assess and review administrators and other employees to determine whether or not they are working effectively to achieve the District's mission and objectives.

Yuba College has an established and comprehensive hiring policy and procedure process that relies on the leadership of District and College level personnel in evaluating administrators and other employees for positions in educational programs. As with the policies and procedures for hiring faculty (III.A.2), The Office of Human Resources strictly adheres to the Minimum Qualifications for Faculty and Administrators, as established by the California Community Colleges Board of Governors and local governing board, including overseeing implementation of the Equal Employment Opportunity Plan [Title 5/Sec 53000] (III.1.A). Each administrator and other employee job advertisement and description includes the State minimum qualifications, in addition to desired qualifications for knowledge, skills, and prior experience related to the job for the applicable discipline, college, and/or specific campus location [AP 7250, BP 7210, 7250, YCCDFA Contract: Article 26].

Applicants for educational programs and services are assessed at each stage of the hiring process consistent with established Board Policy, Administrative Procedures, and Recruitment and Selection processes. Policies and procedures for the recruitment and selection of administrators and other employees in educational programs are jointly established by the Chancellor and Academic Senate(s) and approved by the Governing Board. Leadership teams at the College, including current administrators and deans, work collaboratively to identify the needs for staff and execute the prioritization process for hiring new educational employees. Job announcements and descriptions are reviewed by the Office of Human Resources to ensure accuracy and currency prior to announcing job openings. The Board of Trustees in collaboration with the Academic Senate(s) determine that an academic employee possesses the minimum qualifications for a specific position prior to providing written notification of employment to the applicant (AP 7250, BP 7250).

Hiring of Classified Administrators and Other Employees

The Office of Human Resources oversees the hiring processes for all College personnel to ensure the consistent and fair application of hiring policies, procedures, and practices for all hiring categories, in accordance with Title 5 California Code of Regulations, the California Education Code, and other laws, regulations and practices. Classified managers are those classified administrators, regardless of job description, having significant responsibilities for formulating District policies or administering District programs other than the educational programs of the District who are employed in the same manner as other members of the classified services. Employment policies and procedures for classified

administrators who are employed as regular members of the classified service are consistent with the hiring provisions of classified employees [BP7260].

Professional Development & Leadership

In addition to developing a comprehensive and collaborative hiring process, the District Administration and Governing Board of Trustees recognized the need to cultivate and develop a strong management team capable of transforming and sustaining necessary changes within the institution in order to achieve institutional effectiveness and academic quality. The District administration worked collaboratively with College leadership teams to explore ways in which the institution could leverage internal and external resources to provide effective professional development opportunities for faculty, staff and administration. Through the institutional planning process, the District identified a short-term strategic goal of improving leadership and managerial competencies at all levels.

Working with the College leadership teams, the District Administration supports expanded professional development for the administrators as part of the performance management process and to meet the institution's strategic objectives and mission. The District approved and adopted the frameworks of two professional development programs, Strengthening Our CORE and Leadership Plus. In addition, beginning the 2015-16 academic year, the 360 Degree Evaluation Framework was adopted by the District through the meet and confer process with the Educational Supervisors Association. The goal of the performance evaluation instrument is to provide greater professional development capacity for managers and supervisors. The 360 Degree Performance Evaluation process is utilized as a way to develop the core competencies of District managers and other employees, allowing for critical feedback from each employee's peers, supervisors, and faculty through direct reporting. Input on the management employee's job performance and responsibilities is provided through the perspective of the 'end user' of the services, with the objectives of improving individual job performance, program level productivity, and institutional effectiveness [360 Degrees Evaluation Memo].

Analysis and Evaluation

Yuba College District has established and comprehensive hiring policies and procedures for administrators and classified employees that meet the minimum requirements as provided by Title 5 California Code of Regulations, the California Education Code, and other laws, regulations and practices. Qualifications for administrators and other employees are described in the job announcements and include required minimum state qualifications, as well as desired qualifications determined by the appropriate College Leadership teams. Desired qualifications for knowledge, skills, and prior experience related to each job are established based on the institution's current employment needs and planning to achieve the institution's objectives and mission. The Office of Human Resources ensures applicants meet minimum qualifications before review by the District Chancellor and Academic Senate(s) and subsequent approval of employment by the Board of Trustees.

Evidence Cited

[360 Degrees Evaluation Memo](#)

Aspen Institute Criteria

AP 7250

BP 7210

BP 7250

BP 7260

Sample Evaluations

EEOP Title 5/Sec. 53000

YCCDFA Contract: Article 26

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Yuba Community College District invites all qualified applicants to apply for faculty positions in the District pursuant to District hiring policies and procedures. Applicants must meet the minimum qualifications as stipulated by the California Community Colleges Board of Governors, Title 5 California Code of Regulations, District and College requirements, as specified in the applicable job announcement and description (III.A.1-3). The District realizes that not all candidates possess the appropriate minimum qualifications. As such, these candidates must demonstrate that they have equivalent qualifications. It is the practice of the District not to accept equivalency documentation after the posting of a position. Thus, a YCCD Equivalency Determination form and the Application for Academic Employment must be obtained from the Office of Human Resources, completed, and supportive documentation submitted by the applicant prior to announcement of the job opening [YCCD Procedures for Determining Minimum Qualifications and Equivalency].

All degrees required for administrator, faculty, and staff positions are verified by the District's Office of Human Resources to ensure that applicants meet the educational minimum qualifications for the respective positions as required by state regulations. Applicants submit copies of degrees and transcripts to the Office of Human Resources through the online applicant tracking system administered through PeopleAdmin. The Office of Human Resources manually verifies that applicants meet minimum qualifications for each position by using the database of U.S. accredited institutions. Prior to hiring, the Human Resources Office collects, reviews, confirms, and files a receipt of appropriate forms and validity of documentation to meet the minimum qualifications for the position prior to forwarding the application to the governing board for approval. All equivalency applications and supporting documentation are sent to the Academic Senate's Equivalency Committee for determination of whether the applicant meets the minimum equivalency requirements for the position. The Equivalency Committee informs the Human Resources Office, and HR then notifies the applicant of the approval or denial of equivalency [YCCD Procedures for Determining Minimum Qualifications and Equivalency].

Required degrees held by administrators, faculty, and other employees of the College are from institutions accredited by recognized U.S. accrediting agencies. Additionally, degrees from institutions outside of the United States are recognized only if equivalence has been established by a professionally recognized evaluation service [[Sample Dean Job Posting](#), [Equivalency Application](#)]. Job announcements require that degrees are from accredited institutions or are professionally evaluated. The Human Resources Office keeps a list of organizations that provide foreign transcript evaluation services [[Evaluation of Foreign Degree](#)]. Once the applicant's equivalency is verified, the applicant is considered for the position, following equitable hiring policies and procedures established by the District [AP 7250, BP 7250, 7260].

Analysis and Evaluation

Yuba Community College District systematically ensures that all administrators, faculty, and staff possess degrees from accredited institutions in the United States as described in the District's employment policies and procedures. If an applicant for employment holds a degree from a non-U.S. institution, then that non-U.S. institution must have a recognized U.S. equivalence verified by the District's Office of Human Resources. The process for applicant submission of equivalency documentation and the subsequent verification of equivalency by the District HR Office is described in the YCCD Procedure for Determining Minimum Qualifications and Equivalency. All applicants to the District must meet minimum qualifications or have received prior approval of equivalency for job openings prior to being considered for employment with the District.

Evidence Cited

AP 7250

BP 7250, 7260

Application for Academic Employment

Counsel for Higher Education Accreditation (Screen Shot)

[Equivalency Application](#)

Equivalency Report or Job Posting

[Evaluation of Foreign Degree](#)

[Sample Dean Job Posting](#)

YCCD Equivalency Determination Form

YCCD Procedure for Determining Minimum Qualifications and Equivalency

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely and documented.

Evidence of Meeting the Standard

Yuba College District assures the effectiveness of human resources—faculty, staff, and administration—through regular and systematic evaluation of all employees. The District participates in periodic negotiations with local bargaining units and collaboration with the colleges' Academic Senates and leadership teams in updating, revising, and enhancing its evaluation processes.

Full-Time Faculty

Beginning 2015-16, the District significantly enhanced the evaluation instrument and protocols for full-time faculty. Led by the Yuba College and Woodland Community College Academic Senate leadership teams, the DSET leadership team (Office of Human Resources), and the full-time faculty association, FAYCCD, the groups collaboratively established the Faculty Evaluation Task Force.

The goal of the Faculty Evaluation Task Force was to create a more robust and rigorous evaluation instrument for full-time faculty within the purviews of the FAYCCD collective bargaining agreement. The Task Force focused on creating a comprehensive evaluation instrument, which focused on professional development and continuous growth and improvement for faculty. The collective bargaining agreement contained a comprehensive framework for evaluation of full-time faculty, which included the following:

- Acceptance of Responsibility
- Effectiveness of Communications
- Effectiveness of Instruction/Student Services
- Expertise in Subject Matter/Skill in Contract Assignment
- Techniques of Instruction/Skill in Accomplishing Contract Responsibilities
- Participation in Professional Responsibilities and Other Internal and External Professional Activities that Further the Image and Growth of the College [YCCD/YCFA CBA, Article 6.10].

The Task Force enhanced the evaluation instrument to provide for more rigor and self-reflection for faculty. Furthermore, the enhanced instrument provided an opportunity for faculty to collaboratively develop a blueprint for professional growth and development. The YC and WCC Academic Senates, together with the YCCD/YCFA CBA, proposed and approved a multi-year pilot implementation of the evaluation plan.

The purpose of the multi-year implementation plan is to allow faculty and administration to work collaboratively to annually review, assess, and modify the instrument as appropriate before it is formally adopted and implemented by the District. In the first year of the pilot (2015-16), tenured faculty was

introduced to the new evaluation instrument. In the second year (2016-17), the pilot was expanded to include all contract/non-tenured track faculty.

During the current academic year (2017-18), the third year of the pilot, tenured/non-tenured faculty is included in the District's new evaluation process. Probationary tenured track faculty have the option of using the new evaluation instrument. The District plans to fully implement the pilot evaluation instrument by the end of the 2018-19 academic year.

Part-Time Faculty

In October 2017, the District and the CSEA began negotiating revisions and new protocols for the collective bargaining agreement. Both the District and CSEA presented proposals to address improvements to existing evaluation processes. The District and the part-time faculty association, YC-AFT, concluded negotiations to a successor collective bargaining agreement, which was ratified by the District and YC-AFT, and approved by the YCCD Governing Board of Trustees in October 2017. The District and YC-AFT agreed to continue collaboratively working with the Yuba and Woodland College Academic Senates to further enhance evaluation protocols for part-time faculty.

Administration

While the District, through the work of the YC and WCC Academic Senate and the Faculty Evaluation Task Force, enhanced the evaluation instrument for faculty, the District also enhanced the evaluation instrument and protocols for academic administrators and classified supervisors.

During the 2014-15 academic year, the District began reviewing and enhancing the evaluation protocols for academic administrators. As with faculty, the District sought to create and implement a more comprehensive and robust evaluation instrument focused on professional growth and development. Through the District's collaborative efforts with leadership teams and local bargaining units, the teams created the 360 Degree Evaluation Process [360 Evaluation Memo]. The hallmark of the 360 Degree Evaluation Process is feedback from peers, subordinates, and supervisors/senior administrators, which emphasizes attributes of effective leadership. Additionally, as with the new faculty evaluation instrument, the 360 Evaluation Process contains a self-reflection component, which sets forth a professional growth and development "blueprint" for the administrator.

The 360 Degree Evaluation Process was first introduced and implemented with the Chancellor's Cabinet and DSET Team in the 2015-16 academic year. After reviewing and assessing the results of the process, the 360 Degree Process was successfully expanded to all academic administrators and classified supervisors beginning in the 2016-17 academic year. The District will continue to review and re-assess the 360 Evaluation Process in order to further strengthen and enhance the rigor of the evaluation process for all administrators and supervisors.

Employee Evaluation Process

Yuba College supports the ongoing development and improvement of all employees through evaluations. The College evaluates personnel systematically and at stated intervals as directed in Board Policy [7150], CSEA [Articles 7 & 13], and Administrative Procedure [7122, 7150, 7151, 7250], and as specified in ACCJC Standards (III.A.6-14), to meet the institution's mission and vision. The evaluations are designed

and regularly updated to clearly communicate job expectations and align individual performance with department, division, and institutional objectives.

Each respective bargaining unit or professional development plan details the components of the evaluation cycle. The College and each bargaining unit agree on content of the evaluation forms [Ev.]. The Office of Human Resources maintains and distributes evaluation cycles for faculty, staff, and administrators and notifies departments and divisions of upcoming evaluations on a regular and timely basis. In accordance with the Education Code and collective bargaining agreement, and as specified in the Office of Human Resources Master Plan, permanent and probationary employees are evaluated as follows:

- Permanent bargaining unit members are evaluated by their designated or Classified Supervisor at least once every two years after attaining permanency. Additional evaluations may be scheduled, as necessary, with a 24-hour notice to the employee [HRMP]. Permanent bargaining unit members include non-tenured/tenured faculty, staff, and administrators.
- Probationary bargaining unit members are evaluated at the end of their fifth and eleventh months of employment, and if all evaluations are satisfactory, the employee will be granted permanent employment status at the conclusion of the employee's first year of employment [HRMP]. Probationary bargaining unit members include probationary non-tenured/tenured faculty, staff, and administrators.

Completion of Evaluations

Category	Total Employees	# Not Completed	% in Progress
FT Faculty			
PT Faculty			
Admin/Mgrs			
Confidential			
Classified			

After evaluations for probationary tenure track faculty, the Governing Board action recommends granting of tenure or nonrenewal of contract [Ev.]. For adjunct faculty, a determination is made after evaluations as to whether to continue offering the adjunct faculty courses, following procedures as stipulated in the collective bargaining agreement [Ev.]. In accordance with the CSEA contract, a classified employee is evaluated twice during their probationary period. If the employee has two successful evaluations in the probationary period, the Governing Board grants the employee permanent status with the District. All regular employees are evaluated every two years thereafter [Ev.]. All administrators are evaluated annually. After evaluations are completed, administrator contracts are renewed or not renewed with the approval of the Board of Trustees [Ev.].

The College has established written procedures for evaluation processes and criteria in the collective bargaining agreements and employment plans for all personnel, including expectations for effective performance of assigned duties, participation in College-wide responsibilities, and other activities as

appropriate. Key components of the evaluation process include recognition of excellent and satisfactory job performance in accomplishing the department's, division's, and College's objectives, identification of and recommendations for areas needing improvement, and documentation of satisfactory and unsatisfactory performance. Performance reviews of full-time, part-time and adjunct faculty include administrative, student, self, and peer evaluations. Department Chairs, Deans or Directors coordinate and oversee faculty evaluations. District policies and procedures provide for clear and timely reporting. If the evaluation reflects a need for employee improvement, an improvement plan is developed which provides the employee a description of area(s) in need of improvement, resources available to employee, and a timeframe for accomplishment of the recommended improvement.

Analysis and Evaluation

Yuba College demonstrates substantial, collaborative, and ongoing participation by its leadership teams, the Office of Human Resources, and the District's Governing Board and applicable bargaining units in developing and implementing clear and consistent evaluation policies and procedures for all District personnel. Administrators, staff, and faculty are systematically evaluated to ensure each employee satisfactorily performs assigned job duties and participates in institutional responsibilities and other activities appropriate to their expertise. The College's evaluation processes effectively assess personnel and encourage improvement, as well as provide for formal, timely, and accurate documentation of evaluation criteria, processes, and results.

Evidence Cited

AP 7122, 7150, 7151, 7250

BP 7150

Academic Senate, FETF Memos/Notes

Board Agenda, Examples of Granting Tenure

CSEA Articles 7 & 13; [Classified Staff Evaluation from Contract](#); [Management and Confidential Evaluation from Contract](#)

Employee Evaluation Forms

Office of Human Resources, Master Plan 2014-17

YCCD/YCFA Collective Bargaining Agreement, Full-Time, Article 6

YCCD/YC-AFT Collective Bargaining Agreement, Part-Time, Article 11

YCCD Hiring Manual, Full-Time Faculty

YCCD Chancellor's 360 Evaluation Framework Memo, 03/201

III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

As a component of Yuba College's planning, review, and assessment of its success in meeting the institution's mission and vision objectives and accreditation standards, the College ensures the effectiveness of faculty, administrators, and other personnel in achieving institutional, program, and student learning outcomes through systematic and comprehensive employee evaluations, Program and Service Reviews, and the Institutional Effectiveness, Review, and Reporting processes [IER]. Included in the College's Educational Master Plan [EMP] are policies and procedures for implementing learning outcome objectives throughout the College's divisions and programs as a collaborative and continuous process [IPM]. Additional information, such as the College Student Survey and disaggregated student access, retention, and success data, are reviewed to determine the overall effectiveness of the College's policies and procedures in achieving student success.

The Student Learning Outcomes Committee, in collaboration with other College committees such as the Academic Senate, Curriculum, and Program Review Committees, along with various leadership teams, develops policies and procedures for implementation, review, assessment, and reporting of student learning outcomes per ACCJC Standards (I.B, II.B) [SAO/SLO Handbooks]. As part of the Program Review process [Program Review Handbook], the Program Review Committee encourages departments, programs, and services to evaluate their learning outcomes for effectiveness, currency, and future planning [Program SER Example]. Results by Program, Example].

College faculty, administrators, and other personnel directly responsible for student learning outcomes consider the results of assessment, reporting, and planning of SLOs to improve individual learning, teaching, and student success. The YCFA and YC-AFT Collective Bargaining Agreements [Ev.] for full- and part-time faculty stipulate that faculty participation in the development and implementation of student learning outcomes is a required component of professional service [YCFA Article 6.10]. The division dean or manager and employee's peers evaluate the faculty member's professional service during the regular evaluation process. Student course surveys relating to the faculty member's effectiveness in teaching are included in the evaluation and considered when reviewing the faculty member's participation in achieving student learning outcomes. As part of the College's continuing self-evaluation of its policies and procedures, the faculty evaluation forms for new faculty [Example] were recently revised to incorporate the values of quality teaching and student achievement instituted as part of the College's new assessment model.

The division deans ensure that programs and departments are fully compliant with the Student Learning Outcome Committee's standards and recommendations and are actively involved in all aspects of the learning outcomes process. Academic administrators meet with faculty to review SLO assessment results, participate in the Program Review process, monitor progress, and oversee planning, resource allocations, and improvement of program and student learning objectives to achieve the institution's mission. The deans verify that faculty include current student learning outcomes in their course syllabi, as required by the YCFA and YC-AFT Collective Bargaining Agreements and as part of the faculty evaluation process.

Beginning 2016, participation in the SLO assessment cycle and inclusion of SLOs in course syllabi were incorporated into the evaluation forms for all full- and part-time faculty.

Instructional support and student services employees work collaboratively with faculty to achieve the institution's objectives for student learning outcomes and academic success. Personnel, counselors, tutors, and instructional assistants in various support services such as the Student Success Center, Writing, Language and Development Center, Library, Counseling, Financial Aid, and EOP&S, are trained and meet with faculty and College committees to discuss Student Learning Outcomes. Tutors and Instructional Assistants often participate in preparing students for assessments as part of the learning process in specific programs and disciplines.

In addition to employee evaluations and Program and Service Reviews, the College encourages faculty, administrators, and service personnel to consider the assessment and results of learning outcomes to improve teaching, learning, and student support services through professional training and activities [Ev. Professional Training, Examples]:

- New Faculty Orientation and Training
- Faculty FLEX Workshops
- Staff Professional Days
- Faculty Evaluation Training
- Faculty Mentoring
- College, Regional and National Conferences and Workshops
- College Council and Committee Participation
- Holistic Test Preparation and Assessment

Analysis and Evaluation

Yuba College has a systematic and comprehensive process for fostering faculty, service support personnel, and administrators' participation in the assessment, review, and planning of student learning outcomes throughout the institution. Divisions and programs work collaboratively with leadership teams, College committees, and support services to ensure the participation of all applicable constituents in the development and implementation of SLOs. Administrators, faculty, and service support staff are provided opportunities for SLO training through professional development activities, conferences, curriculum, teaching, and assessment processes, and participation in shared governance. Faculty are expected to consider SLO assessment results to improve teaching and learning outcomes as a required component of professional service and employee evaluations. Concurrently, academic administrators are expected to ensure departments and programs meet the College standards for SLOs and provide faculty and service support personnel with clear guidance and review, along with adequate resources, to achieve SLO objectives for student success.

Evidence Cited

[Faculty Mentoring Program Overview](#)

[Faculty Full Time Evaluation from Contract](#)

[Faculty Part Time Evaluation from Contract](#)

Faculty & Service Training, Workshops, Conferences (Examples)

Full & Part-Time Faculty Evaluation Forms

Program Review (Example)

Service Review (Example)

Student Survey (Example)

Instructional Assistant/Tutor Training

YC Educational Master Plan 2017-2020, Integrated Planning Model

YC Institutional Effectiveness, Review and Report

YC SAO/SLO Handbooks

DRAFT

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

Yuba College systematically reviews and assesses its hiring policies and procedures to evaluate its practices and assure equity, transparency, and compliance with the Education Code, Board Policies, Administrative Procedures, EEO requirements, and ACCJC standards.

In 2013, the District re-evaluated staffing planning processes and embarked on developing more integrated policies and procedures. The Office of Human Resources created a Strategic Alignment Plan to guide how services will support institutional effectiveness and student success [Human Resources Strategic Alignment Plan 2013-16]. As a result of the new and enhanced institutional strategic planning protocols, the District and College reassessed their independent planning processes and revised these processes to develop a single approach to human resources staffing planning. This structure now aligns the District's human resource needs and resource allocations and processes with the program prioritization and service needs for both the College and District [YCCD Human Resources Staffing Planning Process].

The enhanced protocols of the YCCD Human Resources Staffing Planning Process clarify the relationship between the College's and District services' human resource planning and the linkage to resource allocations and the Institutional Effectiveness Review. This staffing planning approach gives the institution clear direction in determining the appropriate staffing to meet the educational and program objectives of the institution in alignment with the District's mission. The District has clear guidelines on how staffing can be expanded and contracted based upon program needs and resource availability. The Plan continues to hold the District and College accountable for their respective staffing allocations and identifies specific staffing allocations for the institution for each academic year.

Between fall 2010 and fall 2016, Yuba College experienced a 2.9% increase in the total workforce, from 416 to 428 employees. The numbers of educational administrators, full-time tenured faculty, and classified personnel experienced reductions. The number of adjunct faculty rose by 42.6% during the same period. As noted in the YC Institutional Effectiveness, Review and Report 2015-16 [Ev.], increasingly, the College had to rely more on part-time faculty to maintain its programs. During this period, the YC-AFT negotiated with the YCCD to receive stipends for completing program reviews, establishing and assessing SLOs, and creating and maintaining curriculum, as the professional responsibilities of full-time faculty shifted to part-time faculty in those departments and programs where only part-time faculty were employed [Part-time Faculty, Stipends Contract].

Faculty Allocations 2008-16

Year	# of Full-time Faculty	# of Part-time Faculty	Ratio of FT to PT
2008-09	112	205	1 to 1.8
2009-10	102	144	1 to 1.4
2010-11	89	172	1 to 1.9
2011-12	78	178	1 to 2.2

2012-13	76	222	1 to 2.9
2013-14	77	211	1 to 2.7
2014-15	79	206	1 to 2.6
2015-16	80	223	1 to 2.7
Total +/- %	-28.5%	+8.7%	+50%

[Ev. YC IER 2015-16]

In spite of the increase in part-time faculty, Yuba College maintains a sufficient number of qualified faculty, including full-time, part-time, and adjunct faculty, to assure the fulfillment of essential faculty responsibilities for achieving the institution's mission of providing quality educational programs and services to achieve student success. With the assistance of categorical funding, such as Student Equity and SSSP, the college is beginning to rebuild its administrative and full-time faculty positions.

Yuba College leadership teams systematically assess current department and program needs for faculty as reflected in the College's Educational Master Plan, Integrated Planning Model, and Faculty Staffing Committee Ranking [2015-16 Report]. The District Office of Human Resources has an established Human Resources Staffing Planning Process for assessing and determining current staffing needs. All College departments and programs complete Program or Service Reviews [Ev.], in which each program and service determines current needs for academic and support staff. The College applies consistent prioritization and resource allocation processes for assessment, discussion, prioritization, and allocation of the College's needs for specific faculty positions [Ev. YCCD Human Resource Prioritization Process & Resource Allocation Process].

In most programs at the College, the full-time faculty continue to be augmented with part-time faculty. As of August 2017, the number of full-time faculty was 83, while the number of part-time faculty was 126, or a ratio of 1 to 1.5 [Ev.]. The current full-time to part-time faculty ratio poses a number of challenges, including sustained participation in shared governance. The goal, per the Education Code, is that 75% of the hours of credit instruction in California Community Colleges be taught by full-time instructors. In an evaluation against the Standard, the District and College examined, with collaboration of the Office of Human Resources, its current hiring and employment allocations and determined that it maintains a sufficient number of qualified faculty, which includes full-time faculty, and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services in achieving the institution's mission and purposes.

Analysis and Evaluation

Yuba College employs a sufficient number of experienced and qualified faculty, including full-time, part-time, and adjunct, to achieve its institutional mission. Guided by the District office, the College continues to meet its Faculty Obligation Number (FON), as determined by the State of California [Ev.]. Approval of permanent faculty hires occurs through the Program Review, Faculty Hiring Prioritization Process, as well as the Planning and Budget Process. The College President, in consultation with the Chancellor and Academic Senate, makes the final determination of how many full-time faculty will be hired each year. Despite several years of budget reductions and limitations, the College has remained compliant with the District Allocation Model [Ev.] and the state-mandated Faculty Obligation Number (FON). The number of adjunct faculty fluctuates to accommodate ebbs and flows in enrollment and the changing priorities of College departments and programs for personnel.

Evidence Cited

Faculty Obligation Number (FON) ([2016 FON Compliance](#))

[Faculty Staffing Committee Purpose](#) & Ranking Justification 2015-16

Human Resources Strategic Alignment Plan 2013-16

Part-time Faculty Stipends Contract ([Part Time Stipends Contract Article](#))

YC Institutional Effectiveness, Review and Report 2015-16

YC Educational Master Plan & Integrated Planning Model

YCCD District Allocation Model

YCCD Human Resources Prioritization Process & Resource Allocation Process

YCCD Human Resources Staffing Planning Process

III.A.8. An institution with part-time and adjunct faculty has employment policies and practices, which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

In collaboration with the District Office of Human Resources, Yuba College demonstrates employment policies and practices, which provide for part-time faculty orientation, oversight, evaluation, and professional development. College leadership teams, such as the Staff Hiring, Planning and Development Committees, work collaboratively with the Human Resources Office to develop initiatives and objectives for ongoing part-time and adjunct faculty participation in the life of the institution. Recruitment, hiring, employment, and evaluation policies, procedures, and practices for part-time and adjunct faculty follow the District's protocols for staffing, as specified in Standards III.A.2, 4-7.

The Institutional Effectiveness, Review and Report for 2015-16 details objectives for College-wide improvements, with plans for providing part-time and adjunct faculty with current training, data, and support to improve the level of active participation by all faculty in the policies, procedures, planning and objectives of the institution. The IER 2015-16 objectives include:

- a Staff Development plan creating a more inclusive campus culture encouraging teamwork and cooperation from all constituents towards achieving the mission and vision of the institution
- ensuring student engagement and success in campus life through faculty training on District Student Success Initiatives developed by the College Council, SSSP and SE Committees

- developing clear processes for faculty orientations and trainings
- negotiating stipends with the YC-AFT for part-time and adjunct faculty who complete departmental work normally assigned to full-time faculty such as creating and maintaining curriculum, completing Program Reviews, and establishing, assessing, and reporting SLOs
- improving SLO trainings to deepen the understanding of the process and benefit to students, faculty, and community
- providing part-time and adjunct faculty with orientation and access to the most current SLO policies, procedures, and data

The College supports faculty learning, effectiveness, advancement, and innovation by providing ongoing opportunities for all faculty to engage in communication, training, and collaboration through the learning and sharing of instructional strategies, cognitive and effective aspects for student learning, innovative teaching techniques and technologies, subject based, diverse, and holistic assessment strategies, and continuing education for specific disciplines and furthering scholarship of teaching and learning. Part-time and adjunct faculty are encouraged to participate in:

- Fall Convocations and Training Workshops
- Professional Development Days
- Faculty Orientations
- Department Chairs/Directors and Peer Mentoring
- Teaching Community
- Shared Governance Through Committee Participation
- Division and Department Meetings
- Institutional Planning, Review, and Reporting
- Regional and National Conferences and Workshops
- FLEX Workshops in Person and Online
- Distance Learning and Course Design
- EEO and Harassment Trainings
- YC-AFT Membership
- Student Organizations and Clubs as Faculty Advisors
- Department-wide Holistic Grading
- Curriculum Planning and Development
- SLO Planning and Development
- Program Reviews and Reporting
- Commencement Ceremonies
- Campus-wide Multi-Cultural, Academic, and Athletic Events

As with full-time faculty, part-time and adjunct faculty learn about institutional, College, and departmental planning and objectives, policies and procedures, faculty training and resources, pedagogical expectations and strategies, curriculum and syllabi design, development, assessment, and planning of SLOs, Program Reviews, teaching strategies for diverse student populations, campus operations, and ongoing opportunities for professional scholarship and advancement. For part-time and adjunct faculty, FLEX credit is provided for participation in Convocations, professional development

workshops, departmental meetings, and participation on College committees. Additionally, part-time and adjunct faculty can receive stipends for committee work on the SLO and Program Review committees.

Analysis and Evaluation

The District and College work collaboratively to develop consistent and comprehensive employment policies and procedures for part-time and adjunct faculty. In a performance evaluation against the Standard, the College examined its employment policies and practices, which provide for part-time faculty orientation, oversight, evaluation, and professional development. The College provides opportunities for integration of part-time and adjunct faculty into the life of the institution. Part-time and adjunct faculty are encouraged to attend a wide variety of professional development opportunities through Convocations, Professional Development Days, FLEX workshops, and regional and national conferences and workshops. Additionally, part-time and adjunct faculty are encouraged to participate in campus-wide events and activities such as club advisories, Commencement ceremonies, multi-cultural, academic, and athletic events.

Evidence Cited

YC EEO Plan

YC Human Resources Master Plan

YC Staff Development Plan

YC-AFT Faculty Contract (Stipends)

YCCD IER 2015-16

YCCD SLO Handbook

YCCD Student Success Initiatives

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

The District and Yuba College work collaboratively to plan and implement consistent, comprehensive policies and procedures for maintaining a sufficient number of staff to support the effective operations of the College. The College's recruitment, hiring, and employment of qualified staff are essential to meeting the College's strategic initiatives and objectives for improving student success and are an integral aspect of the institution's mission and vision. College leadership teams, such as the College Council, Staff Planning, BSI, SSSP, and SE Committees, in collaboration with the Office of Human Resources, develop staffing policies, procedures, and objectives to meet the College's need for qualified, classified positions, taking into consideration results and recommendations provided by the Program Review process, as highlighted in the ISER and IPM (III.A.7), with approvals from the Governing Board and Academic Senate.

As described in the District's IER 2015-16 [YCCD IER 2015-16], prior cuts to state funding and subsequent budget restrictions during recessionary years created temporary shortfalls in full-time administrative, faculty, and service support positions. As a result, the College developed creative strategies for solving the staffing shortage, including adjustments to department level management, faculty responsibilities, hiring of part-time and adjunct faculty, and hiring of part-time and temporary support staff. The contributions of part-time and temporary staff ensured that the College was able to support the effective educational, technological, physical, and administrative operations of the institution. With the limited increase in funding sources from BSI, SSSP, and EEO, the College has recently hired new administrators and staff to help alleviate the previous years' shortfalls. Additionally, as employees acquire more job responsibilities, the 2015-16 College Staff Development Plan provides for increased learning opportunities for faculty and staff to develop and enhance current professional knowledge and skills to perform their job duties and responsibilities more effectively and efficiently [YC SDP].

Recent projections reported in the College Staffing Plan Report for 2017-18 indicate that 24% of temporary academic faculty and 24% of tenured faculty are at or beyond the eligible retirement age, with an additional 22% of the latter reaching retirement age within the next six years. Currently, the College is developing strategies for replacement of teaching personnel as current employees retire. Similarly, retirement projections for classified staff show 17% of classified staff members are at the eligible retirement age and another 37% are working beyond the eligible retirement age. An additional 9% of classified employees will reach retirement age within the next six years. Given that significant numbers of College employees are or will soon be considering retirement, the College is developing strategies for replacement of academic and classified personnel over the next 5-10 years [YC SPR Oct 2017].

All individuals hired at the College either meet or exceed the required qualifications for each position [YCCD Human Resources Master Plan 2014-17; YCCD Hiring Manual For Full-Time Faculty; YCCD Procedures For Determining Minimum Qualifications or Equivalency] (III.A.1-4). To ensure that the College attracts and retains highly qualified staff, the salaries negotiated in the collective bargaining agreements are developed using a collaborative, interest-based approach. Consequently, salaries are determined to be competitive and affordable prior to ratification and implementation [Ev. YCFA & YC-AFT Contracts].

Analysis and Evaluation

Yuba College, during years of recessionary cuts to funding, applied creative strategies to overcome staffing issues by restructuring departments and enhancing employee job duties and responsibilities, in addition to hiring part-time and temporary staff, and offering additional training to broaden and strengthen employee knowledge and expertise. Recently, as additional funding has become available, the College has begun filling current job vacancies and, after thoughtful consideration and planning, developing initiatives for hiring new staff to ensure the College continues to provide effective and innovative educational, technological, physical, and administrative operations to meet institutional objectives and improve student success.

Evidence Cited

YC-AFT Contract

YCFA Contract

YC Staff Development Plan 2015-16

YC Staff Equity Plan 2015-16

YC Staffing Plan Report Oct. 2017

YCCD Hiring Manual for Full-Time Faculty

YCCD Human Resources Master Plan 2014-17

YCCD IER 2015-16

YCCD Procedures for Determining Minimum Qualifications or Equivalency

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

Yuba College maintains a sufficient number of administrators with appropriate knowledge, training, and expertise to effectively provide continuity and administrative leadership and services that support the institution's mission and purposes. As described in Standard IV.B.2, the College President, in collaboration with leadership teams, 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 institutional planning and strategic objectives [Ev. YC Staffing Plan 2017-2020; YCCD HR Master Plan 2014-17; BSI/SSSP/EEO Plans].

In 2014-15, and again during 2015-16, the College's administrative organization was reorganized to maximize efficiencies and minimize costs. The College President maintains a current organizational chart and makes reorganization decisions in consultation with the President's cabinet [Ev. Cabinet Agenda] and the Academic Senate, to help ensure that the proposed structure is effective in meeting the current needs and objectives of the College [Ev. YC Organizational Structure Chart 2016-17; YCCD Organizational Reporting Structure 08/24/17; YC Administrators/Managers, Committee Assignments 08/22/16].

College management and administration substantially contribute to and support academic quality and student success. As described in the Yuba College IER 2015-16, during recessionary years, the College experienced significant cuts in its administrative staffing [Ev. YC Staffing Report Oct 2017].

Administrative Staffing Allocations

Positions	2014-15 Academic Year		2015-16 Academic Year	

	General Fund	Categorical Fund	General Fund	Categorical Fund
<i>Executive Deans</i>	2	0	0	0
<i>Deans</i>	5	0	3	1
<i>Academic Directors</i>	3	0	4	0
<i>Classified Directors</i>	1.5	0	3.4	1.6
Total:	11.5	0	10.4	2.6

However, with the assistance of categorical funding, such as Student Equity and SSSP, the College recently began rebuilding its depleted administration with significant efforts made towards refilling critical management positions and developing new administrative positions, such as the Director of Academic Excellence and the Dean of Student Success (both of which are categorically funded). By hiring, training, and retaining administrators who meet or exceed the State minimum qualifications, the College maintains sufficient administrative staff to support the institution's mission and vision.

The District is committed to employing qualified administrators, faculty, and staff who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates [Ev. BP 7100].

College recruitment, hiring, and evaluation policies and procedures for administrators and managers meet or exceed State minimum qualifications for employment as specified in the Education Code Title 5, Board Policies, and Administrative Procedures [Ev. EC Title 5, BP 3420, 7120, 7250, 7260, AP 7250] (III.A.1, 3-6). To ensure that the College attracts and retains highly qualified administrators and managers, employment plans are reviewed and objectives created based on benchmark comparisons [Ev. NCCBP Benchmark Comparisons] and CCC Student Success Scorecard indicators [Ev.]. Salaries are commensurate with other California Community Colleges and are determined through collective bargaining negotiations and agreements [Ev. BP 7140]. Consequently, salaries are determined to be competitive and affordable prior to approval by the Governing Board and Academic Senate and implementation by the College.

Analysis and Evaluation

The College maintains a sufficient number of administrators with appropriate knowledge, training, and expertise to provide effective continuity and academic leadership and services that support the institution's mission and purposes. During recessionary years, the College developed creative initiatives and objectives to solve employment problems related to funding shortfalls. Since 2016, the College has focused its efforts on hiring administrators and managers to refill critical vacancies and fill new openings, after careful consideration of the institution's plans for improvement and to meet the current and projected needs of the College's diverse student population. The College President regularly reevaluates the

College's administrative structure to determine that staffing and human resource allocations are effectively aligned to achieve the College's purposes and institution's mission.

Evidence Cited

AP 7250

BP 3420, 7100, 7120, 7140, 7250, 7260

CCC Student Success Scorecard 2017 (?)

EC, Title 5

NCCBP Benchmark Comparisons (?)

President's Cabinet Agenda

YC Administrators/Managers, Committee Assignments 08/22/16

YC BSI/SSSP/EEO Plans

YC IER 2015-16

YC Organizational Structure Chart 2016-17

YC Staffing Plan 2017-2020

YC Staffing Report Oct. 2017

YCCD HR Master Plan 2014-17

YCCD Organizational Reporting Structure 08/24/17

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Institution establishes and publishes personnel policies and procedures through the YCCD Office of Human Resources, shared governance, and collective bargaining units, in adherence to and consistent with Board Policy 2410 and Administrative Procedure 2410. All Human Resources policies and procedures are systematically reviewed and updated following the protocols described in the HR Master Plan and EEO Plan [Ev.] and posted on the College's website. In turn, the Office of Human Resources undergoes periodic Program and Services Review to ensure fairness and equitably in all of its employment practices.

The YCCD Board is committed to hiring and staff development processes that support the goals of promoting diversity and equal opportunity for all qualified candidates [Ev. BP 1300, 7100]. The Equal Employment Opportunity (EEO) Committee reviews current employment policies and practices for fairness and equitable treatment of all applicants and employees in compliance with federal/state laws, Board and Administrative Policies, and hiring procedures [Ev. BP 3410, 3420, 5141, 7120; AP 3420]. As part of the College's hiring practices, EEO representatives participate on all hiring committees.

Yuba College ensures the equitable application of personnel policies and procedures through new employee orientations, topical trainings, and regular communication with faculty association leaders, faculty, and classified Senate. Prior to hiring new staff, a review of current policies, procedures, and practices, including employment criteria, job advertisements, descriptions, and forms, is conducted by the College. Employee Complaints and union grievances are handled fairly and equitably in accordance with Board Policy 7368 and Administrative Policies 3410, 3420, 7216, and the Office of Human Resources' Complaint Review Procedures [Ev. BP 7368; AP 3410, 3420, 7216; HR Master Plan]. Grievance processes are defined in the collective bargaining agreements and CSEA [Ev.] Through the College's practice of interest-based problem solving for labor negotiations and labor management committees, open dialog among employment groups facilitates communications and ensures equitable administration of employment policies and procedures.

Analysis and Evaluation

The institution engages in fair and equitable employment policies and procedures, as integral to its mission and values of providing an equitable and inclusive environment for hiring and employing diverse, highly qualified, administrators, faculty and staff. Through a collaborative process with leadership teams, shared governance, and collective bargaining units, the College reviews, negotiates, and enhances current hiring practices to meet the changing needs of its diverse student population and local community.

Evidence Cited

BP 1300, 2410, 3410, 3420, 5141, 7100, 7120, 7368

AP 2410, 3410, 3420, 7216

CSEA - Complaint/Grievance Procedures

YCCD Collective Bargaining Agreements - Complaint/Grievance Procedures

YCCD EEO Plan

YCCD HR Master Plan

YCCD HR Complaint Review Procedures

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The district maintains appropriate programs, practices and services that support its diverse personnel.

Equal Employment Opportunity (EEO) Plan reflects the College's commitment to equal employment opportunity. AP 3420 Equal Employment Opportunity.

Analysis and Evaluation

Evidence Cited

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Yuba College is committed to ensuring that all employees act with integrity and conduct themselves in an ethical and professional manner in accordance with policies and procedures established by the institution, shared governance, and collective bargaining units, as stipulated in the Education Code, Board Policies and Administrative Procedures, and following ACCJC Standards [Ev. BP/AP 3050]. The Governing Board maintains high standards of ethical conduct for all of its members, as stipulated in Board Policy 2715. Board members are responsible to:

- Serve as stewards of the resources and facilities available, in seeking to meet student needs, extend their opportunities, and enhance the quality of education
- Uphold the ethical and legal commitments and responsibilities of the District, its Residents, Staff, and Students
- Complete Ethics Training as required by the Governing Board
- Maintain an atmosphere in which controversial issues may be freely discussed, upholding the honor and dignity of individuals, with confidentiality maintained for all privileged information
- Recognize that individual Board Members shall not make statements, which may indicate they are speaking for the entire Board
- Delegate authority to the Chancellor for the operation of the District and limit Board action in determining policy
- Not supervise, ask favors of, or otherwise involve herself/himself in the responsibilities of District employees, with the exception of the Chancellor
- Relate to each employee of the college, staff, and administration with respect, kindness, and integrity

- Maintain and enhance individual professional effectiveness and confidence through continuing to improve skills and acquiring new knowledge related to professional trusteeship of a high-performing Board

The standards of ethical and professional conduct as described in the Board Policy set the precedence for all employee conduct throughout the institution, and help create an atmosphere of academic integrity, trust, and fairness for all constituents, including students, faculty, staff, and administrators.

Employees participate in the shared governance process, which aids in ensuring ethical practices at the College. The Yuba College Academic Senate, in the Faculty Ethics Statement 01/2003 [Ev.], has established policies and procedures for ethical and professional conduct of faculty, which details the College's expectations and guidelines for Faculty Responsibilities to:

- The Discipline
- Students
- Other Colleagues
- The Academic Institution
- The College Community
- Development of One's Own and Others' Scholarly Competence
- Honest Academic Conduct
- Cultural and Gender Sensitivity
- Encourage the Pursuit of Learning
- Learning Environments of Trust and Sensitivity
- Academic Standards
- Maintain Academic Freedom

Best practices for faculty are included in the YC Faculty Handbook [Ev.], and the College has established ethical and professional standards for Managers, Confidential Employees, and Classified Staff [Ev. YC Academic Employee Handbook 08/2017]. All students follow a Code of Conduct established by the College, as published in the YC College Catalog [Ev. 2017-18]. Similarly, through shared governance, the College has established grievance, disciplinary, and dismissal policies and procedures, following Board Policies 7360, 7365, Academic Procedures 7216, the HR Master Plan, full- and part-time Faculty collective bargaining agreements, and student conduct policies and procedures [Ev.].

Analysis and Evaluation

The College has established policies to ensure the ethical and professional conduct of all personnel. Through shared governance, policies and procedures for ethical conduct are reviewed and approved by leadership teams and collective bargaining units. Additionally, ethics policies and procedures include equitable and fair practices for handling grievances, disciplinary actions, and dismissals. As part of a collaborative initiative across the College, exemplified by the established policies and practices of the Governing Board, Academic Senate, Faculty, Administrative, and Classified Staff, personnel and students work together to create an inclusive, culturally sensitive, and scholarly environment that encourages academic freedom and student success.

Evidence Cited

BP 2715, 3050, 7360, 7365

AP 3050, 7216

YC Academic Employee Handbook 08/2017

YC Academic Senate – Faculty Ethics Statement 01/2003

YC College Catalog 2017-18

YC Faculty Handbook

YCCD HR Master Plan

YCCD/YCFA & YC-AFT Collective Bargaining Agreements

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Current examples of how the District and College plan for and provide all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs include

- Staff Development Committee Purpose Statement, Minutes
- Five Days of PD during Convocation Week, including mandatory Convocation
- Three Days of PD prior to the Spring Semester
- Position: MESA/Academic Excellence Director
- Teaching and Learning Center (TLC) website
- FLEX website

In collaboration with YCCD Human Resources personnel, the College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement, as demonstrated in recent

- Staff Development Committee Survey
- FLEX/Staff Development Evaluation Form [[FLEX/Staff Development Evaluation Form](#)]

The professional and staff development committee coordinates activities and provide resources in support the mission and goals of the College. In addition, the committee publishes a schedule of workshops with topics ranging from pedagogical approaches to general skills development.

The Professional Growth Committee of the Academic Senate support faculty attendance at conferences and workshops.

The faculty flex coordinator is in charge of keeping records of faculty professional development activities and submitting annual flex reports to the State Chancellor's office.

The effectiveness of activities and workshops is evaluated by way of surveys and new topics scheduled based on their results.

Analysis and Evaluation

In a performance self-evaluation against the Standard, District and College personnel analyzed how the institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs.

District and College personnel evaluated policies, procedures, and procedures in an analysis of how the organization systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence Cited

[FLEX/Staff Development Evaluation Form](#)

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

District personnel records are maintained by the Office of Human Resources and are private, accurate, complete, and permanent. All personnel records are maintained in a secure and confidential manner, in compliance with Administrative Procedure 7145 and the Office of Human Resources Master Plan [Ev.]. Personnel files are maintained in the Office of Human Resources, as appropriate, with the exception that (1) some Payroll and Sick Leave records are kept in the Business Office, and (2) in cases of statistical and financial accounting data, including Academic Employee Assignments, notation in the District Computer System is the Continuing or Permanent Record of that part of the Personnel File.

General personnel employment data is stored digitally, wherein each employee has a secure, confidential login and access to his/her employment information online through the College's WebAdvisor portal. The Human Resources Office provides new employees with their login information during their first week of hire. The College's Information and Technology Services support has implemented safety measures such as password authentication, monitoring, auditing, and encryption to safeguard the confidentiality of digital employee information. Also, the College publishes its Web Security and Privacy statement online.

Every employee has the right to examine and/or obtain copies of material from his/her personnel file in accordance with Education Code 87031, Administrative Procedures 7145, the Labor Code, and as specified in collective bargaining agreements [Ev. EC 87031; AP 7145, Labor Code, YCCD/FA/YC-AFT Agreements]. Personnel files are available for inspection, except as otherwise provided by law, only to

the employee and appropriate management and designated employees of the District, when necessary in the administration of the District's affairs or supervision of the employee. Information of a derogatory nature cannot be entered into the employee's personnel records unless and until the employee is given notice and an opportunity to review and comment on that information and the employee's comments are attached to the derogatory information prior to its inclusion in the personnel file.

Administrative procedures for retention and destruction of personnel records are established by the Chancellor, in accordance with federal and state laws, California Code- Title 5, Board Policy 3310 and Administrative Policy 3310, to assure the retention and destruction of all District records - including electronically stored information. The College conducts a review of its records annually to determine whether or not the records should be kept or destroyed.

Analysis and Evaluation

The Office of Human Resources maintains personnel records in a secure and confidential manner, and employees and designated personnel are allowed access to personnel records, in accordance with federal and state laws, Board Policies, and Academic Procedures. Electronic records are secured with unique employee identification, passwords, and encryption. Employees can review their personnel records in accordance with District collective bargaining agreements and federal and state law.

Evidence Cited

BP/AP 3310

AP 7145

EC 87031

Labor Code (?)

Title 5

YCCD/FA & YC-AFT Contracts

YCCD Human Resources Master Plan

DRAFT

Standard III.B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The District/College closely adheres to all Federal, State, and Local agencies regulations, including safety vessels requirements and storage of hazardous materials. (III.B.1-1), [YubaCCD-HMISurvey-2016](#) (III.B.1-2) [Keenan YCCD 2017 2018 Underwriting Questionnaire](#)

The District/College has applied facilities safety standards established by California Occupational Safety and Health Act (CAL OSHA). These standards inform the College's workplace conditions. Maintenance and Operations staff participate in an extensive Keenan and Associates safety-training program that includes completing monthly training through the online "Safe Colleges" classes offered through Keenan. These classes cover CAL OSHA requirements and safety best practices. (III.B.1-3) [Keenan Available Safe College](#) All fire sprinklers and alarm systems are tested annually to conform with National Fire Protection Association regulations. (III.B.1-4) [WSF 2016 Annual Fire Inspection](#) (III.B.1-5) [Yuba College Campus Fire Alarm System Initial Project Proposal](#) The District/College performs annual inspections and testing of its fire extinguishers in alignment with State and Local agency regulations. (III.B.1-6) [YC and SCC Fire Extinguisher Inspection and Maintenance](#) (III.B.1-7) [YC Kitchen Hood Ansul Fire Systems Inspections and Testing](#) (III.B.1-8) [Yuba CC Fire Alarm Assessment Final](#)

The District/College ensures safe and healthy, adequately maintained facilities through recently established standardized frequency of care as outlined in the Maintenance and Operations Custodial, Grounds, and General Maintenance "Standards of Care" and established standardized procedures. (III.B.1-9) [Custodial Cleaning Frequencies Standard Of Care Revised](#) (III.B.1-10) [Grounds Team Standard of Care YC Main Campus Only](#) (III.B. 1-11) [Maintenance Team Standard of Care](#)(III.B.1-12) [Procedures Restrooms Cleaning](#) (III.B.1-13) [Procedures Hard Surface Floors Cleaning and Care](#) The District/ Yuba College Maintenance and Operations requests for services are submitted on work order requests through the use of NetFacilities Computer Maintenance Management Software. (III.B.1-14) [YCCD Maintenance Work Request Process](#) The District/College Risk Management Staff work closely with Keenan and Associates to conduct risk mitigation assessments, which identify facilities, and campus liabilities and exposures, develop loss control strategies, and implement risk-avoidance strategies. (III.B. 1-15) [YubaCCD Keenan-HazardAssessment-\[SlipTrip\]](#) (III.B. 1-16) [YubaCCD-SWACCInspectionReport-](#)

The District/College has developed Emergency Procedure Posters that were installed Fall 2017 in classrooms and office areas to provide students and staff with guidance for each type of emergency that may occur. (III.B. 1-17) [Print shop drafting poster with YC information](#)

The Facilities and Planning Committees address issues of access and safety for students and staff and provide input to the facilities department on the construction and maintenance of physical resources. The College evaluates the safety and sufficiency of its facilities and physical resources by conducting annual

inspections of its buildings at each site. For emergency situations, the supervisor at each location responds and utilizes its resources to act swiftly and efficiently as the emergency dictates. The District Guide for Emergency Operations, developed in 2017, addresses the College's ability to prepare for emergencies and respond to natural disasters [[YCCD Guide for Emergency Operations](#)].

The District/College has hired a consultant, Parras Grande, Inc., to work with staff to generate an update to the District-Wide Emergency Response Plan and the Emergency Procedures Flip Chart. (III.B. 1-18) [YCCD Emergency Procedures Flip Chart](#) (III.B. 1-19) [YCCD Emergency Preparedness Plan Development Consultant](#)

All classrooms in the District have recently had new easy to use locking door hardware installed on the main entrance door for each classroom. This provides students and staff with an easy way to lock-down and secure each classroom from inside the class space by simply pushing a button or turning a knob. The door locking hardware will automatically release when the door hardware lever is turned or emergency crash bar hardware is pressed. This new door feature could save lives in the event of an active shooter on campus (III.B.1-20) [Classroom locking Door Hardware Project](#)

The College also works to maintain a healthful learning and working environment. An example of improving the healthfulness of the environment is the decision to make the College's facilities smoke-free, approved by the Board of Trustees in June 11, 2015 as Board Policy (BP) 3570: Smoking Policy (III.B.1-34) [BP 3570 Smoke Free Campus](#)

The District has recently installed tobacco-free and fire arms free zone signs at all locations. (III.B.1-22) [CA-BREATHE EASY FOR ETC 3-1218](#) New electronic messaging signs have been installed at the main entrances to the Yuba College Campus and Sutter County Campus locations. One of the planned uses of these signs will be to share important emergency messages as well as ongoing communications to students and staff. (III.B. 1-23,24) [YCCD Electronic Message Signs Yuba College Campus and Sutter Campus, Sutter Marquee](#)

The District is piloting a new user-friendly access card system "Vanderbilt" at the new District Office location that can later be applied and used District-Wide. (III.B.1-21) [New District Location Access Card System Vanderbilt SMS Specification](#)

The District/College Maintenance and Operations staff re-painted the parking lot areas and roadways, including cross walks, directional arrows, bus lanes, speed bumps, and stop sign lines to provide easily identified and safe traffic areas at Yuba College. (III.B.1-25) [Re-painting parking lot stripping](#) All District/College crime statistics are published every October per the Clery Act. (III.B. 1-26) [Clery Report](#)

All District/College locations have established and maintained inter-agency memorandum of agreements between the District Police Department and the various local Sheriff and Police Departments to provide prompt safety and security support when needed. (III.B.1-27) [YCCD Police and Sheriff Department Interagency Memorandum of Agreements](#) The District/College has implemented a new emergency communication system called "Catapult EMS". There are now over 7,500 students and staff signed up to receive text emergency messages on their respective cell phones.

Yuba College Safety Committee convenes monthly to develop safety training, investigate accidents, identify work place hazards, communicate safety related materials to employees and to ensure compliance

with safe and healthy work place practices. (III.B.1-28) [Safety Charter](#) The YC safety committee annually assesses its objectives and goals to determine goals which were met, barriers which prevented completion and any objectives or goals which require on going attention. (III.B.1-29) [Safety COR 2017-2018](#)

There is a sworn Police Officer at the Yuba College Campus. This Police Officer responds to calls at the Sutter County Campus. BP 3501 (III.B.1-30) [BP 3501 Key Access](#) the Key Access Control Procedure which the Chancellor establishes defines the Key Access Control Procedure which maintenance and operations is responsible for. (III.B.1-31) [AP 3501 Key Procedures](#) AP 3520 is the Local Law Enforcement Policy. It outlines the District's working relationship with local law enforcement and operational responsibilities. (III.B.1-32) [AP 3520 Local Law Enforcement Agreement](#) We currently have MOU's in place with every law enforcement agency that has jurisdiction in the same operational area as the campuses or sites with the exception of Beale Air Force Base. The District Police Department also provides mutual aid to these law enforcement agencies when requested.

The District offers NIMS/SEMS training to all campuses in the District. A grant was received by RD784 to provide training sessions that the District hosted and the District Police Department provided the training. I would very roughly estimate that 75 employees are NIMS/SEMS certified. When on site; District Police Officers or Police Cadets secure Marysville Campus and Sutter County Campus. Risk Assessments have been conducted. The District Police Department's website link is (III.B.1-33) [Campus Police Website](#) The District Police Department does monitor and improve the safety of physical resources. The District Police Department is accredited by the State of California Commission on Peace Officers Standards and Training (P.O.S.T.). We are audited for compliance annually by the Commission on P.O.S.T. and the Department of Justice. Parking lots are funded by the sales of daily, semester, and annual parking permits and by the issuance of parking citations.

The college's Maintenance and Operations department have systems in place to ensure the safety on its campus while assessing its resource base is effectively maintained. The Maintenance and Operations Management staff, working closely with the Yuba College Administration Team have reviewed the challenges to provide optimum custodial, grounds, and general maintenance services to all District/College locations. (III.B.1-35) [Admin. Team Meeting Agenda](#) The following actions have been taken to provide optimal resource allocation and utilization while increasing efficiency and productivity while applying safety best practices:

1. Maintenance and Operations budgets are divided both by District/College location and proportioned by the gross square feet of each location. (III.B.1-9) [Custodial Cleaning Frequencies_ Standard Of Care Revised](#) [add APPA evidence]
2. The current priority for Maintenance and Operations is to implement efficiencies and productivity improvement initiatives to fully leverage existing staff in meeting the needs of the District/Colleges. These best practice initiatives include:
 - a. Aligning work shifts with most productive times when full access and optimum productivity are realized.
 - b. Purchasing custodial supplies from a single source that provides high quality products and inventory management at competitive pricing.
 - c. Standardizing work procedures means and methods

- d. Providing thorough and regularly scheduled safety and best practices training for staff. (III.B.1-3) [Keenan Available Safe College](#)
- e. Purchasing equipment that will increase productivity and reduce fatigue.

The above Best Practices and the resulting action items are detailed below:

1. With the intention to maximize custodial staff efficiency and productivity, the custodial staff at the Yuba College Campus have had their work shifts changed to allow 100% access to all spaces for their entire shifts.
 - a. The Custodial Services staff working hours for both Colleges were changed from M-F early day shifts to a 10:00pm to 6:30am Sunday night through Thursday night. Yuba College and the Sutter center maintain one custodian on site daily to address any emergency issues that might arise.
2. The custodial supplies were being purchased by up to 7 different supply vendors with each location selecting different products. In order to optimize both productivity and chemical handling safety, the Custodial Services supplies were awarded to a single vendor that can deliver supplies to all locations and provide a single source for all cleaning chemicals, paper products, tools, and equipment. (III.B.1-9) [Custodial Cleaning Frequencies Standard Of Care Revised](#) The quality of paper products and the reduction in the number of chemicals used have improved the cleaning services provided to the District. All custodial closets are furnished with first aid kits, blood borne pathogen kits, safety data sheets for all chemicals, personal protective equipment, and eye wash stations/kits. This has improved productivity and efficiency of the Custodial Teams which is demonstrated by cleaner and safer spaces.
 - a. All cleaning procedures for restrooms and hard surface floor areas have been standardized. Procedures for other areas in Maintenance and Operations are in process of being developed. (III.B.1-13) [Procedures Hard Surface Floors Cleaning and Care](#)
 - b. Increased frequency of safety trainings for all maintenance and operations staff has been required during the past year and will continue into the future. This training is provided several times per month through the Keenan Safe Colleges online training program. In addition, Keenan and Associates have also provided “hands on” forklift driving training at Yuba College Campus locations. (III.B. 1-36) [Fork Lift Training](#)
3. Equipment was purchased in 2016 to improve safety, productivity, quality of services, and reduce fatigue of staff. Additional equipment will be purchased each year to improve safety, efficiency, and productivity. (III.B. 1-37) [Equipment Purchases](#)

When new buildings or spaces are added to the District/Colleges, additional staffing resources will be considered to provide cleaning and maintenance. For example, when the District Offices were relocated from the Yuba College Campus to a leased space in Yuba City, an additional full- time Custodian was added to provide needed custodial services and to also provide additional custodial service support for the Yuba College Campus. (III.B.1-38) [Hire Custodial Staff](#) (III.B.1-39) [YC Custodian Posting 2017](#)

District/Colleges Maintenance and Operations staffing levels will be re-assessed after the above productivity and efficiency best practices above are fully implemented. Since the District/Colleges Maintenance and Operations team does not currently include a licensed electrician, an analysis is currently being developed to compare the cost of contracting in the electrical needs of the District/Colleges for maintenance repairs and small renovation projects vs. the cost to hire a full-time electrician.

The District has accessed the services of Keenan and Associates to provide various assessments of the District/College locations. The findings of the assessments did identify possible needed action items that were presented to the Safety Committees of each College for discussion and determination of action items. (III.B. 1-29) [Safety COR 2017-2018](#) The action items for each of the following items are in process of being corrected and addressed with assigned resources. These assessment studies and associated reports with recommendations and suggestions were provided by Keenan and Associates:

1. Keenan and Associates completed a Hazard Assessment for “Slip/Trip” in March of 2016 for the Yuba College Campus. This Hazard Assessment was conducted on behalf of the Statewide Association of Community Colleges Property and Liability Program. The Yuba College Maintenance and Operations staff corrected many of the items. Contractors preparing proposals to correct the remaining items. (III.B. 1-15) [YubaCCD_Keenan-HazardAssessment-\[SlipTrip\]](#)
2. Keenan and Associates completed a District-Wide Hazardous Materials Report (Survey & Inventory) in June of 2016. This Hazardous Materials Survey included a detailed inventory of all hazardous materials at each location, verified compliance with the Hazardous Materials Business Plans, and addressed and identified specific conditions regarding storage, labeling, compatibility, fire extinguishers, eyewash stations, etc... The report listed “Site Specific Recommendations” to reduce hazards. The Yuba College Safety Committee reviewed and discussed who could best complete the recommendations action items. Staff are now working to complete all recommendations. (III.B. 1-1) [YubaCCD-HMISurvey-2016](#)
3. Keenan and Associates completed a SWACC (Statewide Association of Community Colleges) Property & Liability Inspection in April 2015. This inspection was comprehensive and covered areas such as security, emergency preparedness, fire prevention, pest management, chemical safety, forklift/utility cart procedures, playground safety, property and liability self-inspection program, asbestos hazard emergency response act, and the injury and illness prevention program. Items identified are nearly all completed/corrected. (III.B. 1-16) [YubaCCD-SWACCInspectionReport-](#)
4. Keenan and Associates completed a Threat and Physical Security Assessment (TAPS) report dated August 2016. This assessment provided recommendations and suggestions to help mitigate the risk of injury and/or property damage. (III.B.1-39) [Threat and Physical Security Assessment \(TAPS\)](#) The District Police Chief and the Director of Facilities Planning, Maintenance and Operations have reviewed this information. Corrective actions are being considered for this work to allow completion of action items before the next assessment planned for summer 2017.

The District Police Department documents crime statistics in the Clery Report annually and posts this information on the Police Department web page and submits for Board review. In addition, the Police Department also has inter-agency agreements in place for each District/College location to provide emergency response services when needed.

1. Prior to the publication of the crime statistics (Clery) Report, (III.B.1-26) [Clery Report](#) the District Safety Committee and the Police Department, review the District/Colleges rate of incidents for the year. Options to reduce the risk of incident categories are then discussed. This past year it was determined that improving the exterior lighting and trimming back landscaping bushes and trees to reduce hiding places would improve the safety at most locations. Landscaping was trimmed back this past year at several locations. Exterior lighting improvements are now being planned in future projects.
2. The District Police Department has established inter-agency memorandum of agreements with various location Sheriff and Police Departments to provide safety and security support when needed.

Personnel and students have an opportunity to report unsafe physical facilities. Faculty can make a report to their division administrative assistant or the dean/director. Staff either reports it to their immediate supervisor, and some staff have the ability to submit their own work orders in NetFacilities. Students report unsafe physical conditions to their instructor or the division dean. (III.B.1-40) [Student Concern](#) (III.B.1-41) [Netfacilities Evidence](#)

Analysis and Evaluation

The Maintenance and Operations department assures safe and sufficient physical resources at the Yuba College and Sutter County Campus where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The institution ensures that all facilities are safe. The institution regularly evaluates whether it has sufficient physical resources at all locations. The institution has processes by which all personnel and students can report unsafe physical facilities.

Evidence Cited

- III.B.1-1 [YubaCCD-HMISurvey-2016](#)
- III.B.1-2 [Keenan YCCD 2017 2018 Underwriting Questionnaire](#)
- III.B.1-3 [Keenan Available Safe College](#)
- III.B.1-4 [WSF 2016 Annual Fire Inspection](#)
- III.B.1-5 [Yuba College Campus Fire Alarm System Initial Project Proposal](#)
- III.B.1-6 [YC and SCC Fire Extinguisher Inspection and Maintenance](#)
- III.B.1-7 [YC Kitchen Hood Ansul Fire Systems Inspections and Testing](#)

- III.B.1-8 [Yuba CC Fire Alarm Assessment Final](#)
- III.B.1-9 [Custodial Cleaning Frequencies Standard Of Care Revised](#)
- III.B.1-10 [Grounds Team Standard of Care YC Main Campus Only](#)
- III.B.1-11 [Maintenance Team Standard of Care](#)
- III.B.1-12 [Procedures Restrooms Cleaning](#)
- III.B.1-13 [Procedures Hard Surface Floors Cleaning and Care](#)
- III.B.1-14 [YCCD Maintenance Work Request Process](#)
- III.B.1-15 [YubaCCD Keenan-HazardAssessment-\[SlipTrip\]](#)
- III.B.1-16 [YubaCCD-SWACCInspectionReport-](#)
- III.B.1-17 [Print shop drafting poster with YC information](#)
- [YCCD Guide for Emergency Operations](#)
- III.B.1-18 [YCCD Emergency Procedures Flip Chart](#)
- III.B.1-19 [YCCD Emergency Preparedness Plan Development Consultant](#)
- III.B.1-20 [YCCD Classroom Locking Door Hardware Project](#)
- III.B.1-21 [New District Location Access Card System Vanderbilt SMS Specification](#)
- III.B.1-22 [CA-BREATHE EASY FOR ETC 3-1218](#)
- III.B.1-23 [Sutter Marquee](#)
- III.B.1-24 [YCCD Electronic Message Signs Yuba College Campus and Sutter Campus](#)
- III.B.1-25 [Re-painting parking lot stripping](#)
- III.B.1-26 [Clery Report](#)
- III.B.1-27 [YCCD Police and Sheriff Department Interagency Memorandum of Agreements](#)
- III.B.1-28 [Safety Charter](#)
- III.B. 1-29 [Safety COR 2017-2018](#)
- III.B. 1-30 [BP 3501 Key Access](#)
- III.B. 1-31 [AP 3501 Key Procedures](#)

- III.B.1-32 [AP 3520 Local Law Enforcement Agreement](#)
- III.B.1-33 [Campus Police Website](#)
- II.B. 1-34 [BP 3570 Smoke Free Campus](#)
- III.B. 1-35 [Admin. Team Meeting Agenda](#)
- III.B. 1-36 [Fork Lift Training](#)
- III.B. 1-37 [Equipment Purchases](#)
- III.B. 1-38 [Hire Custodial Staff ,YC Custodian Posting 2017](#)
- III.B. 1-39 [Threat and Physical Security Assessment \(TAPS\)](#)
- III.B.1-44 [Student Concern](#)
- III.B.1-45 [Netfacilities Evidence](#)
- III.B.1-34 [YCCD Catapult EMS Emergency Message Release Procedure Tree](#)
- III.B.1-35 [YCCD WSFP Yuba College Fire Alarm Systems Conditions and Recommendations Letter](#)
- III.B.1-36 [YCCD New Custodial Equipment](#)
- III.B.-37 [Yuba College Campus ADA Sidewalk Survey-Slips, Trips, and Falls Prevention- worst to least.](#)
- III.B.1-48 [Advertising Admin. Presentation](#)

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The District evaluates the conditions and effectiveness of its facilities and equipment through various resources including the Administrative Program Reviews, the Board Finance Committee, the College Planning and Budget Committee, and its Facilities subcommittee, and the and through the State Chancellors Facilities Conditions Index audit process. [AP 6700](#) (III.B.2-1) [Facilities Conditions Inventory Executive Summary](#),

The District and Yuba College sites address emergency issues based on type of emergency and impact on students and staff. Health and safety issues are addressed immediately by maintenance staff and local

contractors. Safety credits and one-time monies are utilized to ensure these projects are funded in conjunction with the project timeline. Roof repairs were made for proper building maintenance so that the space could continue to be used effectively (III.B.2-2) [YCCD Recent Roof Repairs](#)

The District facilities conditions at some locations have been determined to warrant a significant renovation program. The District has planned to utilize General Obligation Bond funding to realize these needed renovations. The District/Colleges Board of Trustees, Chancellor, Presidents, and Vice Presidents approved and presented a General Obligation Bond Resolution, referred to as Measure Q for \$33,565,000 for various projects that include renovations, modernizations, repair, and construction of school facilities. Measure Q was passed by the District registered voters at the November 2016 elections. (III.B.2-3) [Bond Election Resolution Measure Q](#) The District/Colleges Board of Trustees, Chancellor, Presidents and Vice Presidents approved/authorized Resolution 16-03 to issue up to \$27,500,000 in Series D General Obligation bonds for various projects that include renovations, modernizations, repair, and construction of school facilities.

The District/Colleges consider space utilization by type of space, location, various instructional program FTE trending information, space capacity and functionality needs of the space, when considering which spaces to renovate.

The District continues to prioritize available resources to renovate existing instructional spaces and has successfully completed several renovation projects:

- The District/Yuba College completed in September 2016, the renovation and construction of a new Radiologic Technology room in building 2100 in support of the Radiologic Technology Program. (III.B.2-4) [Yuba College Radiologic Technology Project Purchase Order for Construction](#) (III.B.2-5) [Yuba College New Radiologic Technology Program Equipment Information](#)
- The District/Yuba College completed in October 2016, the renovation and construction of a new CNC Equipment Technology room for 6 CNC machines in building 600. (III.B.2-6) [Yuba College new CNC Equipment Technology room picture](#) (III.B.2-6)
- The District/Yuba College completed in January 2017, the renovation and construction of a Hydraulics Lab in building 1719. (III.B.2-20) [Yuba College Newly Remodeled Hydraulics Lab](#)

Faculty teaching in the areas to be renovated are included in the user groups to generate a Scope Document, which includes a description of what is required to meet instructional needs. (III.B. 2- 24) [Scoping Document](#) All projects are designed to accommodate access to all students, including those with accessibility needs. All regulations associated with accessibility are incorporated in the projects to enhance staff and students access. (III.B.2-29) [ADA Sidewalk](#)

Combined project lists give a broad perspective of all the needs at the district. (III.B.2-32) [YCCD Combined Project List by Location](#)

To ensure effective utilization of classroom facilities, one year prior to each semester, Division Deans meet with faculty to develop the next year class schedule. Based on course needs, lab & lecture space, and course caps, classroom assignment and room charts are completed through the office of the Vice

President. A multi-level approval process is then initiated to include, College Council, Facilities Use Committee, the office of the College President and the Chancellors Cabinet review and grant final approval. (III.B. 3-7) [Facilities Use Guidelines](#) (III.B.3-8) [Schedule Development](#) (III.B.2-22) [AP 6700 Facilities Form](#).

During summer semester, the College Maintenance and Operations department works with college deans and faculty to consolidate where classes are offered. (III.B.2-23) [Schedule Development](#), [Facilities Use Guidelines](#). This process minimizes facilities which require maintenance during the summer. The College is reviewing a long term software solution for consolidation and utilization of classroom space. The district purchased 25 Live software and is planning its implementation for the purpose of optimizing space utilization ([25 Live Facilities Software](#)).

The District relies on the College's Program Review (III.B. 2-26) [Program Review](#), Educational Master Plan, Yuba College Administrative Team, District Facilities Master Plan, (III.B. 2- 21) [Facilities Master Plan](#), District Budget Planning Committee (III.B.2-30) [Budget Handbook](#) Facilities Planning Committee, District Consultation Council, District Services Executive Team, and the Chancellors Cabinet to review and analyze the resource, facilities, and equipment needs of programs and services, the associated recommendations, and then plan prioritized resource allocations. The EMP and FMP are revised every year and updated every three years. (III.B.2-22) [Facilities Planning and Maintenance](#)

The District considers recommendations from the shared governance process, community needs, and overall institutional planning. The Facilities Master Plan objectives are driven by the program needs in the Educational Master Plan and include the following: (III.B 2-18) [Educational Master Plan](#)

- Provide building renovations to address changes in instructional needs, ensure continuing safe and healthy learning and working environments, and provide resources to address major maintenance items to protect assets and the functional reliability of infrastructure systems and features. (III.B. 2-2) [District Bond Resolution to Issue Series D Bonds FINAL](#)
- Add building space as needed to address emerging instructional needs. (III.B.2-4) [Yuba College Radiologic Technology Project Purchase Order for Construction](#)
- Remove buildings that have out-lived their useful life and are not cost feasible to renovate due to building code changes and instructional needs. (III.B. 2-19) [YCCD Facilities Space Inventory Report 17](#)

The District is relying on the recently issued Series D bonds (up to \$27.5 million) and the Bond Re-Authorization Measure Q bonds of \$33.565 million to make repairs, renovations, and ensure safe, secure, and healthy learning and working environments at both Colleges various locations. (III.B. 2-1) [Bond Election Resolution Measure Q](#) These resources will also provide new instructional equipment, improve infrastructure systems and utilities, enhance access, and ensure instructional functional and operational capacity to meet current and future instructional and student services needs. Bond funds will also address prioritized deferred maintenance needs required to protect assets, and promote functional reliability of facilities infrastructure systems such as heating, air-conditioning, control systems, fire alarm systems, energy management systems, access systems, building envelopes (roofs, exterior walls, doors and

windows), lighting systems, interior wireless clock systems, utility systems, grounds irrigation systems, and wayfinding. (III.B.2-2) [District Bond Resolution to Issue Series D Bonds FINAL](#)

Analysis and Evaluation

The college with support from district and college committees, the district Maintenance and Operations department and College leadership, plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. The institution ensures that the needs of programs and services are considered when planning its buildings. Facilities' planning is aligned with the institutional mission. The institution ensures that program and service needs determine equipment replacement and maintenance.

Evidence Cited

[AP 6700](#)

III.B.2-1 [Facilities Conditions Inventory Executive Summary](#)

III.B. 2-2 [YCCD Recent Roof Repairs](#)

III.B.2-3 [Bond Election Resolution Measure Q](#)

III.B.2-3 [Yuba College New Radiologic Technology Program Equipment Information](#)

III.B.2-4 [Yuba College Radiologic Technology Project Purchase Order for Construction](#)

III.B.2-5 [Yuba College new CNC Equipment Technology room picture](#)

III.B.2-6 [Yuba College new CNC Equipment Technology Picture](#)

III.B.2-6 [CNC Equipment Technology Picture](#)

III.B.2-7 [Yuba College Newly Remodeled Hydraulics Lab](#)

III.B.2-16 [T-Bow Moving and Storage RFQ 16-03 District Move](#)

III.B. 2-18 [Facilities Master Plan](#)

[Educational Master Plan](#)

III.B.2-2 [District Bond Resolution to Issue Series D Bonds FINAL](#)

III.B.2-19 [YCCD Facilities Space Inventory Report 17](#)

III.B.2-20 [Yuba College Newly Remodeled Hydraulics Lab](#)

III.B.2-21 [Facilities Form](#)

III.B.2-22 [Facilities Planning and Maintenance](#)

[AP 6700 Facilities Form](#)

III.B.2-23 [Schedule Development Facilities Guidelines](#)

III.B. 2-24 [Scoping Document](#)

III.B. 2-25 [25 Live Facilities Software](#)

III.B. 2-26 [Program Review](#)

III.B. 2-27 [Service Level Agreement](#)

III.B. 2-28 [Five Year Construction Plan](#)

III.B. 2-29 [ADA Sidewalk](#)

III.B.2-30 [Budget Handbook](#)

III.B.2-31 [YCCD Guide for Emergency Operations](#)

III.B.2-32 [YCCD Combined Project List by Location](#)

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The District relies on the College Program Review (III.B.3-1) [Program Review](#), Educational Master Plan, Yuba College Administrative Team, the district Facilities Master Plan, (III.B. 3- 2) [Facilities Master Plan](#), district Budget Planning Committee (III.B.3-3) [Budget Handbook](#) Facilities Planning Committee, District Consultation Council, District Services Executive Team, and the Chancellors Cabinet to review and analyze the resource, facilities, and equipment needs of programs and services, the associated recommendations, and then plan prioritized resource allocations. The EMP and FMP are revised every year and updated every three years. (III.B.3-4) [Facilities Planning and Maintenance](#)

The District considers recommendations from the shared governance process, community needs, and overall institutional planning. The Facilities Master Plan objectives are driven by the program needs in the Educational Master Plan (III.B. 3-5) [Educational Master Plan](#) and include the following:

The District completed a FUSION Space Inventory Report in October 2016. It is an annual assessment of space utilization. (III.B.3-6) [YCCD Facilities Space Inventory Report 17](#) Instructional spaces were measured to ensure the accuracy of the report and all spaces were visually inspected

for the correct number of student work stations. The FUSION inventory software gets updated based on visual inspection.

To ensure effective utilization of classroom facilities, one year prior to each semester, Division Deans meet with faculty to develop the next year class schedule. Based on course needs, lab & lecture space, and course caps, classroom assignment and room charts are completed through the office of the Vice President. A multi-level approval process is then initiated to include, College Council, Facilities Use Committee, the office of the College President and the Chancellors Cabinet review and grant final approval. (III.B. 3-7) [Facilities Use Guidelines](#) (III.B.3-8) [Schedule Development](#)

The District/Colleges consider space utilization by type of space, location, various instructional program FTE trending information, space capacity and functionality needs of the space, when considering which spaces to renovate.

The District invited Auditors from the California Community College Foundation office to conduct a thorough evaluation of all instructional spaces at Yuba College. It was a comprehensive evaluation of all buildings and electrical and mechanical equipment and other utility infrastructure at the college. This information provides valuable data, used to prioritize repairs. It is also used to estimate the cost of repairs and the number of estimated life cycle used. This "Facilities Conditions Inspection" audit was completed in September 2016, (III.B.3-9) [Facilities Condition Index Inspection Audit](#)

M&O Directors perform a facilities conditions inspection on 1-2 building every quarter. Then draft NetFacilities work orders. (III.B. 3-13) [Building Safety Inspections Classrooms](#) (III.B. 3-14) [Building Safety Inspections Shops](#)

Analysis and Evaluation

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. The District relies on the Colleges' Program Review process, Educational Master Plans, the Facilities Master Plan, Yuba College Administrative Team, District Budget Planning Committee, District Consultation Council, District Services Executive Team, and the Chancellor's Cabinet to review and analyze the resource, facilities, and equipment needs of programs and services, the associated recommendations, and then to plan prioritized resource allocations.

Evidence Cited

III.B.3-1 [Program Review](#)

III.B. 3-2 [Facilities Master Plan](#)

- III.B.3-3 [Budget Handbook](#)
- III.B.3-4 [Facilities Planning and Maintenance](#)
- III.B.3-5 [Educational Master Plan](#)
- III.B.3-6 [YCCD Facilities Space Inventory Report 17](#)
- III.B. 3-7 [Facilities Use Guidelines](#)
- III.B.3-8 [Schedule Development](#)
- III.B.3-9 [Facilities Condition Index Inspection Audit](#)
- III.B. 3-13 [Building Safety Inspections Classrooms](#)
- III.B. 3-14 [Building Safety Inspections Shops](#)

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The District/Colleges Facilities Master Plan (III.B.4-1) [Facilities Master Plan](#), (III.B. 4-2) [Educational Master Plan](#) each guide the District/Colleges in their long-range capital planning. The District relies on the College's Program Review process, YC Administrative Team, District Budget Planning Committee, District Consultation Council, District Services Executive Team, and the Chancellors Cabinet to review and analyze the resource, facilities, and equipment needs of programs and services, the associated recommendations, and then to plan prioritized resource allocations. Planning processes ensure that capital projects support college goals. Board Policy (BP) 3500 states; the Board is committed to a safe and secure District work and learning environment. To that end, the Chancellor shall establish a campus safety plan and ensure that it is posted or otherwise made available to students. The District continues to prioritize available resources to renovate existing instructional spaces and has successfully completed several renovation projects:

The District/Yuba College completed in September 2016, the renovation and construction of a new Radiologic Technology room in building 2100 in support of the Radiologic Technology Program,(III.B.4-4) [Yuba College Radiologic Technology Project Purchase Order for Construction](#)

The District/Yuba College completed in October 2016, the renovation and construction of a new CNC Equipment Technology room for 6 CNC machines in building 600. (III.B.4-3) [CNC Equipment Technology Picture](#) , (III.B.4-3) [Yuba College New CNC Equipment Technology room picture](#)

The District/Yuba College completed in January 2017, the renovation and construction of a Hydraulics Lab in building 1719. (III.B.4-5) [Yuba College Newly Remodeled Hydraulics Lab](#)

The District/Colleges considers the Total Cost of Ownership to be the sum of initial construction cost, operating costs such as utilities and maintenance staff to clean and make repairs, renovation costs to sustain functionality and reliability of the spaces, capital equipment replacement, and the cost of annual regulatory testing and inspections for systems and facilities. Best practices regarding the Total Cost of Ownership over the time horizon of the building's expected life are included in the reinvestment of renovation bond funding with several examples listed below.

These improvements may include energy reduction technologies that will reduce the cost of operating buildings and associated systems. The following energy saving technologies, means, and methods may be considered on future projects:

- The Latest LED lighting equipment and control systems. (III.B. 4-9) [Prop 39 Allocations](#)
- Enhancing existing energy management systems programming to maximize savings associated with HVAC air conditioning and heating systems that control occupied and unoccupied temperature values that are tied to utilization of instructional spaces
- Increasing the insulation value of roofs when roofs are replaced
- Installing double pane windows where single pane windows are now present.
- The use of highly efficient air conditioning and heating equipment.
- Maximizing the benefits of existing solar PV array systems in providing electricity for adjacent campus uses.
- Daylight harvesting control systems that will dim LED lighting when beneficial daylighting enters the buildings.
- “Free” thermal-mass cooling systems that allow cool air to enter buildings during unoccupied times during the night hours in the summer. This cool air can enter building spaces through economizers on HVAC systems that will then cool concrete floors and allow the thermal mass of the structure to help maintain cool temperatures during the occupied day periods when classes are scheduled and staff use the buildings.

The District will consider applying maintenance low cost best practices on renovation projects by utilizing the following construction material types that will reduce long-term maintenance of the facilities.

- New hand rails may be materials that do not require maintenance. Hand rails that are brushed aluminum or stainless steel will provide long-term no maintenance finishes.
- Hard surface floors in restrooms may have minimal tile grout lines to allow them to be cleaned easier, in less time.
- Partitions in restrooms may have anti-graffiti type properties that will not allow paint, scratches, and other things to be applied to them, allowing them to have a longer service life and take less maintenance resources.
- Interior walls in classrooms may have “bumper strips” that protect the walls from scratching and wear.

- Carpet tiles may be used to allow small stains to be replaced more easily by replacing a single tile.
- LED Lighting will be used. LED light fixtures have no maintenance requirements for many years of service life, often exceeding 15 years. (III.B.4-9) [Prop 39 Allocations](#)
- Low Maintenance ZERO Scape Landscaping will be considered.
- Low Maintenance landscape strategies that utilize strategies that reduce weed growth and allow established low level bushes and plantings to keep weeds out will reduce the need to hand weeding and spraying chemicals.
- Equipment types will be proven reliable brands and models that will not fail prematurely.
- New exhaust fans will have direct drive motors, which eliminates the need for belts and reduces maintenance costs. Exhaust fans will also have sealed bearings, which eliminates the need for lubrication and reduces maintenance costs.

The District/College defines space use best practices to increase utilization building by building during blocks of time. For example:

- Classes are assigned in some buildings but not in others during the summer semester by centralizing class use for general education and classes that do not require specialized instructional spaces. This will reduce operating costs by allowing some buildings to have temperatures controlled at an unoccupied temperature when not in use. Custodians will not need to clean buildings as often if classes are not scheduled in them.
- Classes are assigned rooms by zones on some buildings to allow HVAC heating and cooling systems to be turned on only in the “zones” that are needed rather than in the entire building if classes are spread out randomly throughout the space.

The District/Colleges also remove buildings and modulars that have exceeded their useful life, have increasing Total Cost of Ownership, and have a high cost to renovate them to current instructional standards. This will reduce operating costs.

The District/Colleges use the following resources to renovate and reduce the Total Cost of Ownership of it's existing spaces:

1. Ballot Measure Q, which is a multiple renovation project measure, was passed by the local District registered voters. Measure Q includes \$33.565 million in renovation funding. These funds will be used to renovate instructional spaces at various District locations during the next three to five years. (III.B.4-9) [Measure Q](#)
2. Proposition 39, year 4 and 5 project funding of approximately \$400,000 in total will provide resources to convert existing exterior lighting to LED lighting at the Lake County Campus, Yuba College Campus, and Sutter County Campus. Lighting levels will be improved to brighten up dark areas near buildings and to provide safe bright walking paths from buildings to parking lot areas.

The District/Colleges consider space utilization by type of space, location, various instructional program FTE trending information, space capacity and functionality needs of the space, when considering which spaces to renovate.

Analysis and Evaluation

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. The institution regularly assesses the use of its facilities. The institution uses the results of the evaluation to improve facilities or equipment.

Evidence Cited

- III.B.4-1 [Facilities Master Plan](#)
- III.B.4-2 [Educational Master Plan](#)
- III.B.4-3 [Yuba College new CNC Equipment Technology room picture](#)
- III.B.4-4 [Yuba College Radiologic Technology Project Purchase Order for Construction](#)
- III.B.4-5 [Yuba College Newly Remodeled Hydraulics Lab](#)
- III.B.4-6 [Prop 39 Allocations](#)
- III.B.4-7 [Budget Handbook](#)
- III.B. 4-8 [YCCD Guide for Emergency Operations](#)
- III.B. 4-9 [Measure Q](#)

Standard III.C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The information systems, technology, and support system needs of the College are constantly changing and developing. The College works collaboratively with the District's IT Department to ensure the provided services, supports, and equipment are appropriate and adequate to support the College's management and operational functions, academic programs, teaching and learning, and support services.

Yuba College is part of the multi-college Yuba Community College District, serving multiple campuses and centers throughout the counties covered by the YCCD. Enterprise technology functions are centralized to the Information Technology Services department (ITS) [[IT Webpage](#)]. The ITS department is staffed by 19.5 FTE positions across 3 areas including Enterprise Software, Enterprise Hardware and Technology Support Services.

1. Enterprise Hardware:
 - a. Datacentre.
 - b. Network Infrastructure.
 - c. Voice and Video over IP Systems. (including DE)
 - d. Enterprise provided or approved end user hardware.
 - e. System Security.
2. Enterprise Software:
 - a. ERP/CRM Primary operations and student management data systems.
 - b. Ancillary student success, operations, student data systems.
 - c. WEB, Internet and Intranet.
 - d. Access and Data Security for all software systems.
3. Enterprise Systems End User Support and Training (for ALL constituents)
 - a. Enterprise provisioned desktop systems (including VDI)
 - b. Voice and Video Over Internet Protocol
 - c. Enterprise provisioned mobile devices

All mobile devices (when full mobile access plan is implemented)

The ITS department is currently staffed from 7:00 AM to 7:00 PM. The ITS department has experienced transition in its leadership and staffing over the past three years, leading to some challenges with the IT support.

The District is forming a new District Technology Committee [[Tech Committee Charter](#)], with representation from various College departments, charged with establishing technology policies, procedures, and standards including those related to the acquisition of technology equipment. The College's Planning and Budget Committee has established a Technology sub-committee

[[2017-18 Charter PBC](#)] to create a College Technology Plan, review proposals to insure compliance with EMP goals, and interface with the District's Technology committee.

There are currently just over 1,000 computers serving instructional labs, student support services and faculty offices across the three campuses. One hundred fifty-two of the College's classrooms are technology enhanced.

The College has virtualized 200 lab systems using Virtual Desktop Infrastructure (VDI) and plans to expand on this in the 2018-19 academic year. Unfortunately, due to budget shortfalls the district has been unable to fund the desired 5-year computer replacement lifecycle. By expanding VDI systems, which have an 8 to 10-year terminal replacement need, the college can move closer to the desired replacement cycle on non-VDI systems, while achieving significant cost savings (approximately \$300 per unit).

In support of the College's faculty, staff and students, the District's ITS department maintains and regularly updates several software site licenses including, but not limited to, Microsoft, Adobe, and others. The College's "MyCampus" Portal and mobile app provide many online services in a self-service format to students and employees.[[MyCampus Portal](#), [Yuba Mobile App](#)] Through YC MyCampus portal, students are able to connect to Office 365, Canvas (learning management system), WebAdvisor (student records and profile), and read about campus announcements and events. In addition to those activities listed above, staff use the portal to make ITS department service requests, print shop requests, and maintenance and operations requests. Faculty use the portal to access Canvas for class maintenance and WebAdvisor for leave balance, pay advices, and W-2s.

The College's comprehensive mobile application provides faculty, staff, and students alike access to important communications, upcoming events, and contact information from their mobile device. In addition, students can register for classes, check their schedules, and reference important financial aid information.

In support of the colleges MIS reporting requirements and 320 reporting submissions, ITS provides custom reports and works with Admissions & Records to provide any necessary customizations to our Enterprise Student Information System (Ellucian-Colleague). ITS developed custom data quality audits which it provides to the College departments for data maintenance on a regular basis to ensure accurate reporting.

System maintenance is performed routinely by on campus District IT staff, dependent on systems. Data backups of Data Center and SAN data performed on a daily basis. Backups are replicated via our Exagrid process to our Woodland Community College data center. The District does not backup individual computers local hard drives; faculty and staff are encouraged to use One Drive and/or a shared drive in the Data Center, and they are expected to backup any data that they retain locally.

In an emergency, a natural gas generator takes over providing power for the primary data center. If that system fails, an adequate battery back-up system is in place to allow staff time to shut down systems properly and reduce the potential for damage.

District IT staff routinely monitors the performance of YC networks and systems. This includes system health, vulnerability checks, and security checks. Staff respond accordingly to these checks, mitigating problems with hardware/software failure, suspicious activity, or any other issues affecting technology resources. In order to protect YC's information and technology resources, many safeguards are in place including hardware and software firewalls, anti-virus/anti-malware technologies, access controls, and data-handling procedures.

The District's Strategic Technology Master Plan (TMP) articulates the ITS Department's mission and values in supporting the College's technology needs. [[District Technology Master Plan](#)] Furthermore, the plan provides detailed objectives/action plans for the year. The TMP is reviewed annually and will be a large component of the newly established District Technology Committee responsibilities.

The College's newly re-established technology committee has three areas of responsibility. [[Tech Committee Charter](#)] One, it will develop, maintain, and regularly update a College Technology Plan. Two, it will, as a subcommittee of the Planning and Budget Committee, review and prioritize technology requests received through the program review process in accordance to the college EMP. Three, it will identify technology requests as either a College or District level request. If it is determined to be a District level request, it will be forwarded to the District Technology Committee for evaluation. The committee membership is diverse and includes students, staff, faculty, and administration.

Analysis and Evaluation

The District's ITS department provides the College a wide array of services including technical support, hardware and software recommendations, security and privacy systems, processes for disaster recovery, and infrastructure reliability monitoring. The District and College Technology Committees, comprised of staff, faculty, students, and managers, are complimentary in identifying technology needs and trends, systems access and use, and establishing processes for decision-making, evaluating, and recommending courses of action related to technology.

Evidence Cited

[IT Webpage](#)

[Tech Committee Charter](#)

[2017-18 Charter PBC](#)

[MyCampus Portal](#)

[Yuba Mobile App](#)

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Yuba College and the District's ITS department ensure that various types of technology needs are identified, updated and replaced through multiple planning and administrative processes to ensure technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. This occurs through several methods whereby the College and the District ITS department collaborate on technology related issues.

The Educational Master Plan (EMP) [[Educational Master Plan](#)] forms the structure for serving students. The District's Strategic Technology Plan and the College's Technology Plan provide the technology framework to support the strategic goals of the College's EMP. The four EMP goals are:

1. Increase student success and maximize the student experience through learner-centered programs and services designed to enhance student learning and completion.
2. Integrate planning and institutional effectiveness processes with a culture of evidence.
3. Strengthen our core as a 21st-century, learning-centered organization by employing, developing and sustaining highly professional, qualified faculty and staff.
4. Assert regional educational, economic and workforce leadership by prioritizing Economic and Workforce Development Programs based on regional, state and national imperatives.

At the College level, multiple layers of planning are used to ensure that YC's technology needs are met. Guided by its mission, the College undertakes numerous, coordinated steps towards planning, updating, and working with District IT in replacing and updating technology needed on the College's three campuses. Through the Program Review process, Departments are able to identify and request software and equipment updates. These requests are reviewed and prioritized by the Division Deans into one division/area list. The second review is conducted by the Deans and the Vice President. The third review is conducted by the Planning and Budget Committee, who look at recommendations and emerging needs. The fourth review and recommendation to the College President is by the College Council. [[2015-2016 Institutional Effectiveness Review and Report](#)]

The District level process is the result of monitoring systems, tracking age of technology, and infrastructure upgrades. Requests from college departments, which are determined to be a District responsibility or have District level impact are referred to the District's Strategic Technology Committee. All of these inputs are evaluated and prioritized in the annual update to the Technology Master Plan. [[Tech Committee Charter](#), [District Technology Master Plan](#)]

The Technology Master Plan becomes the blueprint to address many key needs. Recognizing that the Yuba College network is over 10 years old and that multiple network systems were reaching functional end of life; the ITS department is implementing a new network infrastructure. CENIC (Corporation for Education Network Initiatives in California) currently provides a 1GB connection to the districts main data center at Yuba College and our disaster recovery center located at Woodland Community College. This new infrastructure improvement will upgrade both facilities to the industry standard 10GB WAN connections with satellite campuses upgraded to 1GB connections. Essentially, the two main data centers will see a tenfold increase in network capacity and the satellite campuses will more than double in capacity. Additionally, the District is replacing firewalls across the entire network and has implemented Cisco Meraki WiFi points increasing student access in the most populated areas of the campuses.

In an effort of continuous improvement to ensure operational stability the District is extending the functionality of its Enterprise Resource Planning (ERP) software application (Colleague) to automate more of the business and administrative processes for Fiscal, Human Resources and Student Services operations.

The District ensures a robust and secure technical infrastructure for distance education through managed hosting with Canvas. This is a hosted system which is highly reliable in terms of availability of services and security. District Canvas staff monitor system performance, and provide first line support to faculty and students.

College faculty and staff at any location can request technological help via ITS's online request process or through the helpdesk. [\[ITS Service Requests\]](#) Requests can include access/modify system accesses, portal or website creation or modification, enterprise software assistance, and computer, phone, or email assistance. A ticket will be generated, a technician will be assigned, and the ticket will be tracked to resolution.

Analysis and Evaluation

Practices and policies in place are sufficient to ensure that the College has a robust, up to date, sustainable and secure technical infrastructure that is reliable for students and faculty. A high priority is placed on classroom and other end-user technology improvements that directly impact students and faculty. Many planned technology plan action items are currently underway, including improvements WAN systems (access to the internet), LAN systems (access internally), and wireless systems (both speed, reliability, and area of coverage). Decisions regarding technology related services are identified, reviewed, prioritized, and decided upon through a comprehensive planning process. Technology projects at the District and College level are integrated and coordinated through committee interactions and plan development for the benefit of teaching and learning.

Evidence Cited

[Educational Master Plan](#)

[2015-2016 IE Review and Report](#)

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Yuba College works with the District Information Technology Services (ITS) Department to ensure that all locations where courses, programs, and services are offered have technology resources that assure reliable access, safety, and security.

Yuba College is comprised of three distinct locations: the main campus in Marysville, the Sutter County Center in Yuba City, and the Beale Outreach Center located on Beale Air Force Base. Housed in the education center of a government installation, the Beale Outreach Center is a unique case and creates certain exceptions in the services the ITS Department provides to Yuba College. Due to restrictions, the Beale location is not part of the local four-digit dialing for internal district-wide calls and voicemail. Beale AFB IT staff provide some of the computers in the computer lab, instructor computers, and the large classroom displays in the classrooms. They maintain their own equipment. Infrastructure upgrades are completed in cooperation and consultation with Air Force staff to ensure services fall within their permitted guidelines. The College has equipped one classroom with video conferencing technology (VCI) to broadcast classes to and from other similarly equipped classrooms at the main campus or Sutter County Center. With these noted exceptions, the Beale site has access to and is provided the same services as the rest of the College as will be highlighted below.

As part of the District's Strategic Technology Plan Initiatives, ITS is currently upgrading the College's main campus to the industry standard of a 10GB internet connection. Center locations will be increased to 1GB connections, doubling its current speed. Connections between sites are at standard 1GB. All locations are being upgraded to the 802.11ac wireless standard and access points are being added to increase overall coverage. [[District Technology Master Plan](#)]

In addition to emerging, cooperative technology committees, the College and the District maintain an ITS Service Level Agreement (SLA) that outlines the scope, requirements, and availability of services provided. [[Technology SLA](#)] The District ITS department provides and supports the network infrastructure including the file servers, and makes sure the core set of data and telecom services are available at all district locations. These include telephone service with local four digit dialing for internal district calls and voice mail, local microcomputer and network service, internet services, email service, and access to core administrative services such as the Student System, Financial Aid, Finance and Human Resources Payroll departments. The District ITS staff is also responsible for the support and refresh of classroom specific Enterprise Technology. The District ITS department is also responsible for a maintenance budget that covers all the hardware and software it supports and is responsible for throughout the District. Examples of District supported systems are:

- Administrative ERP Systems (Student Information System including Financial Aid, Finance, HR and Payroll)
- District Wide Area Network (WAN)
- Campus based local area networks (LANs)
- Internet and Intranet Security Systems
- Email (Microsoft Exchange, SMTP Internet Mail, Anti-virus and Anti-spam systems)
- Communications Infrastructure (WAN, PBX, Voice Mail, Catapult Emergency Communication System)
- Wifi access points
- Web Services
- Remote Access Services.
- SARS/eSARS, Tutor Trac

These systems are all covered by technology maintenance and refresh budget at the District level. Major system replacements are considered a capital budget project and requested through the District's Budget Development Committee.

As described previously, the District maintains vendor agreements to ensure reliable access, safety and security are maintained. These vendor agreements include Microsoft, Adobe, Canvas, CurriUNET Meta and other vendors. The District also maintains a sufficient stock of key technology components and parts to allow District IT to replace when needed. District IT can usually install a replacement part faster than a vendor can dispatch a repair person to perform the replacement. Examples of such parts are network switches and blades, servers and raid array hard disks.

In order to protect information and technology resources, the District has enacted many safeguards including access control. Employees must complete an online Account Request System form, accessible through MyPortal, for the system they need access to. [[ITS Account Access Request](#)] The form will be automatically routed to their immediate supervisor for approval. ITS maintains a database of account requests.

Analysis and Evaluation

Current practices adequately provide for the management, maintenance, and operation of the technological infrastructure and equipment at all locations. In order to maintain instructional and business continuity, regular monitoring is performed with industry standard tools and protocols. The ITS Department is proactively expanding wireless access and upgrading hardwired infrastructure to support College activities and students. The College partners with the District to consistently develop plans for the maintenance, upgrade, and routine replacement of technology systems and equipment.

Evidence Cited

[District Technology Master Plan](#)

[Technology SLA](#)

[ITS Account Access Request](#)

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Yuba College provides its faculty, staff and administrators instruction and support in the effective use of technology and systems related to its programs, service, and operations. The IT Department maintains a help desk for college staff, faculty and students. The help desk is staffed Monday through Friday 8:00 AM to 5:00 PM. In addition, the IT Department maintains an extensive Help Desk website ([Help Desk Webpage](#)) with information organized by audience – student or faculty/staff. The link is accessible at the bottom of many Yuba College webpages ([Help Desk link at bottom of YC webpage](#)). In addition to the Help Desk website referenced above, students also have access to technology support from the library staff ([Library Tech Support](#)).

The Yuba College Flex and Staff Development Committees assess, allocate, and evaluate staff/faculty trainings, including technology topics, on an annual basis. The Staff Development Plan ([Staff Development Plan 2016-17](#)) is informed by staff and faculty requests for and feedback from trainings. Technology trainings are regularly presented by peers, ITS Department staff, and consultants. Trainings are consistently presented during convocation and professional development days ([2017 Convocation Workshops Descriptions](#); [2016 Convocation Workshops Descriptions](#); [Professional Development January 2017 Program](#); [Professional Development June 2017 Agenda](#)). IT Department trainings on hardware and software can also be requested directly from the IT Department for newly hired staff or off-cycle upgrades. Videos are made available by various departments or committees to help train employees, such as using TracDat for program review ([3C Media Videos TracDat Prog Rev Prog Rec](#)).

The College is dedicated to providing quality supports to disabled students. When those supports entail access to specialized software or hardware, training is provided directly by the office of Disabled Students Programs and Services staff.

Analysis and Evaluation

The College consistently assesses, allocates, and evaluates its instruction and support of staff and students in the effective use of technology and technology systems. The Staff Development Committee and Flex Committee coordinate during convocation and professional development days to offer a wide variety relevant training opportunities, including those in the technology arena. Staff and faculty are regularly surveyed for input on the offerings and evaluation of trainings/workshops presented. Students and staff have access to comprehensive help desk website and live support person on a dependable schedule. The ITS Department is responsive to requests for trainings and support.

Evidence Cited

[Help Desk Webpage](#)

[Help Desk link at bottom of YC webpage](#)

[Library Tech Support](#)

[Staff Development Plan 2016-17](#)

[2017 Convocation Workshops Descriptions](#)

[2016 Convocation Workshops Descriptions](#)

[Professional Development January 2017 Program](#)

[Professional Development June 2017 Agenda](#)

[3C Media Videos TracDat Prog Rev Prog Rec](#)

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Yuba College and the District have implemented policies and procedures to guide the appropriate use of technology and to ensure the reliable, equitable, safe, and appropriate use of technology in the teaching and learning and administrative/operational processes ([AP 3720](#); [AP 3721](#); [BP 3720](#)). Specifically related to Distance Education instruction, definitions and approval processes are provided in District AP 4105 and in the College DE Handbook ([AP 4105](#), [YC DE Handbook](#)). The District and College regularly review policies and procedures, comparing them to emerging industry standards and best practices in order to maintain a proactive approach on compliance. The appropriate use of technology guidelines is made available to students in the Student Code of Conduct accessible from the Yuba College website ([Student Code of Conduct](#)). For faculty, relevant APs are referenced in the Faculty Quick Reference guide published on the Yuba College Faculty and Staff webpage ([Faculty Quick Reference Guide](#)).

Analysis and Evaluation

Yuba College, in cooperation with the District, has put in place policies and procedures that guide the use and access of technology in the teaching and learning process. There are protections against abuse, and the College retains the right to monitor and restrict future use for violations of existing policies and procedures.

Evidence Cited

[AP 3720](#)

[AP 3721](#)

[BP 3720](#)

[AP 4105](#)

[YC DE Handbook](#)

[Student Code of Conduct](#)

[Faculty Quick Reference Guide](#)

DRAFT

Standard III.D. Financial Resources

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

Yuba Community College District (YCCD) has maintained an unrestricted General Fund reserve over the Board policy minimum of 8% for the last five years and has maintained an average reserve of over 13% for the last four years. For FY 2016-17 the Board of Trustees adopted a budget with a 6% operating reserve, a 10% reserve for Retiree Health Benefits and a contingency reserve of over 1%. The Board of Trustees is committed to sustaining and promoting student success and outcomes while maintaining fiscal stability.

As shown in the table below, the District has shown a trend that provides sufficient support and sustainability for learning programs and services.

Fiscal Year	Begin Fund Balance	Revenue	Expenditures	Ending Balance	Expenses as a Percent of Gen Fund Balance
2016-17	9,069,959	51,242,525	51,189,080	9,123,404	0.178
2015-16	5,303,992	55,607,267	51,841,300	9,069,959	0.175
2014-15	5,255,530	46,733,850	46,685,388	5,303,992	0.114
2013-14	5,500,588	45,611,397	45,856,455	5,255,530	0.115
2012-13	7,474,670	44,600,113	46,574,195	5,500,588	0.118

- With student learning and institutional effectiveness in mind and with the 2016-2017 budget approved on September 8, 2016, Yuba College took the necessary steps to adequately allocate the General Funds to the appropriate programs and services [2017-2018 Adopted Budget] [2016-17 Final Budget]. The Yuba College Planning and Budget Committee drafted a “Budgetary Resource Requests” (BRR) process to make Program Review the guiding document in funding program recommendations.

The workflow for prioritizing requests go through four levels of review before requests are presented to the College President [2017-2018 Guide to IP and IE]. The Planning and Budget Committee is currently considering having Faculty Staffing Recommendations follow the same workflow until after the 2nd Review. One-time funds from the District would also be allocated following the same workflow, as well as ongoing requests. During the 2017 spring term, each department submitted a request for one-time allocation. This information was compiled in an Action Plan and Resource Allocation report which will be reviewed according to the four levels of the Yuba College BRR process [Action Plan and Resource Allocation YC 2017-18]. Prior requests have been submitted and approved for the improvement of programs and services. For example, in the 2015-16 academic year, student services received one-time funds to buy furniture for all the student waiting areas. The Radiology program received one-time funds from one time and Perkins funds to improve the class rooms and student lab areas. Yuba College has proven to be effective and efficient in managing the available financial resources. As of April 15, 2017, YC employs 69 teaching faculty, 14 counselors, 11 academic management, 7 classified managers and 79 classified staff [Employee Checklist] [Academic/Management Employee List].

Analysis and Evaluation

Resource allocation models were developed during FY 2013-14 with implementation slated for FY 2015-16. Multi-year budget modeling was initiated beginning FY 2015-16, anticipating the multi-year CalSTRS and CalPERS rate increases. The District requested School Services to review the budget assumptions. New resources from the State have been 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.

As previously mentioned, Yuba College is working with the District Office to implement a multi-year and multi-college budget. Meanwhile, YC has been operating under unstable and insufficient funds, which has been challenging for administration, faculty and staff. Despite the financial adversity, YCCD and YC are moving toward positive revenues. The 2015-16 audit report reflects YCCD experienced a positive net position of \$364,798 during the 2016 academic year, which reflect a positive outcome for YC as well [[2015-16 Audit Report Final](#)]. On September 14, 2017 YCCD and YC approved the final 2017-2018 budget which contains the allocation of general funds to all program and services. In addition to the general funds, YC operates with adequate and well utilized categorical funds such as EOP&S, Financial Aid, CalWORKs, CARE [[17-18 BFAP SFAA ANNUAL REPORT](#)] [[YC EOPS Signature Final Expenditure Report 16.17](#)] [[YC CARE Signature Final Expenditure Report 16.17](#)] [[CalWORKs Proposed Budget FY 17-18 submitted 102017](#)]. A valuable complement to general funds and categorical programs is the Federal and State financial aid programs. Yuba College disbursed over \$19 million in student financial aid during the 2014-15 and 2015-16 academic years [[FinAidSumm](#)]. This resources in conjunction with general and categorical funds support and sustain student learning programs and services and improve institutional effectiveness.

Yuba College plans and manages its financial affairs with integrity and in a manner, that ensures financial stability. Yuba College adheres to the Business and Fiscal Affairs policies in the planning and budget process, specifically AP 6300 [[AP 6300](#)]. Financial Affairs is an area overseen by the Planning and Budget Committee. Every year Yuba College goes through an annual audit performed by Cossolias Dominguez / Wilson Leavitt Certified Public Accountants. The independent auditors' report expresses management's responsibility in preparing and presenting in a fair manner the financial statements and that these statements are free from material misstatement, whether due to fraud or error. The auditors' opinion expresses that YC financial statements are presented fairly in all material respects and in accordance with accounting principles generally accepted in the United States of America [[2015-16 Audit Report Final](#)].

Evidence Cited

Board Policy 6200

Board Policy 6250

Budget Handbook

Strong Workforce Program (SWP)

Adopted Budget presentation

School Services Budget review

[2017-2018 Adopted Budget](#)

[2016-17 Final Budget](#)

[2017-2018 Guide to IP and IE](#)

[Action Plan and Resource Allocation YC 2017-18](#)

[Employee Checklist](#)

[Academic/Management Employee List](#)

[17-18 BFAP SFAA ANNUAL REPORT](#)

[YC EOPS Signature Final Expenditure Report 16.17](#)

[YC CARE Signature Final Expenditure Report 16.17](#)

[CalWORKs Proposed Budget FY 17-18 submitted 10/2017](#)

[FinAidSumm](#)

[AP 6300](#)

[2015-16 Audit Report Final](#)

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The District relies on the College's Educational Master Plan and Program Review as a foundation for the planning cycles. Discussions with constituent groups such as the District Colleges Academic Senates (DCAS) and District Colleges Consultation Council (DC3) are held regularly to review the financial status of the District [[2017-04-06 DCAS Minutes](#)] [[2017-03-02 DCAS Minutes](#)]. Monthly meetings with the Board Finance Committee and the Board Facilities Committee are also held to keep the Board apprised of the District's financial situation [[Regular Board Meeting, Thursday November 9, 2017](#)].

Yuba College adheres to the established Board and Administrative procedures to ensure sound financial practices and financial stability. Chapter 6 – Business and Fiscal Affairs contain the following Board Policies [[CHP 6 BP and AP](#)]:

AP/BP	Title
6150	Designation of Authorized Signatures
6200	Budget Preparation
6250	Budget Management
6300	Fiscal Management
6301	Debt Service
6320	Investments
6330	Purchasing
6340	Bids and Contracts
6341	Informal Bidding Procedure – Uniform Public Construction Cost Accounting Procedures (UPCCAP)
6342	Uniform Public Construction Cost Accounting Procedures (UPCCAP)
6400	Audits
6450	Wireless or Cellular Telephone and Mobile Communication Devices
6500	Property Management
6520	Security for District Property
6540	Insurance
6550	Disposal of Property
6610	District Sustainability
6620	Naming Buildings
6700	Civic Center and Other Facilities Use
6740	Citizens' Oversight Committee
6750	Driving and Parking on District Property
6900	Bookstores

The District's Tentative and Adopted Budgets, financial audits, quarterly financial reports (CCFS-311Q), and annual financial reports (CCFS-311) are on the District's website after approval by the Board of Trustees [[CCFS-311-Report-2016-2017](#)].

Financial reports are available through the District's Colleague software so departments and colleges can review and monitor their department budgets.

Analysis and Evaluation

The District and Colleges will continue to assure that the financial planning supports institutional planning and that appropriate financial information is distributed to all staff in a timely manner.

Yuba College's management, faculty, staff and students perform series of compression planning sessions to update the College Mission. A crucial component addressed in this revised mission is the quality of the college's programs and student services [[Mission](#)]. Those can only be achieved with adequate financial planning and adequate utilization of financial resources. Yuba College's goals are also part of financial planning. YC goal 2, 3, and 9 read as follow:

2. Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.
3. Steward our institutional resources with increasing effectiveness and efficiency.
9. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

Financial Planning is an integral part in the development of the Educational Master Plan, which creates a road map for where the college wants to be, devises strategies to help the college achieve its goals and defines how the college will measure success. The EMP helps the college make decisions and it is the document that links budget and planning [[Educational Master Plan](#)]. Program reviews link funding request to the college's mission and goals. Request for personnel, supplies, equipment are reviewed according to the four levels of the college Program Budgetary Resource Requests, which prioritizes the request and enforces participatory governance process [[2017-2018 Guide to IP and IE](#)]

Yuba College has developed adequate policies and procedures that ensure sound financial practices. This is corroborated by the audit report, which confirms through a CPA validation that the College is utilizing its financial resources according the stablished policies and the required accounting principles generally accepted in the United States of America [[2015-16 Audit Report Final](#)].

Appropriate Financial information is disseminated throughout the college in a timely manner. On September 14, 2017, the Yuba Community College District in collaboration with the Board of Trustees and the Yuba College President, approved and published the final 2017-2018 budget. This document was presented to the Planning and Budget Committee and made available college wide through the YCCD website [[2017-2018 Adopted Budget](#)]. The Planning and Budget committee is diligent in making accessible all the agendas and meeting minutes where important financial information is discussed and/or approved [[Planning and Budget Committee](#)] College President's Reports are also a vehicle in which the College President and the College can disseminate important financial information. Those reports are

sent through the campus wide e-mail system and also made available through the Yuba College Campus Portal [[College Report_030116](#)] [[College Report_080316](#)] [[College Report_121516](#)].

Evidence Cited

[2017-04-06 DCAS Minutes](#)

[2017-03-02 DCAS Minutes](#)

[Regular Board Meeting, Thursday November 9, 2017](#)

[CHP 6 BP and AP](#)

[CCFS-311-Report-2016-2017](#)

[Mission](#)

[Educational Master Plan](#)

[2017-2018 Guide to IP and IE](#)

[2015-16 Audit Report Final](#)

[2017-2018 Adopted Budget](#)

[Planning and Budget Committee](#)

[President's Message to College](#)

[College Report_030116](#)

[College Report_080316](#)

[College Report_121516](#)

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The District integrated planning cycles and the College's Educational Master Plans describe how the guidelines and processes are used for budget development with constituent groups having input through regular program reviews.

Board Policy 6200 sets the ground for defining and following guidelines and processes for financial planning and budget development, with appropriate collaboration from all constituencies. The Chancellor shall present to the Board of Trustees a budget developed in accordance with Title 5 and the California

Community College Budget and Accounting Manual. The developed budget shall meet the following criteria [[BP 6200](#)]:

- Budget projections address long-term goals and commitments.
- Budget development processes shall include consultation with appropriate groups, as identified within each college.
- A schedule is provided to the Board in January of each year which includes presentation of the tentative and final budgets. The tentative budget shall be presented no later than July 1, and the final budget no later than September 15. A public hearing on the budget shall be held on or before September 15.
- Two copies of the adopted budget shall be submitted to the CCC Chancellor's Office on or before September 30.
- Appropriate forms (311's) shall be submitted to the CCC Chancellor's Office.

On September 14, 2017, the Governing Board adopted the 2017-2018 Budget, which was developed following the previously mentioned State requirements and Board Policy [[2017-2018 Adopted Budget](#)].

At the district level, the District Office in collaboration with Yuba College follows the Strategic Planning Process and the YCCD Resource Allocation Model. Under this model, in an annual cycle, strategic planning teams prepare district annual action plans. After this process has been accomplished, the available resources are allocated to maintain adequate fund levels and to accomplish annual action plans. This model and processes are materialized with the adoption of the final budget [[2017-2018 Adopted Budget](#)].

At the institution level, Yuba College adheres to the College Mission and Goals and follows the Budgetary Resource Request process, which prioritizes requests through the four levels [[2017-2018 Guide to IP and IE](#)]

1st Review: Division/Area Faculty and Staff, working with their Dean or Director, prioritize program recommendations from department Program Reviews and combine into one division/area list.

- Directors work with Deans to combine all Division recommendations into one list (if needed)

2nd Review: Deans prioritize college recommendations with Vice President

3rd Review: Planning and Budget Committee reviews recommendations from Deans and considers emerging needs

4th Review: College Council approves prioritized list

- College President

During the 2017 spring term, Deans, Directors and Division/Area faculty and staff worked diligently to complete the first review process for the 2017-18 academic year [[Action Plan and Resource Allocation YC 2017-18](#)].

Analysis and Evaluation

Currently, budgets are developed based on revenue and expenditure scenarios using the most current information from the State. Multi-year budgeting forecasts and assumptions are used as the basis for budget decisions.

Yuba College clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies who have an appropriate opportunity to collaborate in the development of institutional plans and budgets. Yuba College's revised mission statement and goals are the foundation for financial planning, which in turn is an integral component of all institutional planning. All planning adheres to already established policies and procedures and this is confirmed by the annual audits performed by Cossolias Dominguez / Wilson Leavitt Certified Public Accountants [[2015-16 Audit Report Final](#)].

Evidence Cited

[BP 6200](#)

[2017-2018 Adopted Budget](#)

[2017-2018 Guide to IP and IE](#)

[Action Plan and Resource Allocation YC 2017-18](#)

[2015-16 Audit Report Final](#)

III.D.4. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.

Evidence of Meeting the Standard

The YCCCD Strategic Plan and 2016-19 Educational Master Plan exemplify how planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements through General Fund allocations, and federal and state grants. Partnership collaborations with local county office of education and K-12 school districts are an example of how the District continues to pursue the development of new financial resources. In addition, the District hired a grant writer in 2016 to develop additional funding sources and continued application and renewal of currently awarded state/federal/local grants.

- Realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements is reflected in the development of the Educational Master Plan, which objective is to provide the foundation for strategic planning and decision-making in facilities, staffing, equipment, technology, budget and other areas that improve institutional effectiveness [[EMP](#)]. In addition to the EMP, YC, through the College Effective and Accreditation Committee, developed the Guide to Integrated Planning and Institutional Effectiveness, which links the strategic planning and

operational planning [[2017-2018 Guide to IP and IE](#)]. Yuba College's integrated planning process systematically promotes continuous improvement through an interactive cycle of planning, implementation, assessment, and reflection resulting in changes focused on improving student learning and institutional performance.

Institutional planning and the realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements is also reinforced through the annual independent audits and the development of the audit report, which contains detailed information on financial resources, expenditures and its requirements [[2015-16 Audit Report Final](#)].

The District and College budget process supplements the institutional planning and realistic assessment because it helps plan for fluctuations in funding sources. In addition, YC's one-time fund allocation method through the "Budgetary Resource Requests" process makes the program reviews the guiding document in funding program recommendations. One-time funding allocations go through four levels of review before submission to the college president.

Analysis and Evaluation

The District identifies and allocates available resources based on budget assumptions, including future budget projections, to support the District's mission and goals.

Following the College's Mission, EMP and resource allocation process, the Planning and Budget Committee (PBC) reviews the District Budget Handbook, audit report, and budget information to support revenue and expenditure projections. Available resources are prioritized toward college objectives following the financial planning decisions. The PBC is the participatory governance committee responsible for recommending budget processes and priorities to the Yuba College Council [[2017-2018 PBC Charter Statement](#)]:

Specifically:

- Reviews district resource allocations, other sources of revenue, and expenditures
- Oversees development of budget priorities for the annual budget
- Assesses and recommends improvements for both college and district budget processes
- Assures alignment between the college budget and the college's missions, goals, and planning
- Communicates with the college community on fiscal issues and the committee's work and recommendations
- Develops the facilities master plan

The College collaborates very closely with the District Office for a fair distribution of resources based on its mission and EMP. The College President is part of the Administrative Team that works with the District and Board of Trustees in the development of the budget, which is developed with budget information received from the Statewide Office. The developed budget strives to address the current and future costs of current staffing, programs and services [[2017-2018 Adopted Budget](#)].

Evidence Cited

[EMP](#)

[2017-2018 Guide to IP and IE](#)

[2015-16 Audit Report Final](#)

[2017-2018 PBC Charter Statement](#)

[2017-2018 Adopted Budget](#)

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District utilizes “Colleague” enterprise information system to record its financial and student data. Internal controls are an integral part of the software and are monitored by Fiscal Services and IT to insure that appropriate control mechanisms are in place. Budget managers can access their budgets and expenditures on line at any time. Assistance is available from Fiscal Services.

Sound financial management practices are reviewed and evaluated periodically with an annual review by the external auditors to insure compliance with state and federal mandates.

Financial integrity and responsible use of its financial resources at Yuba College are controlled at different levels. The first level is at the budget development process outlined at in the Final Budget Handbook [[2017-2018 Adopted Budget](#)]. The District Consultation and Coordination Council (DC3) reviews the State Budget and how is going to help meet the college goals and objectives. Then the District, Colleges, and Academic Senates (DCAS) leadership teams collaborate to develop and allocate fund to the colleges.

The second levels are the Board Policies and Administrative procedures found on chapter 6 – Business and Fiscal Affairs [[CHP 6 BP and AP](#)].

The third level is the college Planning and Budget Committee, which is responsible for recommending budget processes and priorities to the Yuba College Council, reviews district resource allocations, oversees the development of budget priorities, assesses and recommends improvements for the college, assures the college budget aligns with the college mission and objectives, and communicates with the college community on fiscal activities [[2016-17 Charter PBC \(Revised 1-20-17\)](#)].

The fourth level are the mandates from the Federal Government and Statewide Office. For example, categorical programs such EOP&S and BFAP have specific requirements in which funds must be utilized [[201718FAAllAdvRev](#)] [[2016-17 EOPSPrgmPlanYubaCollege.1.26.17](#)].

The fifth level is the independent annual audit performed by Cossolias Dominguez / Wilson Leavitt Certified Public Accountants [[2015-16 Audit Report Final](#)]. The independent auditors' report expresses management's responsibility in preparing and presenting in a fair manner the financial statements and that these statements are free from material misstatement, whether due to fraud or error. The auditor's opinion expresses that YC financial statements are presented fairly in all material respects and in accordance with accounting principles generally accepted in the United States of America. The audit report assesses all of the College's internal controls and provides recommendations for improvement.

Analysis and Evaluation

The District has maintained an unqualified/unmodified audit although the 2013-14 audit revealed a material weakness in fiscal oversight that has been remedied.

Board Policy 6300 lays the foundation for financial integrity and responsible use of financial resources [[BP 6300](#)]. The Chancellor shall establish procedures to assure the District's fiscal management is in accordance with Title 5 regulations, including:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

Yuba College is committed to the financial integrity and adequate use of financial resources as established by the Administrative Procedures, EMP, budget allocation, and federal and state mandates. Yuba College has established internal controls in the development of the Administrative Procedures. Budget preparation must be prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual [[Budget and Accounting Manual 2012 Edition](#)]. In addition, the budget shall address long-term goals and commitments, shall include consultation with appropriate groups, adopted budget shall be submitted to the CCC Chancellor's Office, and appropriate forms (CCFS-311) shall be submitted to CCC Chancellor's Office.

Budget allocation is overseen by the collaboration between District and College. The budget assigned to each department or program must be managed in accordance with Title 5 and the CCC Budget and Accounting Manual and the proper planning procedures determined in the EMP.

Financial integrity and adequate use of financial resources is also achieved through the use of Colleague system, which allows the College to maintain adequate internal controls and separation of duties which is a requirement by Generally Accepted Accounting Principle in the United States of America. Budget allocations are monitored and managed by each department through the Colleague system; however, the disbursement or payment of salaries, benefits and operational expenditures are handled by the payroll and purchasing department respectively.

The external annual audit is an excellent method to insure the internal controls are adequate to maintain financial integrity and adequate use of financial resources. Management responsibility is to design, implement and maintain internal controls relevant to the preparation and presentation of financial statements that are free from material misstatement, whether due to fraud or error. The 2016-2017 Independent Auditor's Report on internal controls attest that YCCD internal controls are appropriate in the circumstances of expressing an opinion.

Yuba College regularly evaluates its processes and its financial integrity and the results are used to make financial and management improvements. The strategic planning process flow chart provide a timeline of the evaluation process, from budget forecast to budget approval. In addition, the Planning and Budget Committee is tasked on reviewing district resource allocation, oversee the development of budget priorities, assess and recommend improvements, assure alignment between the budget and the college mission, and maintain constant communication with all college stakeholders on fiscal issues.

Evidence Cited

[2017-2018 Adopted Budget](#)

[CHP 6 BP and AP](#)

[2016-17 Charter PBC \(Revised 1-20-17\)](#)

[201718FAAllAdvRev](#)

[2016-17 EOPSPrgmPlanYubaCollege.1.26.17](#)

[2015-16 Audit Report Final](#)

[BP 6300](#)

[Budget and Accounting Manual 2012 Edition](#)

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

A recent external audit of the YCCD budget, submitted to the governing board in December 2016, provides evidence of the accuracy and credibility of the use of financial resources to support student learning programs and services. Annual audits include all funds of the District and are conducted by an independent certified public accounting firm. The annual audit examines the District's financial records and statements to insure compliance with Governmental Accounting Standards Board (GASB), Office of Management and Budget Circular A-128 and A-133; the California Community Colleges Contracted College Audit Manual (CDAM) [[2015-16 Audit Report Final](#)].

Yuba College ensures its financial documents, including the budget have a high degree of credibility and accuracy and reflect appropriate allocation to support student learning by complying with Title 5 regulations. Board Policy 6200, Budget Preparation, requires the Chancellor to present to the Board of Trustees a budget in accordance with Title 5 and California Community College Budget and Accounting Manual. In addition, the adopted budget is submitted to the CCC Chancellor's Office on or before September 30 [[BP 6200](#)].

Financial documents also have a high degree of credibility and accuracy, as all categorical programs must submit a year-end report to the CCC Chancellor's Office for approval. Those reports are submitted through the Student Service Automated Reporting for Community Colleges (SSARCC). The District is also required to submit the 311 form to the CCC Chancellor's Office [[17-18 BFAP SFAA ANNUAL REPORT](#)] [[YC EOPS Signature Final Expenditure Report 16.17](#)] [[YC CARE Signature Final Expenditure Report 16.17](#)] [[CalWORKs Proposed Budget FY 17-18 submitted 102017](#)].

The annual independent audit performed by Cossolias Dominguez / Wilson Leavitt Certified Public Accountants reaffirms the financial documents, including the budget, have a high degree of credibility and accuracy.

Analysis and Evaluation

The District budget, along with monthly financial reports and cash flow analysis, is provided to the Board Finance Committee on a monthly basis. The Board has an interest in monitoring the cash basis of the District so that a Tax and Revenue Anticipation Note (TRANs) is not required. The Chief Business Officer reviews all reports with the Board Finance committee.

Yuba College adheres to the checks and balances to ensure the financial reports and budget represent accurate and credible information. Budget development and allocation follow state laws and regulations as stipulated on Board Policy 6200. Appropriate groups, such as the Administrative Team, Academic Senate, Planning and Budget committee, and Yuba College Council, are involved in the development, approval and allocation process of the budget. Departments must comply with federal and state spending and reporting requirements. The entire fiscal year is evaluated through and intensive external audit, which opinion states the financial statements present fairly, in all material respects, the respective position of Yuba Community College District, as of June 30, 2017, and the respective changes in financial position and cash flows ended in accordance with generally accepted accounting principles in the United States of America.

Evidence Cited

[2015-16 Audit Report Final](#)

[BP 6200](#)

[17-18 BFAP SFAA ANNUAL REPORT](#)

[YC EOPS Signature Final Expenditure Report 16.17](#)

[YC CARE Signature Final Expenditure Report 16.17](#)

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Yuba Community College District engages an independent audit firm to conduct an annual audit of the District's financial records and internal controls. The audit is presented to the Board Audit Committee and the full Board before the December 31 deadline. The District is proud to have had unqualified/unmodified audits.

Per Board and Administrative Policy 6400, the institution undergoes an annual audit of all funds, book and accounts of the District in accordance with the Title 5 regulations. In addition, the audit shall identify all expenditures by source of fund and shall contain a summary of audit exceptions and management recommendation [[BP 6400](#)] [[AP 6400](#)].

Every year the Fiscal Services receives the final Audit report and posts it to the department's website to ensure adequate and timely communication with the college community [[2015-16 Audit Report Final](#)].

Audit results and findings are communicated promptly to the Board and the specific department, which will develop and present a resolution plan to the Board of Trustees [[2015-2016 External Audit Response Plan](#)]. On December 8, 2016, Auditor Leavitt presented to the Board the 2015-16 audit and he pointed out all prior findings had been cleared and fixed and he described the one finding with unapproved pay increases [[Board minutes, December 8, 2016](#)]. The auditor said the corrective action between Fiscal Services and the Human Resource Department was to ensure the finding is resolved and that controls are now in place are very detailed. As of result of the policy and annual audit, the Institutional responses to external audits findings are comprehensive, timely, and communicated properly.

Analysis and Evaluation

Audit findings are submitted to the Board of Trustees with the appropriate response in a timely manner. There have been no repeat audit findings in the last five years.

The 2015-2016 audit report contain an "Unmodified" audit report, which contain the following audit findings and statuses [[AUDIT FINDINGS JUNE 30, 2016](#)]:

Finding #2016-1 Unapproved Pay Increases

Status: Corrective Action Plan submitted to auditors and Board.

There were not federal award findings or questioned costs

There were no state award findings or questioned costs

Apportionment for Instructional Services Agreements/Contracts

Status: Corrected

Open Enrollment
Status: Corrected.

Evidence Cited

[BP 6400](#)

[AP 6400](#)

[2015-16 Audit Report Final](#)

[2015-2016 External Audit Response Plan](#)

[Board minutes, December 8, 2016](#)

[AUDIT FINDINGS JUNE 30, 2016](#)

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

As part of the annual independent audit, the audit firm reviews and evaluates financial and internal controls in addition to expressing an opinion on the accuracy of the financial data. The Contracted District Audit Manual (CDAM) provides requirements that the auditors must review.

The Board Policies and Administrative Procedures in Chapter 6, Business and Fiscal Affairs, are an integral component of the internal controls [[CHP 6 BP and AP](#)]. Policies ensure financial and internal controls are evaluated and assessed for validity and effectiveness, and any results are used for improvement. The Board of Trustees may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District [[AP 2410](#)].

In a proactive effort to evaluate internal controls, the Fiscal Services Department conducts yearly trainings on the correct procedures to maintain and operate the budgets [[Purchasing PowerPoint](#)]. In addition, Fiscal Services continuously evaluates, improves and communicate the proper use of the Cal Cards for small purchases [[Cal Card](#)] [[Cal Card email](#)].

Every year the institution undergoes an intensive audit, in which the auditors are responsible for assessing the risk of material misstatement of the financial statements, whether due to fraud or error. In making the risk assessment the auditors consider the internal controls relevant to the institution's preparation and fair presentation of the financial statements [[2015-16 Audit Report Final](#)]. During the 2015-2016 audit, auditors identified a finding related to unapproved pay increases. The Human Resources Department and Fiscal Services met and reviewed the existing policies and procedures for out-of-class, overtime and extra pay.

Analysis and Evaluation

The audit contains compliance reports and reflects no material weaknesses.

Chapter 6 of the Administrative Procedures constitute an important part of the internal controls. AP 2410 states all APs will be reviewed every five years at the beginning and middle of the decade. This specific AP was last evaluated on December 10, 2014. APs ensure the institution operates according to the required laws and regulations.

Fiscal Services is taking a proactive approach of providing yearly training in the correct process of preparing and approving purchases, how to manage budgets and run reports, and the correct process to process travel requests. This training reinforces the internal control process. On September 30, 2014, Fiscal Services provided a comprehensive training to all administrative assistants.

Yearly audits contain a report on Internal Control Over Compliance, which represent a direct evaluation and attest whether internal controls are valid and effective. The 2015-2016 Internal Control Over Compliance report states Yuba Community College District's internal controls are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal controls in accordance with the Uniform Guidance. However, auditor are not expressing an opinion of the effectiveness of the internal controls.

Evidence Cited

[CHP 6 BP and AP](#)

[AP 2410](#)

[Purchasing PowerPoint](#)

[CAL Card](#)

[CAL Card email](#)

[2015-16 Audit Report Final](#)

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District has sufficient cash flow and reserves to maintain fiscal stability without the need for a Tax Revenue Anticipation Note (TRAN). Yuba County Treasurer allows the District to use the cash balances of all District funds at the county treasury so the District can meet their financial obligations in anticipation of tax revenues at calendar year end.

Risk management is realized through a self-insurance model for health and welfare benefits (Tri County Schools Insurance Group), property and liability and workers' compensation insurance (Northern California Community Colleges Self-Insurance Authority; State-Wide Association of Community Colleges (SWACC) and Schools Excess Liability Fund (SELF).

Sufficient cash flows and reserves to maintain stability are addressed in Board Policy 6250, in which any accruing revenue in excess of amounts budgeted shall be added to the District's Reserve for contingencies [[BP 6250](#)].

During the planning and budget process the Board of Trustees, the administrative team and college committees develop the guidelines for the fiscal year [[2017-2018 Adopted Budget](#)]. One of the important requirements is to keep the reserve high enough so there is no need to borrow. The contingency reserve is adopted to address project revenue shortfalls and expenditure overruns [[2015-16 Audit Report Final](#)].

The Statement of Cash Flows is audited on a yearly basis and according to Cossolias Dominguez / Wilson Leavitt Certified Public Accountants, the Statement of Cash Flows meets the Generally Accepted Accounting Principles in the United States of America. The Statement of Cash Flows for the fiscal year ended June 30, 2016 report the District had a net increase in cash flows of \$37,119,488 and for a total cash flows of \$54,875,724 at the end of the year [[Cash Flow Projections](#)].

STATEMENT OF CASH FLOWS -PRIMARY GOVERNMENT			
	2016		2015
CASH FLOWS FROM OPERATING ACTIVITIES			
Tuition and fees	3,295,602		4,608,748
Grants, contracts and other income	7,646,416		9,217,422
Payments to or on behalf of employees	(47,909,618)		(42,974,336)
Payments to vendors and operating expenses	(17,397,361)		(8,285,429)
Other operating cash flows	(30,850)		(36,850)
Net Cash Used by Operating Activities	(54,395,811)	-	(37,470,445)
CASH FLOWS FROM NON-CAPITAL FINANCING ACTIVITIES			
State apportionments	14,947,064		25,119,301
Property taxes	23,819,274		22,086,995
State taxes and other revenues	21,237,163		1,382,887
Financial aid revenues	18,565,758		18,300,195
Financial aid expenses	(18,836,727)		(18,653,832)
Other nonoperating cash flows	3,309,381		(399,297)
Net Cash Provided by Non-capital Financing Activities	63,041,913	-	47,836,249
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES			
Acquisition and construction of capital assets	(630,017)		(1,118,335)
Debt issuance	26,290,000		375,838
Local property taxes - capital	7,553,425		7,375,683
Principal paid on capital debt	(2,511,164)		(3,146,436)
Interest paid on capital debt	(2,815,687)		(420,000)
Interest on capital investments	541,963		(8,438,107)
Net Cash Used by Capital Financing Activities	28,428,520	-	(5,371,357)
CASH FLOWS FROM INVESTING ACTIVITIES			
Investment income	44,866		220,398
Net Cash Provided by Investing Activities	44,866	-	220,398
NET INCREASE/(DECREASE) IN CASH & CASH EQUIVALENTS	37,119,488	-	5,214,845
CASH & CASH EQUIVALENTS, BEGINNING OF YEAR	17,756,236		12,541,391.00
CASH & CASH EQUIVALENTS, END OF YEAR	54,875,724	-	17,756,236

In an effort to maintain sufficient cash flows and reserves to maintain stability, the District presents to the Board of Trustees monthly cash flows projections for the fiscal year. The 2017-18 projections were presented to the Board on September 6 and October 4, 2017. Projections show fund 11 and 12 will have positive cash flows [[Cash Flow Projections](#)].

Analysis and Evaluation

Monthly, the Board Finance Committee is presented with a cash summary of all funds and a cash flow projections for the General Fund to monitor the cash position of the District.

Cash is very important for the current and future operations of the institution. One of the core values of the District is the fiscal stability of the institution and for that reason, the District developed policies and procedures that ensures the District maintains adequate cash flow. Audited financial statements show a positive increase in cash from the 2014-15 fiscal year to the 2015-16 fiscal year. It is important to

acknowledge the District has been experiencing negative cash flow from operations, which have been covered by non-capital or capita financing activities.

Overall cash flows have been positive and the monthly cash flow projections have assisted the District and Colleges in maintaining sufficient cash and reserves to meet financial emergencies and unforeseen occurrences. Per Administrative Procedure 6305, the Board of Trustees expects a fiscally responsible ending year fund balance to be 8%. In the event the 8% ending fund balance is not met, the District will implement a plan to replenish the amount needed to meet the 8% reserve [[AP 6305](#)].

One of the contingency plans the District can research in case the cash flows and reserve are not able to meet the current operations or support strategies is the Tax Revenue Anticipation Notes (TRAN). The current financial stability has prevented the need to access those notes.

Evidence Cited

[BP 6250](#)

[2017-2018 Adopted Budget](#)

[2015-16 Audit Report Final](#)

[Cash Flow Projections](#)

[AP 6305](#)

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Intentional design and implementation of Yuba Community College District's (YCCD's) budgetary practices, such as monthly and quarterly financial review and submission to the Board of Trustees, provide oversight for financial aid, grants, externally-funded programs and foundations. Dedicated Fiscal Services staff provide oversight to insure internal controls are in place and being followed, as well as monitor expenditures for appropriateness and budget. External audits review both financial and internal controls and procedures to ensure that the District is in compliance with all requirements. Any findings are addressed and corrected with the goal to eliminate future audit findings.

Fiscal Services provides support for the business operations at Yuba College and Woodland Community College, as well as oversees District-wide budget development, financial responsibility, and accountability. The Chief Business Officer (CBO) is the administrator for Fiscal Services Office, Foundation, and Facilities and Maintenance.

Additionally, Fiscal Services is responsible for the administrative oversight of grants, payroll, purchasing, accounts payable/receivable, construction services, and contract services. The CBO also plays a key role in negotiations with classified staff and faculty bargaining units.

Effective oversight of finances, financial aid, grants, externally funded programs, contractual relationships, foundation, and institutional investments and assets is mandated by Administrative Procedure (AP) 6300, which requires sound fiscal management to provide responsible stewardship of available resources [[AP 6300](#)]. According to AP 6300, the CBO shall "provide for safeguarding and managing District assets to ensure ongoing effective operations; maintenance of adequate cash reserves; implementation and maintenance of effective internal controls; determination of sources of revenues prior to making short-term and long-term commitments; establishment of a plan for the repair and replacement of equipment and facilities."

The Fiscal Services Department also provides effective financial oversight through the Colleague financial management system [[COD G5 COLLEAGUE](#)]. Programs' and departments' allocated budgets are monitored monthly. Restrictions within the system also prevents programs or departments from overspending or creating purchase requisitions in amounts greater than the available balance.

Fiscal Services' monthly financial reports presented to the Board of Trustees also represent effective oversight [[Monthly Financials Report](#)] [[Monthly Financials Report – September](#)]. In addition to the monthly reports, the yearly independent audit ensures board policies are followed, as well as federal and state regulations related to the adequate and proper use of financial resources.

Direct and effective oversight also comes from the Yuba County Treasurer Tax Collector, who is responsible for investing the funds of the District that are not required for immediate needs of the District and College [[AP 6320](#)].

Fiscal Services also rely on funding agencies (The Department of Education, California Student Aid Commission, California Community College Chancellor's Office) to ensure effective oversight of financial aid, grants, externally funded programs, and contractual relationships. The Financial Aid department and Fiscal Services must submit to the DOE amount of financial aid paid to students throughout the year and in addition, it must submit the Fiscal Operation Report and Application to Participate (FISAP) report each September [[16-17 FISAP Report](#)]. Cal Grant program reconciliation is performed with the California Student Aid Commission every year to ensure adequate awarding and payment per student [[2016-2017 Cal Grant Reconciliation](#)] [[2016-2017 Cal Grant Reconciliation V2](#)] [[2016-2017 Cal Grant Reconciliation V3](#)]. In addition to FISAP and Cal Grant program, the Financial Aid Department and Fiscal Services must submit the Board Financial Assistance Program (BFAP) year-end report to the State Chancellor's Office [[17-18 BFAP SFAA ANNUAL REPORT](#)]. This report ensures the correct use of allocated financial aid operational funding. Additional reports submitted to the State Chancellor's office for oversight are EOP&S, CARE, CalWORKs [[YC EOPS Signature Final Expenditure Report 16.17](#)] [[YC CARE Signature Final Expenditure Report 16.17](#)] [[CalWORKs Proposed Budget FY 17-18 submitted 102017](#)].

The Planning and Budget Committee also play an important role in the oversight of financial resources. The committee reviews allocations, sources of revenue and expenditures, oversees the development of

budget priorities, and assures alignment between the college budget and the College's Mission and objectives [[2017-2018 PBC Charter Statement](#)].

[Analysis and Evaluation](#)

The District provides fiscal oversight for all finances of the YCCD. Monthly reporting to the Board of Trustees keeps the Board informed and the Board is an active participant. The Foundation Board meets quarterly and receive revenue and expenditure reports. The Foundation Board is now reviewing and updating policies and procedures and working on a plan for providing funding for future fund raising events.

Fiscal Services, in collaboration with IT, play a crucial role in the oversight of financial aid, grants, categorical programs, contractual relationships, foundation, and investments and assets. Fiscal Services use the approved budget to create the budgets in the Colleague system. Only specific staff in each individual program or service area is authorized to view the allocated budget, request budget transfers and create purchase requisitions. Fiscal Services will not process any purchase orders unless the authorized signatures are received in the Colleague system and physical documents. In addition, the Colleague system has built in requirements that will not allow a staff member to create a purchase requisition if the amount exceeds the allocated or available funding. Fiscal services utilized the revenue and expenditure data collected in the Colleague system to generate the monthly reports presented to the Board of Trustees.

Fiscal Services in collaboration with the Financial Aid Department maintain the required oversight of all financial aid programs. Fiscal Services serves as the checks and balances in the awarding and payments of financial aid, and helps maintain the separation of duties, which is crucial for federal, state and audit requirements. The Financial Aid Department awards and requests grant money for payments while Fiscal Services draws down money from the Department of Education for disbursements. In the year-end reconciliation process, amounts generated by financial aid must match with Fiscal Services general ledgers and with amount recorded by DOE.

Fiscal Services, in collaboration with deans and directors are responsible for the oversight of categorical programs. Fiscal Services develops the programs' budgets based on the allocated funds from the State Chancellor's Office. Each categorical program has specific requirements on allowed and disallowed expenditures with those funds. At the year-end reconciliation process, each categorical program must complete a report that Fiscal Services reviews and approves before it is submitted to the State Chancellor's Office.

Finally, the Fiscal Services Department maintains the financial records for all restricted, unrestricted, and categorical programs in the Colleague system. All financial records are compiled in the year-end financial statements, which are audited as part of the College's annual external audit.

[Evidence Cited](#)

[AP 6300](#)

[COD G5 COLLEAGUE](#)

[Monthly Financials Report](#)

[Monthly Financials Report – September](#)

[AP 6320](#)

[16-17 FISAP Report](#)

[2016-2017 Cal Grant Reconciliation](#)

[2016-2017 Cal Grant Reconciliation V2](#)

[2016-2017 Cal Grant Reconciliation V3](#)

[17-18 BFAP SFAA ANNUAL REPORT](#)

[YC EOPS Signature Final Expenditure Report 16.17](#)

[YC CARE Signature Final Expenditure Report 16.17](#)

[CalWORKs Proposed Budget FY 17-18 submitted 10/2017](#)

[2017-2018 PBC Charter Statement](#)

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Recent Yuba Community College District (YCCD) and Yuba College (YC) financial multi-year budget modeling efforts demonstrate how the institution considers its long-range financial priorities to assure financial stability. Revenue and expenditure assumptions are used to forecast planning scenarios, including the increased cost of pensions and health benefits. In FY 2016-17, a 1% contingency reserve was budgeted to preserve stability in the event of a reduction in revenues.

Through the integrated budget planning process and the development and approval of the fiscal budget, the District and the College take into consideration the short- and long-term obligations. The following are four of the Board Budget Planning Guidelines [[FY 2017-2018 Adopted Budget September 14, 2017](#)]:

- Long-term debt assumptions
- Buying down of debt and how that alleviates the pressure on the budget
- Keeping the reserves high enough so there is not a need to borrow
- Build budget/annual planning with the costs to retire the debt associated with the current and future employee liability
- Total long-term cost

Board Policy (BP) 6301 ensures the District's and the College's financial resources provide reasonable expectation of both short- and long-term financial solvency [BP 6301]. The District is committed to a fiscally-prudent debt policy, since issuing obligations commit the District and its taxpayers for several years into the future and may limit flexibility to respond to changing service priorities.

The District's net position helps determine the level of financial resources and how those resources can help meet both short- and long-term obligations. YCCD's total net position decreased by \$44.4 million from 2014 to 2015 due to the required adoption of new pension standards [[2014-2015 Audit Report](#)]. Total net position increased by \$0.3 million from 2015 to 2016 due to gains on refund bonds, offset by changes in pension data, and debt refunding [[2015-16 Audit Report Final](#)].

The District's working capital (current assets minus current liabilities) helps determine if current financial resources are sufficient to meet current obligations. As of June 30, 2016, the working capital was \$46,289,536; in the prior year, 2015, the working capital was \$11,802,925. A significant increase from the previous year indicates more than enough assets to meet current obligations [[Solvency Ratios](#)].

The District's solvency is also measured through the Current Ratio (current assets divided by current liabilities) and Quick Ratio (cash + short-term investments + accounts receivable divided by current liabilities), which measures the institution's ability to pay short- and long-term obligations, and the institution's ability to meet its short-term obligations with its most liquid assets, respectively. The 2015 current ratio was 2.01 and it increased to 4.26 in 2016. The 2015 Quick Ratio was 1.97 and it increased to 4.23 in 2016 [[Solvency Ratios](#)].

Solvency Ratios		
	2014-2015	2015-2016
Current Assets	23,505,996	60,472,262
Current Liabilities	11,703,071	14,182,726
Working Capital	11,802,925	46,289,536
Current Assets	23,505,996	60,472,262
Current Liabilities	11,703,071	14,182,726
Current Ratio	2.01	4.26
Cash		
Short-term investments	17,756,236	54,875,724
Accounts Receivable	5,325,349	5,120,799
Total quick assets	23,081,585	59,996,523
Current Liabilities	11,703,071	14,172,726
Quick Ratio	1.97	4.23

Analysis and Evaluation

The District is keenly aware of the implications of long-term financial needs and is addressing them in the multi-year budget process. The biggest future issue for the District is the funding of future health care

costs for retirees. An actuarial study is performed every two years to determine the level of future liabilities and funding required. For the 2016-17 FY the District has set aside \$5M for the Retiree Health Fund to begin a funding mechanism for future costs.

Short- and long-term solvency are important components addressed in the budget development and in BP 6301, which sets the parameters for issuing and managing debt and provides guidance to decision-making concerning the timing and purpose for which debt may be issued. In addition, the debt policy recognizes a binding commitment to full and timely repayment of all debt, the conditions for issuing debt, the conditions for issuing short-term debt, the limitations of long-term debt issuance, and the sound financing of debt.

To better understand District Solvency, the District analyzes the audited Balance Sheet to determine the working capital, current ratio, and quick ratio. The 2016 working capital shows the District has \$46,289,536 in excess current assets after fulfilling the current liabilities. The 2016 current ratio shows that for every dollar in current liabilities, the District has four dollars to meet that current obligation. Similarly, the quick ratio shows that for every dollar in current liabilities, the District has four dollars in liquid assets to meet those current obligations. The District is able to show its strong solvency to meet its short-term and long-term obligations.

Evidence Cited

[FY 2017-2018 Adopted Budget September 14, 2017](#)

BP 6301

[2014-2015 Audit Report](#)

[2015-16 Audit Report Final](#)

[Solvency Ratios](#)

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

Yuba Community College District's (YCCD's) adopted budget allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences and other employee-related obligations. An actuarial study is completed every two years as required by appropriate accounting standards. The next report will be done in July 2017. The District has budgeted a 6% reserve of \$5M to be transferred to the Retiree Health Benefits Fund to establish funding for the OPEB liability [[FY 2017-2018 Adopted Budget September 14, 2017](#)].

Board Policy (BP) 6301 guides the planning process for allocating appropriate resources for the payment of liabilities and future obligations. The section entitled SOUND FINANCING OF DEBT in the policy states that when the district utilizes debt financing, the following activities will occur and be presented to the Governing Board at an official meeting to ensure that the debt is structured appropriately [[BP 6301](#)]:

- Analysis of the financial impact, both short-term and long-term, of issuing the debt;
- Conservatively project the revenue sources or tax assessments that the district will use to repay the debt;
- Ensure that the term of any long-term debt the district incurs shall not exceed the expected useful life of the asset the debt financed;
- Maintain a debt service coverage ratio that ensures the revenues pledged for the repayment of the outstanding debt will be adequate to make the required debt service payments;
- Proposed debt service schedule of the financing presented to the Governing Board before adoption.

Prior to approval, the Governing Board may employ its own independent counsel to review the details of the proposed financing.

The Statement of Cash Flows allows the institution to see how much cash was allocated and paid on liabilities and future obligations. The payments to or on behalf of employees in the 2016 Statement of Cash Flows was \$47,909,618. The principal and interest paid on capital debt in 2016 was \$2,511,164 and \$2,815,687 respectively [[2016 Statement of Cash Flows](#)].

As of July 1, 2015, the District engaged Total Compensation Systems Inc. (TCS) to analyze liabilities associated with its current retiree health programs. The actuarial study conducted by TCS was intended to serve the following purposes [[Actuarial Study, As of July 1, 2015](#)]:

- To provide information to enable YCCD to manage the costs and liabilities associated with its retiree health benefits.
- To provide information to enable YCCD to communicate the financial implications of retiree health benefits to internal financial staff, the Board, employee groups, and other affected parties.
- To provide information needed to comply with Governmental Accounting Standards Board Accounting Standards 43 and 45 related to "other postemployment benefits" (OPEBs).

This actuarial study aids the district in planning and allocating resources to meet its obligations including the OPEBs.

Analysis and Evaluation

A Retirement Board of Authority (RBOA) was established in 2014 to address the District's future obligations for retiree health costs. The RBOA is in the process of selecting a trustee for the OPEB obligation and has yet to determine a funding plan.

Evidence Cited

[FY 2017-2018 Adopted Budget September 14, 2017](#)

[BP 6301](#)

[2016 Statement of Cash Flows](#)

[Actuarial Study, As of July 1, 2015](#)

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Yuba Community College District (YCCD) has two Qualified Energy Conservation (QEC) loans in the amount of \$14.9M, which are subsidized by the federal government and Pacific Gas and Electric (PG&E), along with two California Energy Commission (CEC) loans in the amount of \$1.4M. Both QEC and CEC debts are funded by the General Fund. The district had a Supplemental Employee Retirement Plan (SERP) that was paid off in 2015-16. General Obligation (GO) bonds are financed through the levy of local property taxes as approved by voters. GO bonds do not represent an adverse impact on the financial stability of the district. Measure J bonds were refunded and saved voters \$5.2 M. Measure J, Series D bonds were issued in April 2016 in the amount of \$26.5M, and the voters approved Measure Q bonds November, 2016 for \$33.5M.

Board Policy (BP) 6301 sets the parameters used to assess and allocate resources for the repayment of any locally incurred debt instruments. The section entitled SOUND FINANCING OF DEBT outlines the following activities [[BP 6301](#)]:

- Analysis of the financial impact, both short-term and long-term, of issuing the debt;
- Conservatively project the revenue sources or tax assessments that the district will use to repay the debt;
- Ensure that the term of any long-term debt the district incurs shall not exceed the expected useful life of the asset the debt financed;
- Maintain a debt service coverage ratio that ensures the revenues pledged for the repayment of the outstanding debt will be adequate to make the required debt service payments;
- Proposed debt service schedule of the financing presented to the Governing Board before adoption.

The audited Balance Sheet contains crucial information on the next year's current debt instruments. The District utilizes this information in the annual planning and resource allocation process to allocate the necessary resources for the repayment of this debt instrument. Information is clearly addressed in the audit report [[2015-16 Audit Report Final](#)].

Analysis and Evaluation

Resources are allocated annually for repayment of locally-incurred debt through the budget process.

Evidence Cited

[BP 6301](#)

[2015-16 Audit Report Final](#)

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The Yuba Community College District (YCCD) and Yuba College (YC) practice effective oversight and have procedures in place to ensure that all financial resources, including short- and long-term debt instruments and grants, are used in a manner consistent with the intended purpose of the funding. The district does not have any Certificates of Participation (COP). Bond and grant expenditures are monitored to insure the funds are used appropriately.

The YC Mission and Educational Master Plan (EMP) set the purpose of the funding (commitment to student learning and achievement) and numerous rules, regulations, and procedures ensure all financial resources are used with integrity, in a manner consistent with the intended purpose of the funding source.

Board Policy (BP) 6300 ensures that District and College fiscal management is in accordance with the principles contained in Title 5, Section 58311 [[BP 6300](#)]. Administrative Procedure (AP) 6100, delegates authority to the Chief Business Officer to: supervise budget preparation and management; oversee fiscal management, and; purchase, sell, lease, or license real and personal property in accordance with Board Policy and federal or state laws. This ensures all financial resources are used with integrity and with intended purpose [[AP 6100](#)].

Categorical funded programs such as Financial Aid, Extended Opportunity Program and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), and California Work Opportunity and Responsibility to Kids (CalWORKs) have specific requirements from the state Chancellor's Office regarding allowed expenditures for each program. To ensure funds are used with integrity and with intended purpose, each program is required to submit a year-end report, which is reviewed and approved by Fiscal Services before submission [[201718FAAllAdvRev](#)] [[YC EOPS Signature Final Expenditure Report 16.17](#)] [[YC CARE Signature Final Expenditure Report 16.17](#)] [[CalWORKs Proposed Budget FY 17-18 submitted 102017](#)].

The Financial Aid Department ensures the grants, scholarships, and federal work study are managed in accordance to the Title IV federal regulations [[Federal Student Aid Handbook](#)]. In addition, the separation of duties between the Financial Aid Department and Fiscal Services strengthens the integrity and use of those financial resources. The Financial Aid Department also submits a year-end report Fiscal Operations

Report and Application to Participate (FISAP), which the federal Department of Education (DOE) reviews and approves [[16-17 FISAP Report](#)].

The integrity and proper use of all financial resources are tested every year through the annual external audit. The external audit assesses all categorical and general fund programs and ensures those meet the generally accepted auditing standards and the governmental auditing standards [[2015-16 Audit Report Final](#)].

Analysis and Evaluation

The District and the College have appropriate procedures and protocols in place to ensure financial resources are used with integrity and for the intended purpose per the funding sources. The annual audit performed by Cossolias Dominguez / Wilson Leavitt Certified Public Accountants assess the internal controls and ensures the financial statements, the official documents on net position, and revenue and expenditures, are prepared according to the required federal, state, institutional policies and procedures and accounting standards [[2015-16 Audit Report Final](#)].

Grant management exists at both the College and District level. Fiscal Services supports the managers with monitoring, reporting, and invoicing. The external audit provides the district assurance that expenditures are subject to internal controls and compliance. Besides the annual audit, grants are evaluated annually, and include a review of state and federal program compliance.

Evidence Cited

[BP 6300](#)

[AP 6100](#)

[201718FAAllAdvRev](#)

[YC EOPS Signature Final Expenditure Report 16.17](#)

[YC CARE Signature Final Expenditure Report 16.17](#)

[CalWORKs Proposed Budget FY 17-18 submitted 102017](#)

[Federal Student Aid Handbook](#)

[16-17 FISAP Report](#)

[2015-16 Audit Report Final](#)

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Yuba Community College District (YCCD) currently does not offer student loans. The institution does monitor and manage past students' loan default rates, revenue streams, and assets to ensure compliance with federal requirements. Current federal guidelines require a default rate under 30%. The default rate from 2012-13 was 24%.

Yuba College (YC) is proactive in monitoring and managing student loan default rates, as well as revenue streams to ensure compliance with federal regulations. The College, in collaboration with the District, monitors and manages federal revenue streams through the Common Origination & Disbursement (COD) website, the United States Department of Education's (DOE) Grant Management System (G5), and the Colleague system [[COD G5 COLLEAGUE](#)].

At the Board Meeting held June 13, 2013, the YCCD Board of Trustees opted to suspend the Federal Student Loan Program, effective Fall 2013 [[June 13, 2013 Board Docs](#)]. The Board's action to suspend federal student loans will protect all federal student aid, including Pell Grants, meaning that eligible students will still be able to receive all federal grants as well as state Cal grants.

Although the Federal Student Loan Program was suspended, YC contracted with i3 Group, LLC on November 25, 2013 to help manage and reduce student loan default rates [[I3 Master Service Agreement](#)] [[Agreement for Services](#)] [[I3 Invoice](#)]. The college keeps current on compliance with the DOE and the California Student Aid Commission by maintaining a Program Participation Agreement (PPA) and Institutional Participation Agreement (IPA) respectively [[PPA Expiration Date 12 31 2022 Copy to School](#)] [[Institutional Participation Agreement](#)]. In addition, the College must submit the Annual Fiscal Operations Report and Application to Participate (FISAP) report, which reports completed academic year financial aid expenditures and secures financial aid funding for the upcoming academic year [[16-17 FISAP Report](#)].

Every year the district undergoes an annual audit, which covers the compliance with Federal regulations, including Title IV of the Higher Education Act. Section III – Federal Award Finding and Questioned Costs identifies the audit findings required to be reported by Circular A-133, Section 5110(a) [[2015-16 Audit Report Final](#)].

Analysis and Evaluation

The district's default rate meets the federal standard.

Effective Fall 2013, the YCCD, including YC and Woodland Community College (WCC), suspended the Federal Student Loan Program. Otherwise, because of excessive default rates, the U.S. DOE's policy would be to revoke a college's ability to participate in any Federal Financial Aid program, including Pell Grants, FSEOG and Federal Work Study. The 2013 decision was made in an effort to protect the

availability of future federal financial aid. The Board of Trustees has formed a committee to assess its decision through data analysis for future years.

The suspension of the Federal Student Loan Program was the initial step to remedy the institution's high default rates. The next proactive step to monitor, manage, and specifically lower the student loan default rate, was to contract with i3 Group, LLC. YC has maintained the contract with i3 since November 2013, and has submitted Agreement for Services to the Fiscal Services Departments for subsequent years [[Agreement for Services](#)]. Current invoices from i3 Group, LLC show they are working with the 2015, 2016, and 2017 cohort groups [[I3 Invoice](#)]. National Student Loan Data System (NSLDS) shows the 2014 3-year official default rate for the College at 21.6% [[NSLDS Cohort Default Rate History](#)].

The collaboration and separation of duties between the Fiscal Services Department and the Financial Aid Department ensures YC monitors and manages the federal revenue stream according to the federal requirements. The Financial Aid Department submits payment data to the DOE through COD. In turn, Fiscal Services draws down funds from the DOE through the G5 system. Both submission and drawdown must match before funds are disbursed to students. The Colleague system plays an important role in overseeing the federal revenue funding. It is through this system that the College tracks each federal program funding, payment to students, and reconciles with the funding sources.

The District and the College's yearly audit ensures YC takes the adequate steps to monitor and manage all federal funds. In Section III of the Schedule of Audit Findings, the auditors stated, "There were not federal award findings or questioned costs identified during 2015-16" [[2015-16 Audit Report Final](#)].

Evidence Cited

[June 13, 2013 Board Docs](#)

[I3 Master Service Agreement](#)

[COD G5 COLLEAGUE](#)

[Agreement for Services](#)

[I3 Invoice](#)

[PPA Expiration Date 12 31 2022 Copy to School](#)

[Institutional Participation Agreement](#)

[16-17 FISAP Report](#)

[NSLDS Cohort Default Rate History](#)

[2015-16 Audit Report Final](#)

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with external entities are governed by Yuba Community College District (YCCD) policies. All agreements, regardless of amount, are submitted to the Board of Trustees on a monthly basis for ratification. The Yuba College (YC) President and the Chief Business Officer have the authority to sign agreements up to \$50,000, and the Chancellor has authority up to \$100,000. Any agreements or contracts over \$100,000 must have Board of Trustees approval.

Board Policy (BP) 6330 and 6340 ensures contractual agreements are consistent with the mission and objectives of the College and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services and operations [[BP 6330](#)] [[BP 6340](#)].

Administrative Procedure (AP) 6340 reinforces BP 6330 and 6340, and adds additional information related to maintaining compliance with stipulated regulations from the state Chancellor's Office (Public Contract Code 20651) and correct procedures to enter into a contract that will maintain the integrity of the institution and the quality of its programs, services, and operations [[AP 6340](#)].

YCCD Fiscal Services and Purchasing Department maintain a website for all contractual agreements [[District Purchasing Website](#)]. The website stipulates the need to comply with all provisions of the California Education, Government and Public Contract Codes, and Board of Trustees Policies. External entities wanting to contract with YC can find the Trade Ad document inviting them to register on the YCCD Bidders List and use the YCCD Bidders List Information Form [[Trade Ad](#)] [[2017 YCCD Bidders List Information Form](#)] [[Confirmation of Review Form](#)] [[Contract Review and Monitoring Form](#)] [[District Contract master list](#)]

Analysis and Evaluation

The District's Purchasing Department monitors all agreements and contracts to insure they meet the Public Contracts Code.

The College contractual agreements are consistent with the mission and objectives, and adhere to the prescribed regulations, policies, and procedures. It ensures each contractual agreement contains the Confirmation of Review form and the YCCD Contract Review Template. It also ensures that the agreements follow the review process per AP 6345 [[AP 6345](#)].

Evidence Cited

[BP 6330](#)

[BP 6340](#)

[AP 6340](#)

[District Purchasing Website](#)

[2017 Trade Ad](#)

[2017 YCCD Bidders List Information Form](#)

[Confirmation of Review Form](#)

[Contract Review and Monitoring Form](#)

[District Contract master list](#)

[AP 6345](#)

Standard IV: Leadership and Governance

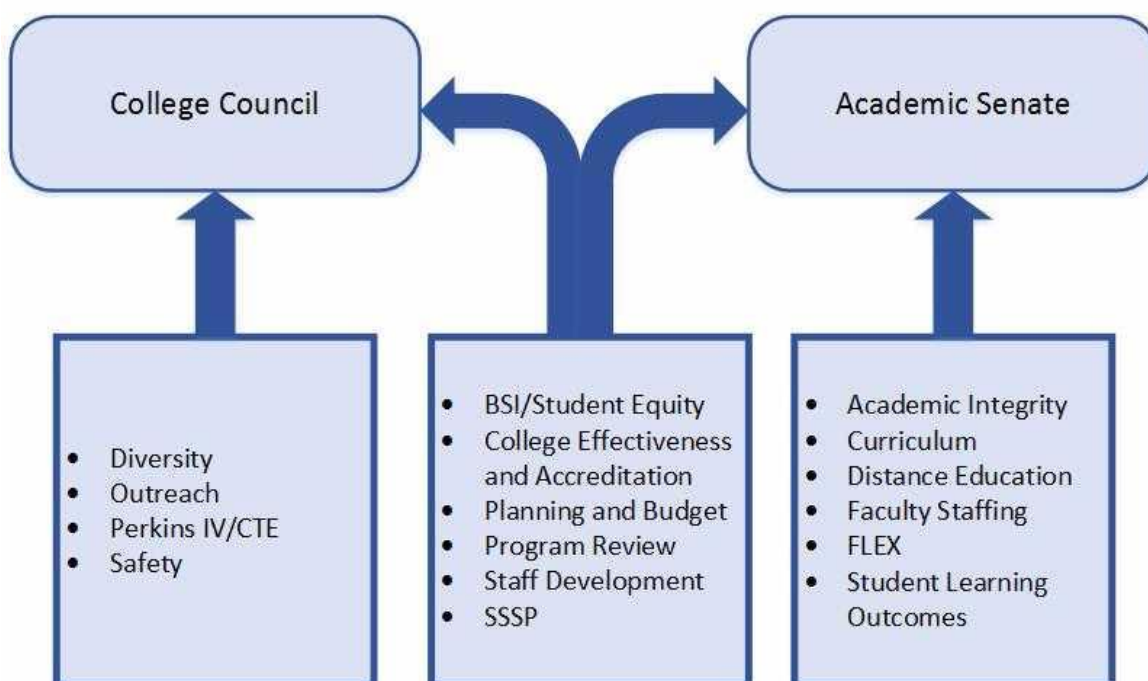
Standard IVA: Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

All institutional leaders at Yuba College (YC) create and encourage innovation leading to institutional excellence through a variety of practices and procedures, as evidenced by the College's broad governance

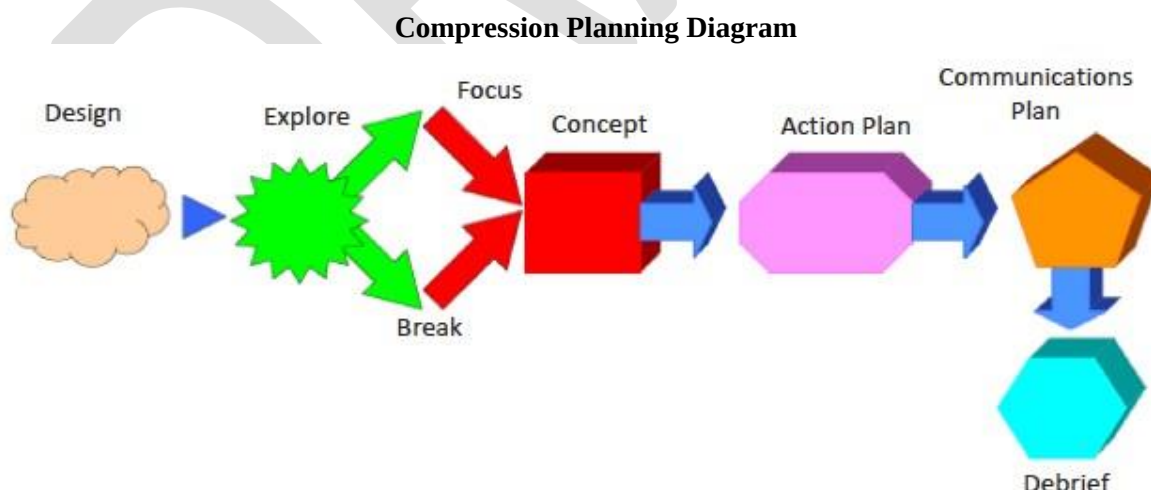
Yuba College Committee Reporting Structure



participation and a culture focused on continuous improvement. Governance bodies that promote institutional excellence through a commitment and focus on improving practices, programs and services include: College Council, Academic Senate, and their related subcommittees, including but not limited to the College Effectiveness and Accreditation Committee (CEAC), the Planning and Budget Committee (PBC), and the Curriculum Committee. Many College committees include student representatives, and meetings are open to the public for suggestions and input. All committees post their agendas and minutes on a website accessible by the public [[YC Committee Reporting 2017](#), [Screenclip College Councils Committees](#), [Screenclip Council](#), [Screenclip Academic Senate](#), [College Effectiveness and Accreditation Charter](#), [Council Charter](#), [Academic Senate Charter](#), [Curriculum Committee Charter](#)].

Intentional YC governance design and implementation empowers and supports administrators, faculty, staff, and students to take initiative for improving the practices, programs, and services in which they are involved. Three examples of leadership supporting initiatives for improving practices and services are Dusty's Pantry, a food pantry for needy students; the new College marquees; and the work the College has done, leading to its selection for participation in the California Pathways Project [[YC Council Handbook 2017-2018](#), [Dusty's Pantry Flier](#), [Marquee Funding Review Background](#), [Marquee Workflow](#), [Marquee State Approval for Funding](#), [YC Marquee Install](#), [Pathways Selection Email](#)].

Recent ideas for improvement that have significant policy- or institution-wide implications, such as Program Review (PR) Feedback, demonstrate that systematic participative processes are used to assure effective planning and implementation. The revision of PR, to include specific review questions for service areas, emphasizes Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), and demonstrates continuous improvement and effective planning and implementation. The College also uses Compression Planning, an interactive process of brainstorming and prioritizing ideas, as means to ensure systematic participative processes are used in its governance meetings [[PR Feedback Template](#), [PR Feedback FAQ](#), [PR Feedback Services Instruction Checklist](#), [PR Feedback Services Checklist](#), [PR Questions](#), [PR Steps for Completing](#), [SLO/SAO Website](#)].



During the Fall 2016 semester, for example, College Council managed an inclusive process to update the Yuba College Mission and Core Principles. Three Compression Planning sessions were held, and 82 faculty, staff, administrators, and students provided input and feedback about what was still applicable about the current mission statement and engaged in discussion about the future direction of the College.

An interactive process was used to identify key mission cornerstones. This input was the foundation for the mission and core principles below [[Compression Planning Day 1](#), [Compression Planning Day 2](#), [Compression Planning Day 3](#)].

Another avenue to promote innovation and excellence occurs through the College's staff development activities. The Staff Development Committee has offered an extensive series of workshops and topics that include innovative practices, best practices, and mentoring. Trainings are focused on meeting the needs of all constituent groups. Some examples of Classified Professional Development Days include: the June 2, 2017 workshop, which covered topics such as: *Understanding the Role of Frontline Staff in Student Success, Creating a Culture of Success, Creating a Culture of Retention, Empowering Students to Succeed and Persist*; the two-day session held on June 27-28, 2017, which included addresses from the College President and Vice President, and topics like *Alphabet Soup: Making Meaning out of Some of the Key Initiatives and Plans at YC and How They Connect to Classified, Acting on Purpose and Getting the Scoop on Closing the Loop* [[PD Agenda OnCourse](#), [Classified PD OnCourse Handout](#), [Classified PD Workshop Frontline Staff](#), [Zamora Bio](#), [SD Session for June 2 Email and Program](#), [SD Email for June 27-28](#), [SD Program for June 27-28](#), [SD Schedule for June 27-28](#), [YC SD Survey Results](#)].

The Staff Development Committee and Flex Committee support the work of the Teaching and Learning Community, a group of part- and full-time faculty (mostly from the English and English as a Second Language (ESL) departments) who meet throughout the year to explore ways to better support basic skills students, particularly in reading and writing skills. This Community is instrumental in facilitating the sharing of ideas among faculty and staff, and promoting innovation in pedagogy throughout the year. Faculty come together to share best practices, teaching strategies, assignments, and classroom activities; they request that other programs and services throughout the campus attend the meetings to offer insight on the student populations and the services provided. For example, the Extended Opportunities Program and Services (EOP&S) and Foster Youth Program were invited to attend, along with a small group of students from these programs, for a Q&A session. The group gave ideas to faculty on classroom practices that might encourage students to participate, as well as to communicate when they are struggling [[Email inviting EOPS to Teaching and Learning Community](#), [Teaching and Learning Website SnapShot](#)].

Opening Week Activities conducted at the beginning of each semester, as well as additional activities throughout the year, bring faculty, staff, and administrators together to discuss institution-wide issues and to develop participative solutions for decision-making processes. In 2015, College leadership recommended scheduling additional Staff Development opportunities for all staff throughout the entire year, moving away from the historical one-day, faculty-centered Convocation Day in August. Additional Flex opportunities and Staff Development days were added to the Yuba Community College District (YCCD) Academic Calendar starting with 2016-2017. Some examples of Staff Development opportunities, available to all faculty and staff, include: *Active Shooter/Campus Safety, Universal Design 101, Canvas Training, Brainology, Integrated Planning and Program Reviews, TracDat and New Questions for Program Services Reviews, Accreditation, Equal Access, Completion by Design, Program Review Overview, Equity: Residency Required, Multiple Measures, and Student Engagement Strategies* [[Teaching and Learning Website SnapShot](#), [Opening Week Program 2017](#), [Fall 2016 Flex Email](#), [Fall 2016 Flex Schedule](#), [Fall 2016 Flex Program](#), [Spring 2017 Program](#), [Academic Calendar 2016-2017](#), [Academic Calendar 2017-2018](#)].

The Student Equity Plan (SEP) (Integrated Plan) and funding supports innovation at the College through the identification and implementation of a variety of initiatives to close achievement gaps for categories of students experiencing disproportionate impact. For instance, equity funds were used to hire a 40% EOP&S counselor. EOP&S was also able to provide field trips to first generation, educationally-disadvantaged students, for an opportunity to explore and visit universities. The trips included a culturally-enriched component [[15-16 SEP Plan](#), [15-16 SEP End of the Year Report](#), [EOPS FA16 Field Trip](#), [EOPS SP17 Field Trip](#)].

College leadership, with the support of the Board of Trustees, has encouraged the College to apply for grants to improve programs, processes, and practices. To demonstrate this, the District hired a new Grant Research and Development Officer to offer training and support for these efforts, enhancing institutional effectiveness. Examples include an Institutional Effectiveness Partnership Initiative (IEPI) Leadership Development Funding Grant, the California Pathways Initiative Project, and an Upward Bound Grant. IEPI also funded the Aspen visit, which produced both District-level and College-level reports that have informed the institution's self-evaluation and plans for improvement [[Grant Writer President Email](#), [IEPI LD Funding Grant](#), [California Pathways Initiative Project](#), [Upward Bound Grant](#), [Upward Bound Letter](#), [Aspen Report](#)].

The College's Mission and Core Principles reflect the organization's commitment to student success, educational quality, continuous improvement, and innovation. The systematic approach to institutional improvement is embedded in College's integrated planning processes (see Integrated Planning Model below) that focus on continuous improvement designed to improve service to students and promote student success, learning, and achievement [[2017-18 Guide to IP and IE](#), [YC Mission](#)].

Analysis and Evaluation

The College's leadership and governance structure has created a culture and environment that fosters continuous improvement and pursuit of innovation and efficiency. Leadership comes from all levels of the organization, including faculty, staff, students, and administrators. Innovative practices are supported and scaled as appropriate. College systems provide a review and evaluation of governance work at the Committee level and foster discussion regarding institutional improvement.

Evidence Cited

- [YC Committee Reporting 2017](#)
- [Screenclip College Councils Committees](#)
- [Screenclip Council](#)
- [Screenclip Academic Senate](#)
- [College Effectiveness and Accreditation Charter](#)
- [Council Charter](#)
- [Academic Senate Charter](#)
- [Curriculum Committee Charter](#)
- [YC Council Handbook 2017-2018](#)
- [Dusty's Pantry Flier](#)
- [Marquee Funding Review Background](#)

- [Marquee Workflow](#)
- [Marquee State Approval for Funding](#)
- [YC Marquee Install](#)
- [Pathways Selection Email](#)
- [PR Feedback Template](#)
- [PR Feedback FAQ](#)
- [PR Feedback Services Instruction Checklist](#)
- [PR Feedback Services Checklist](#)
- [PR Questions](#)
- [PR Steps for Completing](#)
- [SLO/SAO Website](#)
- [Compression Planning Day 1](#)
- [Compression Planning Day 2](#)
- [Compression Planning Day 3](#)
- [PD Agenda OnCourse](#)
- [Classified PD OnCourse Handout](#)
- [Classified PD Workshop Frontline Staff](#)
- [Zamora Bio](#)
- [SD Session for June 2 Email and Program](#)
- [SD Email for June 27-28](#)
- [SD Program for June 27-28](#)
- [SD Schedule for June 27-28](#)
- [YC SD Survey Results](#)
- [Email inviting EOPS to Teaching and Learning Community](#)
- [Teaching and Learning Website SnapShot](#)
- [Opening Week Program 2017](#)
- [Fall 2016 Flex Email](#)
- [Fall 2016 Flex Schedule](#)
- [Fall 2016 Flex Program](#)
- [Spring 2017 Program](#)
- [Academic Calendar 2016-2017](#)
- [Academic Calendar 2017-2018](#)
- [15-16 SEP Plan](#)
- [15-16 SEP End of the Year Report](#)
- [EOPS FA16 Field Trip](#)
- [EOPS SP17 Field Trip](#)
- [Grant Writer President Email](#)
- [IEPI LD Funding Grant](#)
- [California Pathways Initiative Project](#)
- [Upward Bound Grant](#)
- [Upward Bound Letter](#)

- [Aspen Report](#)
- [2017-18 Guide to IP and IE](#)
- [YC Mission](#)

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IV.A. 2. *The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.* [SEP]

Evidence of Meeting the Standard

Yuba College (YC) is committed to participatory decision-making and governance and recognizes the defined roles of faculty, staff, and students as defined by Title 5. The College Council Handbook provides a detailed overview of the governance process. Board Policy (BP) 2510 outlines participation and decision-making in regard to faculty (through the Academic Senate), staff, and students (through the Associated Students' organizations). The College's governance structure and processes encourage all constituencies to participate in the decision-making for the College [[Title 5, Section 53201-53206 Academic](#), [Title 5, Section 51023.5 Staff](#), [Title 5 Section 51023.7 Students](#), [YC Council Handbook](#), [BP 2510 Local Decision Making](#), [AP 2510 Local Decision Making](#)].

The Academic Senate represents the faculty and makes recommendations to the administration and the Governing Board with respect to academic and professional matters, as long as the exercise of such functions does not conflict with the lawful collective bargaining agreements, as outlined in Title 5 (Sections 53200-53206). The Academic Senate has primacy on curriculum, degree and certificate requirements, and grading policies. On other academic and professional matters, the Academic Senate will reach mutual agreement with the Board [[Title 5, Section 53201-53206 Academic](#), [Curriculum Committee Charter](#), [Academic Senate Charter](#), [AP 4020 Program and Curriculum Development](#), [YC Committee Vacancies Email to Academic Senate](#), [Faculty Handbook](#)].

The College's Classified Staff are also provided opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff, as outlined in Title 5 (Section 51023.5), through active membership and participation in both District and College committees [[Title 5, Section 51023.5 Staff](#), [YC Committee Vacancies Email to CSEA](#)].

Additionally, students are provided the opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on students, as outlined in Title 5 (Section 51023.7). Students are selected, in consultation with student government, to serve as active participants on many District and College governance committees. These governance practices and policies provide for the consideration of student views [[Title 5 Section 51023.7 Students](#)].

The College Council, the primary committee for developing recommendations on issues that may have a College- or District-wide impact, is comprised of representatives from all constituent groups. In Council—as in all committees—the College recognizes the defined roles of faculty, staff, and students, and fully supports and values participatory governance as the foundation for College decision-making.

Yuba Community College District (YCCD) has two primary District-wide 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 DCAS Committee. The District

and Colleges are also in the process of developing a district-level Technology Committee to ensure technology needs are aligned with priorities. The function, responsibility and focus are defined in their charter statements and are consistent with BP 2510, Participatory Decision Making. DC3 and DCAS assess their effectiveness with surveys, followed by discussions about improvement of processes and the survey instrument itself. The evaluation cycle is every two years [[DC3 Charter](#), [DCAS Purpose Statement](#), [ACC Charter 2017-2018](#), [2017-18 Charter - Sabbatical Leave Committee](#), [BP 2510 Local Decision Making](#)].

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

Administrators participate in the majority of all committees and also participate in President's Council and Administrative Team meetings. The President's Council and Administrative Team provide input to the President on college issues, as well as give administrators an opportunity for dialogue and to examine the impact of decision-making [[YC Admin Team Committee Assignment](#), [YC Admin Team MTG Agenda](#), [BP 2510 Local Decision Making](#), [AP 2510 Local Decision Making](#)].

The Associated Students of Yuba College (ASYC) encourages opportunities to enhance the development of students through leadership, participation, community service, social interaction, and the development of individual attitudes and values. Students are nominated to Campus Life, and after determining eligibility, all elected offices of ASYC are decided by majority vote. Once in office, all Student Council members are responsible for representing the student body and facilitating communication amongst College committees [[Title 5 Section 51023.7 Students](#), [ASYC Constitution](#), [ASYC Nomination Packet](#)].

To set goals and evaluate their effectiveness, YC committees utilize and publish Committee Objective Reports (CORs) and Committee Self-Assessment Reports (CSARs), both tracked by the College Effectiveness and Accreditation Committee (CEAC) [[COR Council](#), [CSAR Council](#), [COR Curriculum](#), [CSAR Curriculum](#), [YC Committee Website](#), [2017-2018 CEAC Charter](#)].

An example of consideration of relevant perspectives can be seen with the change to the campus smoking policy. Students brought the issue to Council. After taking the students' perspective into consideration, the Council created a task force that included the community, academic senators, faculty, classified, administration, and students. This taskforce recommended a new policy (see Administrative Procedure (AP) 3570), adopted in 2016 [[Smoking and Coalition Report](#), [YCCD smoke & tobacco free release](#), [Smoking FAQ Website](#), [Minutes ASYC Tobacco](#), [Minutes YCC Tobacco](#), [Minutes of YCC Tobacco 11.10.15](#), [Academic Senate President Report on Anti-Tobacco Task Force](#), [Smoking Task Force Email Asking Faculty to Join](#), [Tobacco Free Campus Time Line](#), [Email from VP on Tobacco Free Launch Date](#), [BP 3570 Smoking Use of Tobacco Products](#), [AP 3570 Smoking Use of Tobacco](#)].

Analysis and Evaluation

YC has well-developed governance structures and participatory processes. The College has a collaborative culture that is articulated in its mission and core principles. The committee process supports inclusive decision-making and allows for multiple perspectives and engaged dialogue.

Evidence Cited

- [Title 5, Section 53201-53206 Academic](#)
- [Title 5, Section 51023.5 Staff](#)
- [Title 5 Section 51023.7 Students](#)
- [DC3 Charter](#)
- [DCAS Purpose Statement](#)
- [YC Council Handbook](#)
- [ACC Charter 2017-2018](#)
- [2017-18 Charter - Sabbatical Leave Committee](#)
- [BP 2510 Local Decision Making](#)
- [AP 2510 Local Decision Making](#)
- [Curriculum Committee Charter](#)
- [Academic Senate Charter](#)
- [AP 4020 Program and Curriculum Development](#)
- [YC Committee Vacancies Email to Academic Senate](#)
- [Faculty Handbook](#)
- [YC Committee Vacancies Email to CSEA](#)
- [YC Admin Team Committee Assignment](#)
- [YC Admin Team MTG Agenda](#)
- [ASYC Constitution](#)
- [ASYC Nomination Packet](#)
- [COR Council](#)
- [CSAR Council](#)
- [COR Curriculum](#)
- [CSAR Curriculum](#)
- [YC Committee Website](#)
- [2017-2018 CEAC Charter](#)
- [Smoking and Coalition Report](#)
- [YCCD smoke & tobacco free release](#)
- [Smoking FAQ Website](#)
- [Minutes ASYC Tobacco](#)
- [Minutes YCC Tobacco](#)
- [Minutes of YCC Tobacco 11.10.15](#)
- [Academic Senate President Report on Anti-Tobacco Task Force](#)

- [Smoking Task Force Email Asking Faculty to Join](#)
- [Tobacco Free Campus Time Line](#)
- [Email from VP on Tobacco Free Launch Date](#)
- [BP 3570 Smoking Use of Tobacco Products](#)
- [AP 3570 Smoking Use of Tobacco](#)

IV.A.3. *Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.* ^[1] _{SEP}

Evidence of Meeting the Standard

Yuba College (YC) clearly defines the substantive role of faculty and administrators in the institution's policy, planning and budgeting processes on the College Council. The role and membership of faculty and administrators is detailed in the College Council Handbook through its committee charters as well as through the Faculty Handbook [[YC Council Handbook 2017-2018](#), [Council Charter](#), [BPC Charter](#), [Curriculum Committee Charter](#), [Faculty Handbook](#), [BP 6300 Fiscal Management](#), [AP 6300 Fiscal Management](#)].

As defined in Board Policy (BP) 2510, the Board is the ultimate decision-maker, but the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for Chancellor action. College administrators have a clearly defined role in governance processes and exercise a substantial voice in institutional policies, planning, and resource allocation that relate to their areas of responsibility and expertise. For example, the Dean of Applied Academics serves as Chair to the Perkins and Strong Workforce Committees, and also serves as a member of the College Effectiveness and Accreditation Committee (CEAC), Curriculum and Planning, and Budget Committees. Each CTE program has an Advisory Committee consisting of Industry professionals. These advisory committees make recommendations regarding specific technologies needed to stay current with industry needs. Once those recommendations have been made, each program adds those recommendations to their next Program Review (PR) as requests for funding. Once noted in the review, the Dean examines the requests for funding, decides what funding stream will be used for each request, then sends those requests to the Planning and Budget Committee for consideration [[BP 2510 Local Decision Making](#), [AP 2510 Local Decision Making YC Council Handbook 2017-2018](#), **NEED: CTE Advisory Recommendation and copy of PR noting the request**].

Faculty have the opportunity to participate in governance processes through membership in the College Council, the Academic Senate, Curriculum Committee, CEAC, Budget Planning, Institutional Effectiveness, Basic Skills, Students Services, Student Equity, among others. Faculty participate in the planning and resource allocation process through their division meetings and program reviews. The role of faculty is primary in areas of academic and professional matters through the Academic Senate, with mutual agreement between the Senate and the Board for matters related to processes for institutional planning and budget development, PR, and District and College governance structures [[YC Council](#)

[Handbook 2017-2018](#), [Curriculum Committee Charter](#), [BSI Charter](#), [SE Charter](#), [BPC Charter](#), [SSS Charter](#), [2017-2018 CEAC Charter](#)].

Committees work together to create integrated planning documents that guide the work of the College and/or District. BP 3250 calls for a "broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the colleges' communities" and includes district facilities, matriculation, technology, and American with Disabilities Act (ADA) transition plans, as well as college planning included in education master plans, basic skills, diversity, and student equity plans [[BP 3250 Institutional Planning](#), [District Facilities Plan](#), [Matriculation Plan](#), [Technology Plan](#), [ADA Transitions Plan](#), [Ed Master Plan](#), [BSI Plan](#), [Diversity Plan](#), [15-16 SEP Plan](#)].

Any student or campus employee may forward ideas to the appropriate governance committee through his or her constituent representative. Recommendations of governance bodies are documented in committee minutes regularly posted.

Analysis and Evaluation

Board Policies, Faculty Handbook, Committee Purpose Statements, Instructional Effectiveness processes (such as PR) show sufficient evidence that administrators and faculty have clearly defined roles related to their responsibilities and expertise in the governance process, including policies, planning, and budget matters.

Evidence Cited

- [YC Council Handbook 2017-2018](#)
- [Council Charter](#)
- [BPC Charter](#)
- [Curriculum Committee Charter](#)
- [Faculty Handbook](#)
- [BP 6300 Fiscal Management](#)
- [AP 6300 Fiscal Management](#)
- [BP 2510 Local Decision Making](#)
- [AP 2510 Local Decision Making](#)
- [YC Council Handbook 2017-2018](#)
- [NEED: CTE Advisory Recommendation and copy of PR noting the request](#)
- [YC Council Handbook 2017-2018](#)
- [Curriculum Committee Charter](#)
- [BSI Charter](#)
- [SE Charter](#)
- [BPC Charter](#)
- [SSS Charter](#)
- [2017-2018 CEAC Charter](#)
- [BP 3250 Institutional Planning](#)
- [District Facilities Plan](#)

- [Matriculation Plan](#)
- [Technology Plan](#)
- [ADA Transitions Plan](#)
- [Ed Master Plan](#)
- [BSI Plan](#)
- [Diversity Plan](#)
- [15-16 SEP Plan](#)

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Recent examples demonstrate how Yuba College (YC) faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services [[YCFA Contract](#), [Job Description Dean of Student Success and Institutional Effectiveness](#)].

Though the Yuba Community College District (YCCD) Board of Trustees is the ultimate decision-maker regarding curriculum and programs, the Board has affirmed, in Board Policy (BP) 2510, that it will rely primarily upon the recommendations of the Academic Senate regarding matters regarding curriculum and will reach mutual agreement on issues regarding educational program development. The Curriculum Committee Handbook identifies the policies, procedures, and structures that govern the responsibilities for recommendations about curriculum and student learning programs and services. The Handbook aligns with District Administrative Policy (AP) 4020 and California's Program and Course Approval Handbook [[BP 2510 Local Decision Making](#), [AP 2510 Local Decision Making](#), [CC Handbook](#), [BP 2410 BP and AP Procedures](#), [AP 4020 Program and Curriculum Development](#), [PCAH 5th edition](#)].

The Handbook is a living document, approved by the YC Academic Senate in October 2015. It is updated regularly and adapted as needed. For example, when the realignment of the Lake County Campus from Yuba College to Woodland Community College required a revision of membership, the Curriculum Committee recommended an expanded membership, which was accepted by the Academic Senate on September 15, 2016, and then approved by the District College Academic Senates (DCAS) Leadership Group on October 6, 2016 [[Academic Senate Minutes 9/15/16](#), [DCAS Minutes 10/6/16](#)].

Curriculum Committee Membership includes voting members from across disciplines, including both faculty representatives who represent both a wide range of faculty including counselors, Career and Technical Education (CTE), Humanities, and Science Technology Engineering and Math (STEM), as well as Academic Deans [[Curriculum Committee Charter](#), [Curriculum Committee Agenda](#)].

Recommendations involving curriculum and student learning programs and services arise out of Program and Services Review, which serve as a means for program and services to reflect on curriculum development and learning outcomes assessment. Through the Academic Senate, the Curriculum

Committee, Distance Education (DE) Committee, College Effectiveness and Accreditation Committee (CEAC), Program Review (PR) Committee, and the Student Learning Outcomes (SLO) Committee, faculty and administrators make recommendations about student learning programs and services and curriculum. The SLO process and PR process are both faculty-driven and used to help programs develop effective outcomes and continuously improve [[CC Handbook pg. 68](#), [SLO Handbook – Will need to replace with updated one](#), [Email Reminder of PR Review Deadline](#), [Research and Planning Website on PR](#), [YC PR Cycle](#), [Academic Senate Charter](#), [2017-2018 CEAC Charter](#), [SLO Charter](#), [DE Charter](#), [Curriculum Committee Charter](#)].

Analysis and Evaluation

YC's clearly defined committee structures and procedures and processes for curriculum review is well established through board policies and other documents. The policies clearly define the procedures used to develop and provide oversight for the curriculum development and review process. The College's well-defined committee structure and clear roles provide faculty and administrators the opportunity to review student learning and curriculum currency.

Evidence Cited

- [YCFA Contract](#)
- [Job Description Dean of Student Success and Institutional Effectiveness](#)
- [BP 2510 Local Decision Making](#)
- [AP 2510 Local Decision Making](#)
- [CC Handbook](#)
- [BP 2410 BP and AP Procedures](#)
- [AP 4020 Program and Curriculum Development](#)
- [PCAH 5th edition](#)
- [BP 2410 BP and AP Procedures](#)
- [AP 4020 Program and Curriculum Development](#)
- [PCAH 5th edition](#)
- [Academic Senate Minutes 9/15/16](#)
- [DCAS Minutes 10/6/16](#)
- [Curriculum Committee Charter](#)
- [Curriculum Committee Agenda](#)
- [CC Handbook pg. 68](#)
- [SLO Handbook – Will need to replace with updated one](#)
- [Email Reminder of PR Review Deadline](#)
- [Research and Planning Website on PR](#)
- [YC PR Cycle](#)
- [Academic Senate Charter](#)
- [2017-2018 CEAC Charter](#)
- [SLO Charter](#)
- [DE Charter](#)
- [Curriculum Committee Charter](#)

IV.A. 5. *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

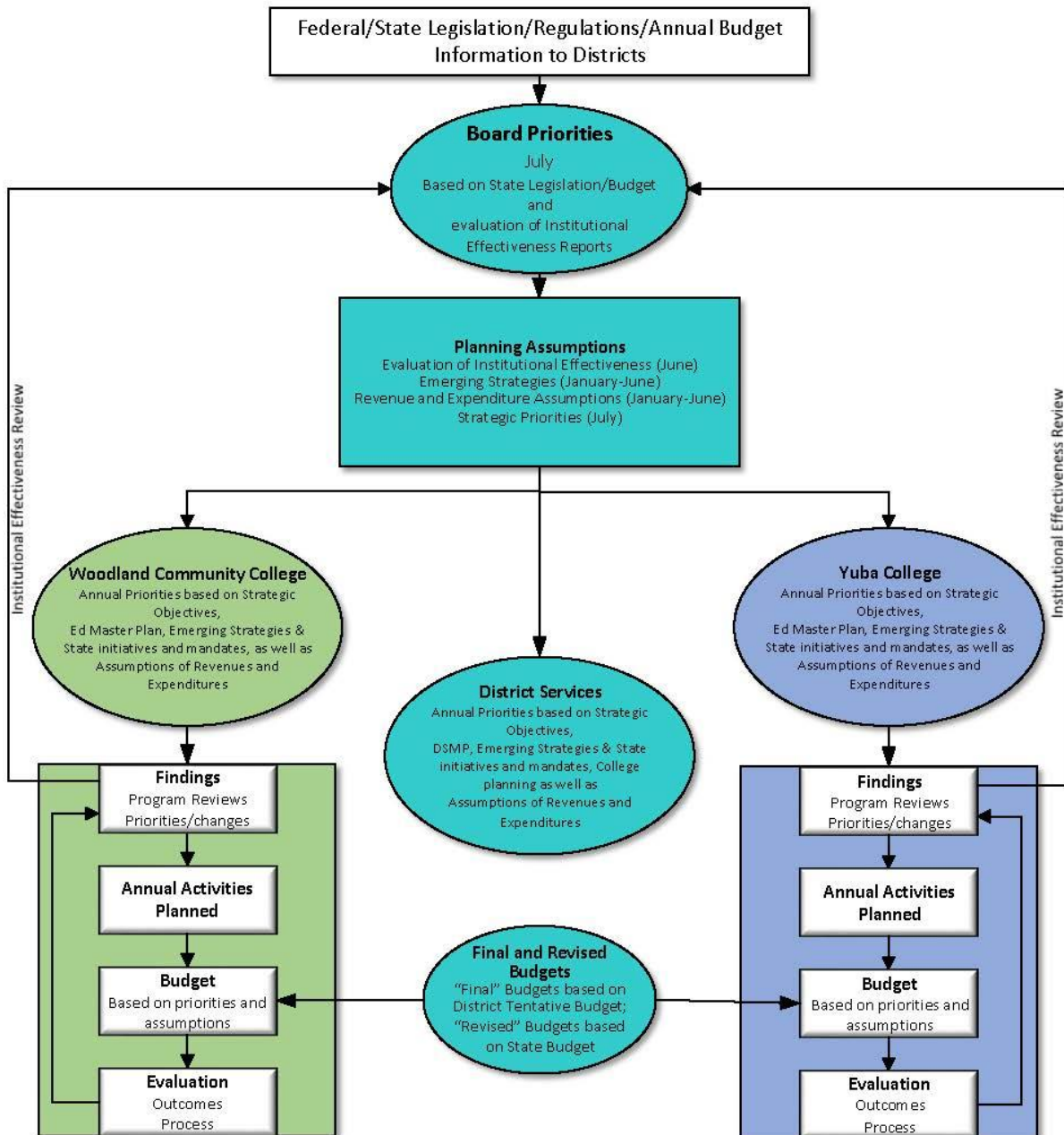
Evidence of Meeting the Standard

Yuba College's (YC's) organizational structure and governance process provide for the participation of all members of the campus community in discussion of issues significant to the institution while preserving the decision-making authority of the Board of Trustees [[YCCD Integrated Planning Process Framework](#), [YCCD Org Chart](#), [YC Org Chart 15-16](#)].

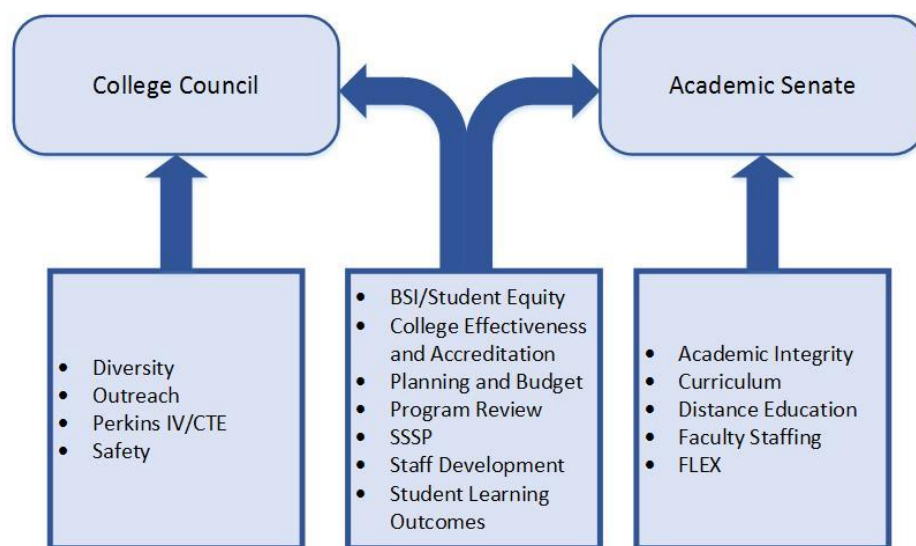
The College's decision-making bodies operate primarily under two governing committees: the College Council and the Academic Senate. The Council, the lead shared governance committee, annually reviews the purpose and need for each of the College's committees. The Council determines if the number of college committees can be reduced, or if the work can be shared more efficiently between them. Over the last two years, the College's 23 standing committees have been reduced to 19 committees. The figure below illustrates the reporting structure of committees [2017-18 Guide to IP and IE].

Diagram 3 Annual Integrated Planning Process Framework

1/11/2016



Yuba College Committee Reporting Structure



College constituencies provide input on institutional plans, policies, curricular change, and other issues of institutional importance through participation or representation on campus committees. The institution structures committees to ensure consideration of relevant perspectives. As an example, the YC Council includes representation of all constituents including Administrative, Academic Senate, Classified, Associated Students of Yuba College (ASYC), as well as Adjunct Faculty Representation. See YC Council membership below:

Position	Term	Member
Vice President, Academic & Student Services	Ongoing by Position	Sonja Lolland
Academic Senate President	Ongoing by Position	Greg Kemble
Director, Sutter County Campus	Ongoing by Position	Roy Martin
Administrative Representative		Cris Sanchez
Academic Senate Representative		Neena Gill
Academic Senate Representative		Valerie Harris
Adjunct Faculty Representative	3 years	Steven Shepard
Classified Representative		Ryan Goergen
Classified Representative		Joseph Stottmann
Classified Representative		Vacant
ASYC Representative	Ongoing by Appointment	___Harville
Recorder	Ongoing by Position	Claudette Michel

Most committees include membership from staff, faculty, and administration, depending the purpose of the committee. Many committees with faculty representation include delegates from different disciplines or responsibilities. Issues of institutional importance including planning, resource allocation, and institutional review processes, culminate in discussions at College Council. The Council's membership

reflects all constituencies on campus, and as part of their charter they make recommendations that go to the President, signifying institutional support for decisions [[Council Charter](#)].

The Academic Senate values perspectives through public comment. Senate representatives seek out comment from their constituents to bring forward to Senate meetings. As required by the Brown Act, the Senate includes Open Comment on every agenda: "Guests are welcome to comment on any item not on the agenda. For items on the agenda, guests are welcome to participate in the discussion at that time." In addition, the Senate sends out weekly emails with updates on various issues. The Academic Senate President developed a blog page that is used to post further items such as *Mission, Vision Values*; *Constitution Bylaws*; and *Faculty Involvement on Administration Evaluation*. The blog is not open for comment, but asks that faculty contact their senators with feedback on the various issues being blogged [[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](#)].

Board Policy (BP) 2510, Participation in Local Decision-Making, clearly shows consideration of relevant perspectives that are aligned with expertise and responsibility [[BP 2510 Local Decision Making](#), [AP 2510 Local Decision Making](#)].

Program and service area reviews were established as a means to collect information about individual department needs as well as providing an institutional perspective when those needs are examined holistically [[SAO Handbook](#)]. An example of consideration of relevant perspectives can be seen with the change in smoking policy. Students brought the smoking issue to Council in the Fall of 2015. After taking the students' ideas into consideration, the Council created a task force which included the community, academic senators, faculty, classified, administration, and students. This taskforce recommended a new policy (see Administrative Procedure (3570) that was adopted in 2016 [[Smoking and Coalition Report](#), [YCCD smoke & tobacco free release](#), [Smoking FAQ Website](#), [Minutes ASYC Tobacco](#), [Minutes YCC Tobacco](#), [Minutes of YCC Tobacco 11.10.15](#), [Academic Senate President Report on Anti-Tobacco Task Force](#), [Smoking Task Force Email Asking Faculty to Join](#), [Tobacco Free Campus Time Line](#) [Email from VP on Tobacco Free Launch Date](#), [BP 3570 Smoking Use of Tobacco Products](#), [AP 3570 Smoking Use of Tobacco](#)].

Institutional plans are reviewed and approved by constituent groups, then submitted and implemented in a timely manner. APs and BPs are updated consistent with regulation changes as prescribed in AP 2410, Development and Revision of Administrative Procedures. Academic and professional matters are brought to District College Academic Senates (DCAS) Leadership Group, who then determine the timeline. DCAS regularly prioritizes and reprioritizes its activities to complete work in a timely manner. They also changed the BP/AP approval procedures to allow more for timely updates. The College catalogue is regularly updated to include the most current changes to state law and the Chancellor's Office.

Participation in the California Guided Pathways Project required rapid response on the part of the College and the Senate, with less than a month to get the required commitments. The Academic Senate received a presentation about the Project on 2/2/2017, approved it on 2/9/2017, and the College submitted application before the deadline on 2/28/2017 [[Sample Timeline SSP](#), [AP 2410 Dev and Rev of Admin](#)

[Procedures](#), [DCAS Minutes Prioritization 6.22.17](#), [APs BPs Catalog Updates](#), [AS Meeting Minutes 2/2/2017](#), California Guided Pathways Project Application Yuba College].

Analysis and Evaluation

Board policies, committee structures and operational processes, minutes, committee documents, and institutional planning procedures show how the College's consideration of perspectives aligns with expertise and responsibility in decision making. Timely action is taken on institutional plans, policies, curricular changes, and other key considerations through the established shared governance process. The College Effectiveness and Accreditation Committee (CEAC) reviews the governance processes and publishes the results in a biennial report, *Institutional Effectiveness Review and Report*, which allows opportunities to gather input and review the effectiveness of the governance structure for appropriate participation and timely action [[YC IER Report](#)].

Evidence Cited

- [YCCD Integrated Planning Process Framework](#)
- [YCCD Org Chart](#)
- [YC Org Chart 15-16](#)
- [2017-18 Guide to IP and IE](#)
- [Council Charter](#)
- [BP 2510 Local Decision Making](#)
- [AP 2510 Local Decision Making](#)
- [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](#)
- [SAO Handbook](#)
- [Smoking and Coalition Report](#)
- [YCCD smoke & tobacco free release](#)
- [Smoking FAQ Website](#)
- [Minutes ASYC Tobacco](#)
- [Minutes YCC Tobacco](#)
- [Minutes of YCC Tobacco 11.10.15](#)
- [Academic Senate President Report on Anti-Tobacco Task Force](#)
- [Smoking Task Force Email Asking Faculty to Join](#)
- [Tobacco Free Campus Time Line](#)
- [Email from VP on Tobacco Free Launch Date](#)
- [BP 3570 Smoking Use of Tobacco Products](#)
- [AP 3570 Smoking Use of Tobacco](#)
- [Sample Timeline SSP](#)
- [AP 2410 Dev and Rev of Admin Procedures](#)

- [DCAS Minutes Prioritization 6.22.17](#)
- [APs BPs Catalog Updates](#)
- [AS Meeting Minutes 2/2/2017](#)
- [California Guided Pathways Project Application Yuba College](#)
- [YC IER Report](#)

IV.A.6. *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.* [L]
[SEP]

Evidence of Meeting the Standard

The processes for decision-making are documented and widely communicated across the institution in the Yuba College (YC) Guide to Integrated Planning and Effectiveness. This guide documents campus-wide processes for making decisions, including the Institutional Planning Model, Institutional Planning Timelines, and Budget Process [[2017-18 Guide to IP and IE](#)].

Decisions themselves are documented and widely communicated across the institution through a range of venues, depending on the area of decisions. Decisions involving academic and professional matters are documented in the YC Academic Senate's minutes, which are available on the Senate webpage. In addition to individual minutes, the page includes a list of official actions taken by the Senate, updated after each meeting [[YCAS Website Screenprint](#), [YCAS Motions 2017.05.01](#)].

Decisions that fall outside the purview of the Senate, or decisions that the Senate shares with the College Council, are documented in Council minutes, which are available on the Council webpage [[Screenclip Council](#)].

The College Council and the Academic Senate are informed by the work and recommendations of committees across the college. A list of these committees is available in the Council Handbook, which records committee charters, decision-making processes, chain of command, and membership. Agendas and minutes for each committee can be found on each committee's webpage [[Screenclip College Councils Committees](#), [YC Council Handbook 2017-2018](#), [Council Charter](#)].

In November 2017, the College Council approved the YC Communication Plan. The purpose of this strategic communication plan is to support an organized communication system for the College. It is the first formal communication plan, and represents a framework for managing and coordinating all internal and external communication regarding the College. All communication processes and initiatives will be aligned with the overall plan to govern the efforts of communicating messages to various audiences [[YC Communication Plan](#)].

The College coordinates information dissemination to the broader community and for campaigns to ensure appropriate marketing and branding of major decisions and initiatives. Recent examples of coordinated communication include the Safety Campaign and the Oroville Dam Emergency communication [[Chancellor's Email](#), [Evacuation FAQ](#), [EMS Notification](#), [Portal Emergency Message](#)].

Analysis and Evaluation

The Guide to Integrated Planning and Institutional Effectiveness and the YC Council Handbook provide clear, complete, and widely communicated explanations of how decisions at the College are made. Widely disseminated communication occurs across the campus regularly through agendas, minutes, and email updates. Committees distribute documents through email and post information on the appropriate webpages. Furthermore, communications from leaders are also widely disseminated.

Evidence Cited

- [2017-18 Guide to IP and IE](#)
- [YCAS Website Screenprint](#)
- [YCAS Motions 2017.05.01](#)
- [Screenclip Council](#)
- [Screenclip College Councils Committees](#)
- [YC Council Handbook 2017-2018](#)
- [Council Charter](#)
- [YC Communication Plan](#)
- [Chancellor's Email](#)
- [Evacuation FAQ](#)
- [EMS Notification](#)
- [Portal Emergency Message](#)

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

District and College leadership roles, governance, and decision-making policies, procedures, and processes are regularly evaluated to insure their integrity and effectiveness, as demonstrated by the biennial publication of *Institutional Effectiveness Review and Report* (IER). The report is written by the College Effectiveness and Accreditation Committee (CEAC) and addresses Yuba College's (YC's) efficacy in the following areas: Academic Quality, Student Success, Enrollment Management, Strategic Planning and Budget Processes, Governance, and Evaluation and Research Processes [[YC IER Report](#), [YC Council Handbook 2017-2018](#), [2017-2018 CEAC Charter](#)]. The report is publicly accessible through the website; through CEAC presentations to both the College Council and Academic Senate, it is able to communicate results broadly across the college and identify areas for future improvement [[YC IER Report](#), [CEAC Website Screenprint](#), [DCAS Minutes 2017-06-22 Prioritization Survey](#), [AS Minutes IER 5.12.16](#), [Council Minutes IER 5.10.16](#)].

All College committees annually complete Committee Objective Reports (CORs) and Committee Self-Assessment Reports (CSARs) to identify and evaluate their goals, effectiveness, and areas for improvement. These reports are posted to the College website and are shared with the College community

by the CEAC. The College's culture of evaluation and focus on continuous improvement is demonstrated by the institutional commitment to re-evaluate decisions and improve processes and procedures for institutional effectiveness. The College utilizes after-action reports to learn from large events such as the Oroville Flood closure [[YC Council Minutes 4.11.17 Decision](#), [After Action Report on Oroville Flood Closure](#)].

District governance committees, such as District College Academic Senates (DCAS) Leadership Group, also conduct self-evaluation surveys and review results to make changes for improvement [[COR Template](#), [Email to Committee Chairs requesting the completion of COR](#), [Curriculum COR](#), [Curriculum CSAR](#), [YC Council Minutes 5.2017 Decision on CSAR](#), [YC Academic Senate Minutes 5.18.17 Decision](#), [COR/CSAR Report to YC Council 10.3.17](#)].

The process for reviewing and revising policies is outlined in Board Policy (BP) 2410, Board Policies and Administrative Procedures. All BPs and Administrative Procedures (APs) are reviewed on a five-year cycle. BPs are vetted through the Board of Trustee's Policy Committee; policies that are the purview of the Academic Senate are reviewed and revised in the DCAS meetings. BPs changes that are received from the Community College League of California's (CCLC's) Policy and Procedure Service that are minor in nature only, such as a reference change, can be approved by the Chancellor [[BP 2410](#), [DCAS Minutes reflecting Policy Revisions](#)].

As part of the regular evaluation of institutional integrity and effectiveness, the College conducts the College Employee Satisfaction Survey (CESS) every other year. Additionally, in 2016, the College participated in The Aspen Institute College Excellence Program, resulting in the Aspen Report, which provided feedback in support of the College's efforts to improve student success. This report—the result of extensive document review, significant data analysis, and in-person site visit interviews—includes recommendations and direction for YC leadership. Some of the Aspen Report guidance have been incorporated into action items in the Educational Master Plan (EMP) [[Yuba 2015 CESS Summary](#), [Aspen Report](#)].

Analysis and Evaluation

Evaluation of governance, leadership roles, and decision-making processes is conducted annually to ensure effectiveness and continuous improvement. College committees identify and evaluate their goals, effectiveness, and areas for improvement annually. The evaluation process for YC governance bodies is documented in the College Council Handbook. Guiding principles and measurable actions and data are used to improve governance practices.

Evidence Cited

- [YC IER Report](#)
- [YC Council Handbook 2017-2018](#)
- [2017-2018 CEAC Charter](#)
- [YC IER Report](#)
- [CEAC Website Screenprint](#)
- [DCAS Minutes 2017-06-22 Prioritization Survey](#)
- [AS Minutes IER 5.12.16](#)

- [Council Minutes IER 5.10.16](#)
- [COR Template](#)
- [Email to Committee Chairs requesting the completion of COR](#)
- [Curriculum COR](#)
- [Curriculum CSAR](#)
- [YC Council Minutes 5.2017 Decision on CSAR](#)
- [YC Academic Senate Minutes 5.18.17 Decision](#)
- [DCAS Minutes 2017-08-17](#)
- [COR/CSAR Report to YC Council 10.3.17](#)
- [YC Council Minutes 4.11.17 Decision](#)
- [After Action Report on Oroville Flood Closure](#)
- [BP 2410](#)
- [DCAS Minutes reflecting Policy Revisions](#)
- [Yuba 2015 CESS Summary](#)
- [Aspen Report](#)

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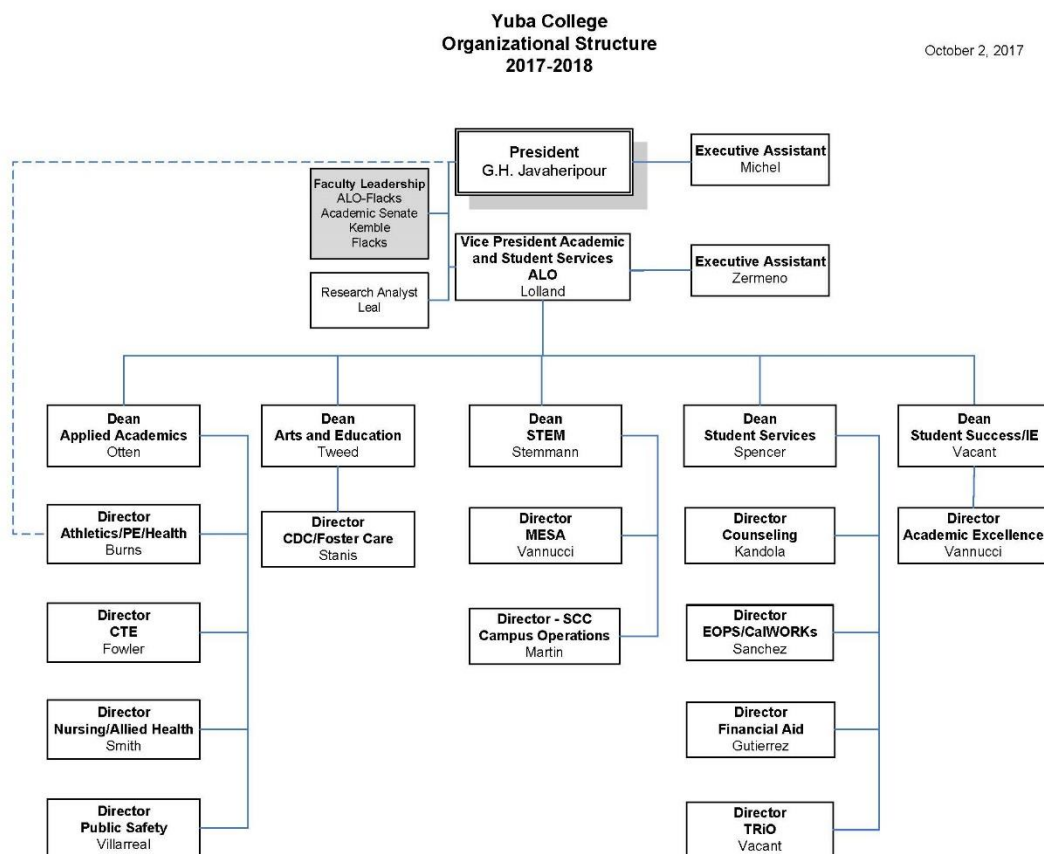
Standard IVB: Chief Executive Officer

IV.B.1. *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Evidence of Meeting the Standard

The institutional chief executive officer (CEO) for Yuba College (YC) is the President. According to Administrative Procedure (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, the Board of Trustees conducts an annual evaluation in accordance with Board Policy (BP) 2435, Evaluation of the College President. This policy addresses the frequency and timelines for the president evaluations by the Board of Trustees, and includes input from the faculty, staff, and students [AP 7122, BP 2435].

The President's organizational leadership of the College is evidenced in the Organizational Structure below:



The President's effective leadership is also demonstrated by regular communication with internal and external stakeholders regarding relevant information, including institutional values, goals, and standards. He sends regular newsletters to all College employees by email, and makes monthly reports to the Board of Trustees. The President meets with the cabinet, consisting of the College Vice President and the deans three times a month; he also meets with the college administrative team, consisting of deans, directors, and managers twice a month. In addition, the President meets with the Student Trustee and president of the Associated Students of Yuba College (ASYC) each month. He meets with the constituency presidents (Academic Senate, Yuba Community College District Faculty Association (YCCDFA), and **CSEA**) individually. The main goal and purpose of the above meetings is to address any matters related to institutional quality and effectiveness in realizing the Yuba College mission [[YC Org Chart](#), [President Report to Board 4.13.17](#), [President Report to Board 5.11.17](#), [President Calendar Snapshot](#)].

Further, the President communicates with members of the community. A few examples include the Rotary Club of Marysville, Sutter County Museum, YCCD Foundation Board, and Yuba County and Sutter County Superintendents of Schools. Under his leadership, the College purchased three electronic marquees to prominently display information to the community. Through the President's leadership, the College has launched its first ever Alumni & Friends organization [[Marquee Funding Review Background](#), [Marquee Workflow](#), [Marquee State Approval for Funding](#), [YC Marquee Install](#), [Alumni & Friends Organization Form](#), [YCCD Foundation Minutes](#), [SCOE Minutes](#), **Agendas from Rotary of Marysville, Sutter County Museum and Yuba County Superintendents of Schools - Pending Evidence from Claudette**].

The President has primary authority for the College budgets. Although the day-to-day operations of the budget are delegated to the administrative team members, they meet as needed to discuss fiscal matters. College Council serves as an advisory body to the President and holds the responsibility for vetting the Planning and Budget Committee (PBC) input. The President serves as the Co-chair of the PBC. Approved budget decisions go through PBC, College Council, and then are presented back to the President [[PBC Budget Decision Minutes 5.19.17](#), [YCC Budget Decision 5.23.17](#)].

The PBC developed a Program Recommendation / Augmentation Request process to make Program Review (PR) the guiding document in funding program recommendations. Requests are prioritized through four levels of review before submission to the President [[PBC Program Recommendation/Augmentation Request](#)].

The President's participation in the District committees, such as the Chancellor's Cabinet and District Consultation Council, helps to align the College budget and personnel processes with the District [**Chancellor Cabinet MTG Agenda regarding Budget Planning, DCC MTG Agenda regarding Budget Planning - Pending Pres Office**, [PBC Program Recommendation/Augmentation Request](#)].

When hiring employees, the President participates in the hiring of administrators and full-time faculty. The Faculty Staffing Committee prioritizes the requests for the hiring of full-time faculty

and forwards its recommendations to the President. The President reviews the faculty staffing list and, relying upon advice from the Faculty Staffing Committee, makes recommendations to the Chancellor. The President conducts final hiring interviews of the candidates recommended by the hiring committee, along with the hiring committee chair; after consultation with the committee chair, he selects the candidate [[Faculty Hiring Handbook](#), [President Calendar Snapshot of 2nd Interview](#)].

The President provides leadership that advances the quality of the institution. For example, during Summer 2016, he hosted a three-day McNellis Compression Planning workshop for college administrators and faculty leadership. Participants learned how to design and implement a Compression Planning session, a systematic process for fostering collaboration, team building, analysis of complex issues, and development of action and communication plans. The College now uses Compression Planning for major projects to achieve organizational results. Consequently, planning at Yuba College—whether for a single committee’s project or for a large-scale endeavor, such as updating the college mission statement—has used the Compression Planning Model [[Compression Planning Day 1](#), [Compression Planning Day 2](#), [Compression Planning Day 3](#), [Mission Statement Compression Planning Survey Email](#), [SLO Compression Planning](#)].

The President encourages professional development opportunities for College employees. He sponsors the [Staff Development Committee](#), chartered to improve and sustain the professional growth of faculty, staff, and administration through collegially-planned learning opportunities that continue to support the institutional goals. The Staff Development Committee plans Convocation and professional development days' activities, then forwards them to the President for review and approval. These activities focus on a culture of evidence as related to student learning [[SD Charter](#), [PD Agenda OnCourse](#), [Classified PD OnCourse Handout](#), [Classified PD Workshop Frontline Staff](#), [Zamora Bio](#), [SD Session for June 2 Email and Program](#), [SD Email for June 27-28](#), [SD Program for June 27-28](#), [SD Schedule for June 27-28](#), [YC SD Survey Results](#)].

The President works closely with the Vice President of Instruction and Student Services, who co-chairs the College Effectiveness and Accreditation Committee (CEAC); this committee supports and assesses the College's institutional effectiveness work. The Research Analyst from the Office of Research, Planning, and Student Success is part of this team effort.

The President also works closely with the office of research, Vice President of Academic and Student Services and Accreditation Liaison Officer, and Accreditation Self-Study Liaison/Faculty Co-Chair to ensure that there are processes in place for institutional effectiveness. Integrated College Plans)—such as Student Success and Support Program (SSSP), Student Equity Program (SEP), and Basic Skills Initiative (BSI)—link research on student learning to institutional planning and resource allocation processes. Additionally, student learning and achievement is inextricably linked to the College's institutional ability to execute its Educational Master Plan (EMP) and allocate resources to effectively support student learning and improve institutional processes and practices [[YC Org Chart with Research Analyst and ALO](#),

[ALO Faculty Co-Chair alignment with President](#), [SSSP Plan Credit](#), [SSSP Plan NonCredit](#), [BSI Plan](#), [Ed Master Plan](#), [Diversity Plan](#), [5-16 SEP Plan](#)].

Analysis and Evaluation

The College President, appointed by the Governing Board, has the full-time responsibility for the quality of the College. The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Through the organizational reporting and committee structure, the President empowers faculty and staff to participate appropriately in the matters of institutional quality. The President communicates effectively with internal constituents as well as the community. The College has mechanisms in place to link institutional research on student learning to institutional planning and research allocation processes.

Evidence Cited

- [AP 7122](#)
- [BP 2435](#)
- [YC Org Chart](#)
- [President Report to Board 4.13.17](#)
- [President Report to Board 5.11.17](#)
- [President Calendar Snapshot](#)
- [Marquee Funding Review_Background](#)
- [Marquee Workflow](#)
- [Marquee State Approval for Funding](#)
- [YC Marquee Install](#)
- [Alumni & Friends Organization Form](#)
- [YCCD Foundation Minutes](#)
- [SCOE Minutes](#)
- [Agendas from Rotary of Marysville, Sutter County Museum, Yuba County Superintendents of Schools - Pending Evidence from Claudette](#)
- [PBC Budget Decision Minutes 5.19.17](#)
- [YCC Budget Decision 5.23.17](#)
- [PBC Program Recommendation/Augmentation Request](#)
- [Chancellor Cabinet MTG Agenda regarding Budget Planning, DCC MTG Agenda regarding Budget Planning - Pending Pres Office,](#)
- [PBC Program Recommendation/Augmentation Request](#)
- [Faculty Hiring Handbook](#)
- [President Calendar Snapshot of 2nd Interview](#)
- [Compression Planning Day 1](#)
- [Compression Planning Day 2](#)
- [Compression Planning Day 3](#)
- [Mission Statement Compression Planning Survey Email](#)
- [SLO Compression Planning](#)
- [SD Charter](#)
- [PD Agenda OnCourse](#)
- [Classified PD OnCourse Handout](#)

- [Classified PD Workshop Frontline Staff](#)
- [Zamora Bio](#)
- [SD Session for June 2 Email and Program](#)
- [SD Email for June 27-28](#)
- [SD Program for June 27-28](#)
- [SD Schedule for June 27-28](#)
- [YC SD Survey Results](#)
- [YC Org Chart with Research Analyst and ALO](#)
- [ALO Faculty Co-Chair alignment with President](#)
- [SSSP Plan Credit](#)
- [SSSP Plan NonCredit](#)
- [BSI Plan](#)
- [Ed Master Plan](#)
- [Diversity Plan](#)
- [5-16 SEP Plan](#)

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The 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 his 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 [[YC Org Chart 15-16](#), [YC Org Chart](#), [YC Organizational Structure](#), [BP 2436 Delegation of Authority](#), [President Cabinet MTG Agenda](#), [Calendar Snapshot of MTG w/Academic Senate](#), [VP Job Description](#), [PC Agenda Proposed Staffing](#), [Academic Senate Agenda Proposed Org](#)].

The President meets with his cabinet, consisting of the College Vice President and the deans, twice a month. Additionally, he consults with the college administrative team, consisting of deans, directors, and managers once a month for an extended meeting. These meetings allow the President to stay current about various campus operations and to inform the team about District and College issues [[BP 2436 Delegation of Authority](#), [President Cabinet MTG Agenda](#), [YC Admin Team MTG Agenda](#), [Job Description Dean of Student Success and Institutional Effectiveness](#)].

The CEO makes informed decisions on staffing and organizational structure based upon the Yuba College Staffing Plan, which is updated annually and aligns with the Educational Master Plan (EMP) and is integrated with the Program Review (PR) and Budgeting processes [[YC Staffing Plan Draft](#), [YC Ed Master Plan](#), [PR Feedback FAQ](#), [BPC Charter](#), [PC Agenda Proposed Staffing](#), [Academic Senate Agenda Proposed Org](#)].

The President delegates authority to administrators and others as appropriate. For example, every year he delegates authority to College personnel for Purchase Order approvals. When requested to present to the Board of Trustees, the President may delegate the task to the content expert, such as in the case of the Guided Pathways Presentation Request. The delegation of authority by the President is also evidenced in the Organizational Reporting structure [[YC Org Chart](#), [YC Organizational Structure](#), [BP 2436 Delegation of Authority](#), [Memo Fiscal Approval](#), [Job Description Dean of Student Success and Institutional Effectiveness](#), [YC Managers Committee Assignments](#), [Guided Pathways Presentation Request](#)].

Analysis and Evaluation

The President demonstrates focus on planning, overseeing, evaluating, and making changes in the organizational structure of the College to reflect the College's size, purpose and complexity. The President adjusts the organizational structure to assure that quality is maintained throughout the College and communicates changes to the College employees. The President delegates authority as appropriate.

Evidence Cited

- [YC Org Chart 15-16](#)
- [YC Org Chart](#)
- [YC Organizational Structure](#)
- [BP 2436 Delegation of Authority](#)
- [President Cabinet MTG Agenda](#)
- [Calendar Snapshot of MTG w/Academic Senate](#)
- [VP Job Description](#)
- [PC Agenda Proposed Staffing](#)
- [Academic Senate Agenda Proposed Org](#)
- [BP 2436 Delegation of Authority](#)
- [President Cabinet MTG Agenda](#)
- [YC Admin Team MTG Agenda](#)
- [Job Description Dean of Student Success and Institutional Effectiveness](#)
- [YC Staffing Plan Draft](#)
- [YC Ed Master Plan](#)
- [PR Feedback FAQ](#)
- [BPC Charter](#)
- [PC Agenda Proposed Staffing](#)
- [Academic Senate Agenda Proposed Org](#)
- [YC Org Chart](#)
- [YC Organizational Structure](#)
- [BP 2436 Delegation of Authority](#)
- [Memo Fiscal Approval](#)
- [Job Description Dean of Student Success and Institutional Effectiveness](#)

- [YC Managers Committee Assignments](#)
- [Guided Pathways Presentation Request](#)

IV.B.3 *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- establishing a collegial process that sets values, goals, and priorities;*
- ensuring the college sets institutional performance standards for student achievement; [SEP]*
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; [SEP]*
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- ensuring that the allocation of resources supports and improves achievement and learning; and*
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. [SEP]*

Evidence of Meeting the Standard

The President guides the institutional improvement and effectiveness through established College policies and procedures. For example, under the direction of the Yuba College President, Yuba College Council established an inclusive, collegial process for updating the Yuba College Educational Master Plan, which explicitly includes college mission, guiding principles, and objectives aligned with the District mission and values. Three compression planning sessions, in which over 80 faculty, staff, administrators, and students participated, served as the foundation for this update. Surveys were sent to the entire college to gather feedback, which council incorporated into its completed plan. (Evidence: [YC Mission Statement Survey](#), [Compression Planning Day 1](#), [Compression Planning Day 2](#), [Compression Planning Day 3](#), [YC Council Meeting Minutes 03-14-2017](#), [YC Staffing Plan Draft](#), [Ed Master Plan](#))

The Yuba College President both participates in and oversees the college's participation in the California Guided Pathways Project, a statewide project for which Yuba College was one of twenty colleges chosen to participate. Part of this process involves examining both qualitative and quantitative data for setting institutional performance standards. This process has both informed, and been informed by, YC Council's discussion around goals related to institutional performance standards for student achievement. Further, in response to the Board's increased focus on goals surround surrounding student achievement, the Council reviewed and updated the goals for institutional standards for student achievement. (Evidence: [Guided Pathways Email to All YC](#), [California Guided Pathways Homework Email](#), [Pathways Homework Action Plan Template](#), [Pathways Homework Program Enrollment Template](#), [YC Council minutes 08-15-2017](#))

In addition, the President guides continuous quality improvement by chairing and actively participating on several campus committees such as the College Council to establish collegial process that sets values, goals and priorities for the college using student success and learning outcome data. The President ensures all college processes and institutional performance standards for student achievement are reviewed and approved by Yuba College Council. (Evidence: [Council Charter](#), [Pending sample from Research Analyst](#))

The Research Analyst, who reports to the Vice President of Academic and Student Services, ensures appropriate data is provided to faculty and staff for institutional planning. The Research Analyst posts reports through TracDat, the Research and Planning Website, and the Portal. These reports provide data that is regularly updated and used for program reviews, the Educational Master Plan, the Strategic Plan, SLOs, midterm reports, the Equity Plan, the SSS Plan, Basic Skills and other categorical reports and plans. The Research Analyst through Program Review processes updates data in TracDat on a yearly basis and provides additional data for specific areas as requested. (Evidence: [YC Org Chart with Research Analyst and ALO](#), [SLO Handbook – Will need to replace with updated one](#), [PR Feedback Template](#), [PR Feedback FAQ](#), [PR Feedback Services Instruction Checklist](#), [PR Feedback Services Checklist](#), [PR Questions](#), [PR Steps for Completing](#), [SLO/SAO Website](#))

Through the approved Integrating Planning Process developed by College Effectiveness and Accreditation Committee (CEAC), the President ensures that the educational planning is integrated with resource planning and allocation to support student achievement and learning. Program Review documents detail all resource requests to include; equipment, facilities and personnel requests are processed and approved by the Budget committee and/or requested as district requests for funds are processed through District Council, DCAS and through the colleges Budget and Planning Committee and then reported to YC Council. (Evidence: [YC Council Handbook 2017-2018](#), [2017-2018 CEAC Charter](#), [YC IER Report](#), [Email on District Resource Protocol](#), [District Council Effectiveness Review Results](#), [DCAS Purpose Statement](#), [DCAS Agenda](#), [DCAS Minutes on Resource Allocation](#), [BPC Budget Decision 5.19.17](#), [YCC Budget Decision 5.23.17](#))

Through the work of the College Effectiveness and Accreditation Committee, the President evaluates overall institutional planning and implementation efforts to achieve the mission of the institution. Likewise, the President ensures that the college sets institutional performance standards for student achievement. See Standard I.B.3 for more information on Institutional Set Standards.

Analysis and Evaluation

The President guides the institutional improvement and effectiveness through established College policies and procedures. The President facilitated an inclusive, collegial process for updating the College's Educational Master Plan. Through the work of the Office of Research and the College Effectiveness and Accreditation Committee, the president ensures the college sets institutional performance standard for student achievement, and establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. Through the shared governance process, the President ensures that educational planning is integrated with resource allocation.

Evidence Cited

- [YC Mission Statement Survey](#)
- [Compression Planning Day 1](#)
- [Compression Planning Day 2](#)
- [Compression Planning Day 3](#)
- [YC Council Meeting Minutes 03-14-2017](#)
- [YC Staffing Plan Draft](#)
- [Ed Master Plan](#)
- [Council Charter](#)

- [Pending sample from Research Analyst](#)
- [YC Org Chart with Research Analyst and ALO](#)
- [SLO Handbook – Will need to replace with updated one](#)
- [PR Feedback Template](#)
- [PR Feedback FAQ](#)
- [PR Feedback Services Instruction Checklist](#)
- [PR Feedback Services Checklist](#)
- [PR Questions](#)
- [PR Steps for Completing](#)
- [SLO/SAO Website](#)
- [YC Council Handbook 2017-2018](#)
- [2017-2018 CEAC Charter](#)
- [YC IER Report](#)
- [Email on District Resource Protocol](#)
- [District Council Effectiveness Review Results](#)
- [DCAS Purpose Statement](#)
- [DCAS Agenda](#)
- [DCAS Minutes on Resource Allocation](#)
- [BPC Budget Decision 5.19.17](#)
- [YCC Budget Decision 5.23.17](#)
- [2017-2018 CEAC Charter](#)

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President works closely with the Vice President of Academic and Student Services/the Accreditation Liaison Officer, and the Accreditation Self-Study Liaison/Faculty Co-Chair. For example, the President and Vice President met to gather evidence for the self-evaluation study, and the President met with ALO and VP to coordinate Accreditation roles and timelines. The President attends some of the meetings of the Accreditation Writing teams. The President discusses accreditation compliance matters during the President's cabinet meetings, which is a standing agenda item. The President provides accreditation information to the College community via emails and through the accreditation newsletters. Through the Accreditation Liaison Officer reports, the President also keeps the Board informed of the College's progress on accreditation (Evidence: [Accreditation MTG Notes](#), [President Cabinet MTG Notes](#), [Email from VP on Accreditation Summer Project](#), [Accreditation Newsletter March 2017](#), [Accreditation Newsletter May 2017](#), [Accreditation Newsletter Sept 2017](#), [BOT Agenda 10.12.17 Accreditation Update](#), [BOT Agenda 3.9.17 Accreditation Planning Process](#), [YC Report to BOT 3.12.17](#), [YC Accreditation Timeline](#), [YC Writing Teams](#), [March BOT Accreditation Premier](#), [YC Report to BOT 10.12.17](#)).

Faculty, staff, and administrators also assume responsibility for assuring compliance with accreditation requirements through their participation in the College's self-study process. College Effectiveness and Accreditation Committee (CEAC) is charged with overseeing the continuous quality improvement process at the college, evaluating Yuba College's Institutional Effectiveness and its Integrated Planning Process. The Committee gathers data and evidence to determine the College's effectiveness in planning, shared governance, budgeting, and student learning. The Vice President, Research Analyst, and Student Learning Outcomes Coordinator serve on CEAC by position, in addition to representatives from student services and instructional faculty. The Accreditation Writing Teams are engaged in assessing the level of College compliance with Accreditation Standards and making recommendations for improvement; these teams include 15 faculty members, 12 administrators, and 6 classified employee members. Additionally, at least 50 faculty, 8 classified and 14 managers are required membership within the following committees: Curriculum, SLO, CEAC, Academic Senate, BSI, SSSP and SEP some of the members serve in multiple committees and are involved in the Self-Study process. Likewise, departments such as the Library meeting at both Yuba College and the Sutter County Center and committees like Distributive Education discuss accreditation requirements' compliance during their meetings. (Evidence: [2017-2018 CEAC Charter](#), [YC Structure and Responsibilities Accreditation Planning](#), [YC Accreditation Timeline](#), [YC Writing Teams](#), [Library Meeting Minutes on Accreditation Discussion](#), [DE Committee Minutes on Accreditation Discussion](#))

College faculty, staff and administrators routinely attend accreditation trainings. A group attended ACCJC training last fall in Merced. Vice President attended the CIO ACCJC training during Fall 2016 in San Francisco as well the ACCJC Conference in Spring 2017. Faculty attend Accreditation Institutes sponsored by the Academic Senate for California Community Colleges. Attending accreditation training enable College employees to stay current on changes and also to ensure compliance with accreditation

requirements. (Evidence: [2017 Accreditation Institute Napa Kemble/Selden/Flacks](#), [New ALO Training and ACCJC Standards](#), [Self Evaluation Workshop](#))

Analysis and Evaluation

The President takes a leadership role for accreditation, ensuring that institution meets and exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Faculty, staff, and administrators through their participation in the accreditation writing teams, are also actively engaged in assuring that Yuba College complies with the accreditation requirements. Through consistent evaluations, the College continues to review and assure its compliance with accreditation standards and eligibility requirements.

Evidence Cited

- [Accreditation MTG Notes](#)
- [President Cabinet MTG Notes](#)
- [Email from VP on Accreditation Summer Project](#)
- [Accreditation Newsletter March 2017](#)
- [Accreditation Newsletter May 2017](#)
- [Accreditation Newsletter Sept 2017](#)
- [BOT Agenda 10.12.17 Accreditation Update](#)
- [BOT Agenda 3.9.17 Accreditation Planning Process](#)
- [YC Report to BOT 3.12.17](#)
- [YC Accreditation Timeline](#)
- [YC Writing Teams](#)
- [March BOT Accreditation Premier](#)
- [YC Report to BOT 10.12.17](#)
- [2017-2018 CEAC Charter](#)
- [YC Structure and Responsibilities Accreditation Planning](#)
- [YC Accreditation Timeline](#)
- [YC Writing Teams](#)
- [Library Meeting Minutes on Accreditation Discussion](#)
- [DE Committee Minutes on Accreditation Discussion](#)
- [2017 Accreditation Institute Napa Kemble/Selden/Flacks](#)
- [New ALO Training and ACCJC Standards](#)
- [Self Evaluation Workshop](#)

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

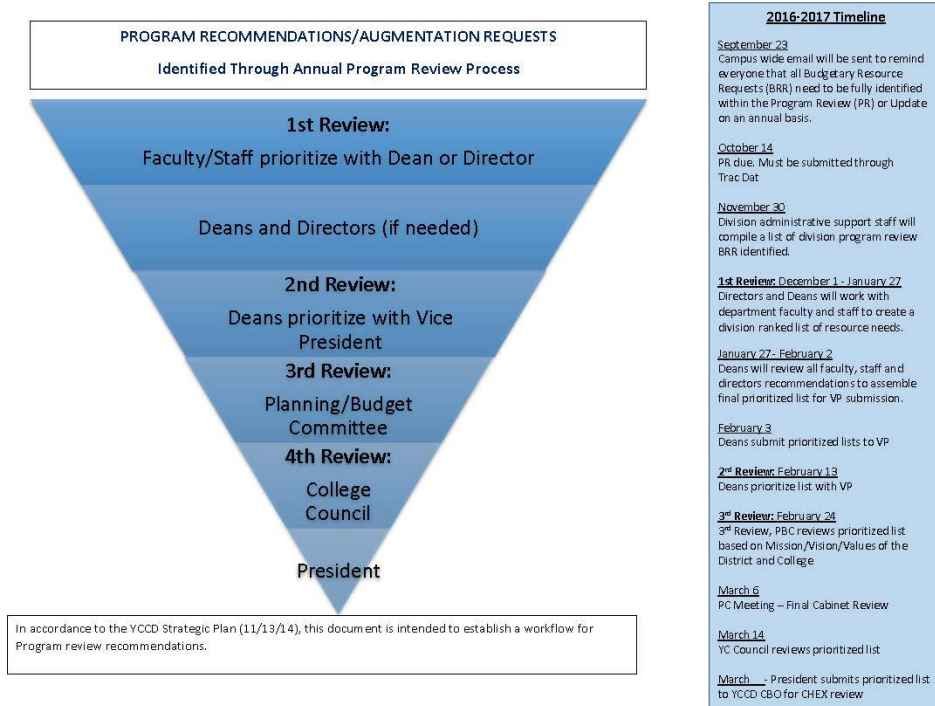
Administrative Procedure 7151, Evaluation of the College President, delegates the Yuba College President the responsibility and authority to implement and administer the policies adopted by the Board and carry out all duties specifically assigned to a President of a District by the California Education Code and/or Title 5 of the California Code of Regulations (Education Code 72413, 87770; California Code of

Regulations). The President administers this policy and ensures that the institution meets its requirements, through both direct actions and delegation of tasks to appropriate personnel, such as the Vice President. The President also meets weekly with the President's Cabinet to discuss, among many other things, compliance with federal laws, Board Policies, and Administrative Procedures. (Evidence: [AP 7151](#), [AP 7122](#), [BP 2440](#), [YC President Self-Evaluation Form](#), [YC President Job Description](#), [Cabinet Meeting Agenda](#), [YC Admin Team Meeting Agenda](#), [YC Organizational Structure](#))

As an example, in 2015 the Athletics program shared concerns regarding AP 4300 which only allows 9 passengers plus driver versus Ed Code 39800.5 that would allow for up to 14 passengers plus driver with a Class B driver license. An analysis was done on the potential cost savings if a larger van/SUV was used based on Ed Code, as travel expenses come from the college's budget. Additional research with Keenan and Associates was done for clarification of the "Pupil Transportation Vehicle Definitions and Regulations" with the district's Property and Liability Insurance firm. By October 2016, DCAS reviewed AP 4300 Field Trips/Excursions and AP 4300 Matrix and the colleges were requested at that time to provide timelines for the Field Trip Process. The discussion of AP 4300 was then done by college managers and all those that utilized the forms within the department and all recommended edits were provided to DCAS. DCAS approved recommended changes and was then moved forward to the Policy Committee. On February 9, 2017 it was on the Board Agenda as information from the Policy Committee and now being used. (Evidence: [BP 4300](#), [AP 4300](#), [AP 4300 Email Feedback](#), [AP 4300 Revised Thru Governance](#), [AP 4300 Business Services Revisions](#))

Further, the Yuba College President oversees processes that have been designed to ensure that institutional practices are consistent with institutional mission and policies. The Yuba College Council, working under the auspices of the President, oversees the development the Educational Master Plan (EMP), which aligns college Action Plans to the institutional missions of college and District. The College Effectiveness and Accreditation Committee, which reports to College Council and Academic Senate, has developed a process whereby all committees develop Committee Objective Reports that require objectives to be aligned with college goals. (Evidence: [YC Council Charter 2016-17](#), [YC Ed Master Plan](#), [2017-2018 CEAC Charter](#))

The President's oversight includes effective control of budget and expenditures. The President's job description outlines the expectations for budget development and effective control of budget and expenditures. The President co-chairs the Planning and Budget Committee, which develops recommendations regarding budget processes and priorities to the YC Council. Recommendations result from an inclusive process that is founded on Program or Service Reviews, which are designed to be in alignment with the District Vision and the College Mission and Goals. The process "funnels" requests, with deans or directors working with faculty and staff to prioritize requests, then with the Vice President working with deans, then the Planning and Budget Committee, then College Council, to the President (see diagram below). (Evidence: [YC President Job Description](#), [PBC Charter](#), [Program Review Questions](#))



Analysis and Evaluation

In order to ensure that the institution's practices remain consistent with its mission and policies, the President oversees integrated planning processes on campus, including the multi-year strategic planning process and the annual planning and resource allocation process.

The President ensures that institutional practices remain consistent with the mission and policies of the College through oversight of integrated planning process. Throughout the multi-year strategic planning process and the annual planning and resource allocation process, all goals, objectives, and resource allocation requests link to institutional objectives or student learning outcomes, which in turn directly align with the institutional mission.

Evidence Cited

- [AP 7151](#)
- [AP 7122](#)
- [BP 2440](#)
- [YC President Self-Evaluation Form](#)
- [YC President Job Description](#)
- [Cabinet Meeting Agenda](#)
- [YC Admin Team Meeting Agenda](#)
- [YC Organizational Structure](#)
- [BP 4300](#)
- [AP 4300](#)
- [AP 4300 Email Feedback](#)

- [AP 4300 Revised Thru Governance](#)
- [AP 4300 Business Services Revisions](#)
- [YC Council Charter 2016-17](#)
- [YC Ed Master Plan](#)
- [2017-2018 CEAC Charter](#)
- [YC President Job Description](#)
- [PBC Charter](#)
- [Program Review Questions](#)

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President communicates effectively with the campus community using a variety of methods. He informs the College community and the Board of Trustees of ongoing and current events by providing a monthly report to the Board, which is also widely disseminated. The report is also forwarded to the newly established Alumni & Friends Association as a means to keep Yuba College Alumni & Friends engaged in College activities. At least once each semester, the President sends a Report to the College providing updates on all areas of the College: instruction, support, student services, economic development, financial condition, construction projects and sustainability. (Evidence: [Alumni and Friends, President's Report to the Board 08-2017](#), [Email from President Office on President Report to Board](#))

The President works closely with community leaders, industry leaders, and government entities and participates in a broad spectrum of roles in the community. Presently, the President is on the Harmony Health Executive Board, the City of Yuba City Oversight Committee, Marysville Rotary Club, and the California Community College Athletic Association. The President also serves on the Superintendent of Sutter County Office of Education Cabinet to maintain communications with the county superintendent of schools and the local superintendents and principals. Through these roles, keep stakeholders are kept informed of key College initiatives that may impact them such as dual enrollment (AB288). (Evidence: [SCOE](#), [Rotary](#), [Oversight YC](#), [Oversight LO](#), [Harmony HLTH](#), [Sutter Museum](#), [Athletics CEO](#))

The President works closely with local government agencies, for example he worked closely with district staff, City of Marysville and Yuba-Sutter Arts Council to install electronic marquees in downtown Marysville in a high-traffic location that approximately 70,000 vehicles per day in order advertise College academic, athletic and public events as well as advertising other local art events provided by local theatres and galleries. (Evidence: [Marquee Funding Background](#), [Marquee State Approval](#), [Marquee Workflow](#), [Marquee YC Install](#))

If the President is unable to serve on a board, he assigns other College staff. For example, one director regularly attends the Yuba City Kiwanis Club meetings, one dean attends SWP, North Far North Consortium and various CTE Boards, and a second Dean attends AEBG Consortium meetings. (Evidence: [Pending Presidents Office](#))

The President also works effectively with the campus community through an open door, inclusive information sharing process. He routinely visits with both the faculty senate leadership and the exclusive representative leadership for the classified staff to further communicate and stay informed about potential issues. The President often attends student services, counseling and division meetings for information and discussion of pertinent items. The President holds one-on-one meetings with employees to discuss personal matters, and takes into great consideration the opinion of the College employee. During this accreditation process, he held several meetings to ensure that everyone knew the importance of the accreditation process and encouraged 100% participation. Each February, the president hosts lunch for the Associated Students Leadership as an opportunity for the students to ask questions and become informed on pressing issues. (Evidence: [Pending Presidents Office](#), [YC President Report on ASYC](#))

High employee morale is important to the president, so each Fall, "Way to Go Awards" are presented with a "hoopla" of activity to recognize employees who were nominated by graduating students. In the spring of each year, a staff recognition event is held to honor retirees, years of service, tenure and Awards of Excellence. Both events are ways for the president to express his appreciation for all the work accomplished by the faculty and staff, as well as to build morale by allowing time for employees to build relationships and to network. (Evidence: [YC President Report on Way to Go Awards](#), [YC Spring Staff Recognition Event](#))

Analysis and Evaluation

Through participation in events and through service on government, civic and industry organizations, the President works and communicates effectively with both the campus and local communities. The President communicates effectively with all communities served by the College. Through College governance structures and campus-events, the President works to hear all voices from campus constituencies and he shares information across the College.

Evidence Cited

- [Alumni and Friends](#)
- [President's Report to the Board 08-2017](#)
- [Email from President Office on President Report to Board](#)
- [SCOE](#)
- [Rotary](#)
- [Oversight YC](#)
- [Oversight LO](#)
- [Harmony HLTH](#)
- [Sutter Museum](#)
- [Athletics CEO](#)
- [Marquee Funding Background](#)
- [Marquee State Approval](#)
- [Marquee Workflow](#)
- [Marquee YC Install](#)
- [Pending Presidents Office](#)
- [YC President Report on ASYC](#)
- [YC President Report on Way to Go Awards](#)
- [YC Spring Staff Recognition Event](#)

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Standard IVC: Governing Board

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 an 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](#), [12.8.16 Minutes Board Organizational Meeting](#))

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](#), [6.8.17 Minutes Board MTG](#))

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 both 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](#)
- [12.8.16 Minutes Board Organizational Meeting](#)
- [Board Action on Tentative Budget](#)
- [12.8.16 Minutes Board Organizational Meeting](#)
- [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 follows a set selection and evaluation process, for the Chancellor. 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 from 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 Presidents of 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 serves 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 Boards 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.

A review of the agenda and minutes for the official meetings of the Board of Trustees shows that policy matters discussed, actions taken, and information requested for future Board discussion are not based upon pressure or undue influence, but rather relate to policy matters focused on improving educational quality.

Analysis and Evaluation

The Board of Trustees carries out its role and reflects the public interest 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.* ^[SEP]

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; policies 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](#))

BP 6300 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. The meeting 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 actions 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 policies 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 Policies 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 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 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 replaced 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 Boards' 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 Boards' 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](#)

Standard IVD: Multi-College Districts or Systems

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](#))

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 the 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. In a recent initiative he 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 and Coordination 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**
- [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

As Chief Executive Officer of the District, the Chancellor clearly delineates, documents and communicates operational responsibilities and functions of the District policies, procedures, position descriptions, and organizational charts. The Chancellor's District Handbook provides detailed information about various District Services (Evidence: [District Handbook](#))

The District Handbook has typically been published annually, but the last edition was from 2014-2015. The District Handbook included a description the participatory decision-making structure, committee charters, information about planning processes. It also included "Function Statements" that provided descriptions of department services and contact information. Administrative Services Reviews (ASR's) were used to evaluate services provided by District Services, and as a result the District Services Team made a decision to develop "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 the District's services. SLAs is an improvement developed by the district as part of continuous quality improvement. In addition to the SLAs, there will be a "District Services Handbook" that will contain the "Function Statements" mentioned above and a "District Participatory Decision-Making Handbook" that will include information about the governance structure, committee and council charters and the participatory decision-making structure. (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, it is intended that the colleges will be able to evaluate district services against the standards set in SLAs. In September 2016, February 2017, and September 2017 the draft SLAs were emailed to the Colleges' Presidents and Vice Presidents for their review. The College Councils are expected to review the SLAs in Fall 2017. The timeline for input, implementation, assessment and improvement was discussed in DSET at its January 26, 2017, meeting. (Evidence: [Conversation with Dr. Houston](#), [Sample Service Level Agreement](#), [2017-01-26 DSET_Chancellor Minutes](#))

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 ensures that the colleges receive effective and adequate services to achieve their missions by holding regularly scheduled meetings with each president individually and jointly. The presidents are members of the Chancellor's Cabinet which meets weekly to discuss policy and operational matters with expectations to follow-up on such matters. In addition to the College Presidents and Vice Presidents, other members of Cabinet include the Vice Chancellor of Educational Planning, the Chief Business Officer, the Chief Human Resources Officer, the Chief Technology Officer, the Director of Facilities and Maintenance & Operations, the Director of Institutional Effectiveness, the Director of Grants and Resource Development, the Interim Director of Human Resources, and the Director of the North Adult Education Consortium. (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 and Coordination Council (DC3) to receive input on the draft district board agenda, the budget and administrative procedures outside of the 10 + 1. The DC3 minutes are distributed to its members to disseminate to their constituents and are also posted to the District Portal. In response to input from members of DC3, the Chancellor commissioned the publication of the "DC3 Newsletter" that includes reports items of interest discussed in Cabinet. Several issues of the "DC3 Newsletter" have been published to DC3 beginning in Spring 2017. Beginning in Fall 2017, the Chancellor's Office will disseminate the Council minutes district-wide via the "DC3 Newsletter." The newsletter is an improvement on an earlier communication tool developed in response to interest from DC3 in 2015-2016. This was the "DC3 Dispatch." At the October 3, 2017, DC3 meeting, members discussed additional changes to the newsletter to include improving formatting and context of intent. (Evidence: [District Council Charter](#), [2017.10.03 DC3 Minutes](#))

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.

The District integrated planning cycles and the College's Educational Master Plans describe how the guidelines and processes are used for budget development with constituent groups having input through regular program reviews.

Board Policy 6200 sets the ground for defining and following guidelines and processes for financial planning and budget development, with appropriate collaboration from all constituencies. The Chancellor shall present to the Board of Trustees a budget developed in accordance with Title 5 and the California Community College Budget and Accounting Manual. The developed budget shall meet the following criteria [\[BP 6200\]](#):

- Budget projections address long-term goals and commitments.
- Budget development processes shall include consultation with appropriate groups, as identified within each college.
- A schedule is provided to the Board in January of each year which includes presentation of the tentative and final budgets. The tentative budget shall be presented no later than July 1, and the final budget no later than September 15. A public hearing on the budget shall be held on or before September 15.
- Two copies of the adopted budget shall be submitted to the CCC Chancellor's Office on or before September 30.
- Appropriate forms (311's) shall be submitted to the CCC Chancellor's Office.

On September 14, 2017, the Governing Board, the Chancellor, Vice Chancellor, Chief Business Officer, Chief Human Resource Officer, and College Presidents adopted the 2017-2018 Budget, which was developed following the previously mentioned State requirements and Board Policy [\[2017-2018 Adopted Budget\]](#).

At the district level, the District Office in collaboration with Yuba College follow the Strategic Planning Process and the YCCD Resource Allocation Model. Under this model, in an annual cycle, strategic planning teams prepare district annual action plans. After this process has been accomplished, the available resources are allocated to maintain adequate fund levels and to accomplish annual action plans. This model and processes are materialized with the adoption of the final budget [\[2017-2018 Adopted Budget\]](#).

At the college level review of program and services resource allocation and funding recommendations is the purview of the Planning and Budget Committee (PBC). The College Council approves division recommendations, and the College President approves division requests for allocation/reallocation and funding of resources. In 2016-17, the College PBC drafted a Program Recommendation/Augmentation Request process (as detailed in I.B.9) and a one-time funding allocation process to make PR the guiding document in funding program recommendations. 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, BP 6200 Budget Preparation, budget and fiscal management, BP 6250 Budget Management and BP 6300 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. ([HR Fiscal Services Level Agreement](#))

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. ([HR Fiscal Services Level Agreement](#))

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. ([IT SLA](#))

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. ([SLA Maintenance & Operations](#))

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.

[District Services also intend to update the District Handbook.](#)

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](#)
- [2017.10.03 DC3 Minutes](#)
- [YCCD Resources Allocation Process](#)
- [PBC Minutes 5.19.2017 One Time Allocation Prioritization](#)
- [Management and Staff Plan](#)
- [HR Fiscal Services Level Agreement](#)
- [IT SLA](#)
- [SLA Maintenance & Operations](#)

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 2436 Delegation of Authority to Chancellor which delegates to the Chancellor the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts, the budget, audit and accounting of funds; 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 taking into consideration marginal decisions, for example repurposing or moving a position from college to the other or to the district or where one area needed to grow, and the budget for extra pay assignments and adjunct are adjusted based on enrollment targets. 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.

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.* ^[L]_[SEP]

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 (Evidence: BP2440). These procedures are codified in AP 7151 that outlines the timelines for evaluation of the College President's (Evidence: AP 7151). 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

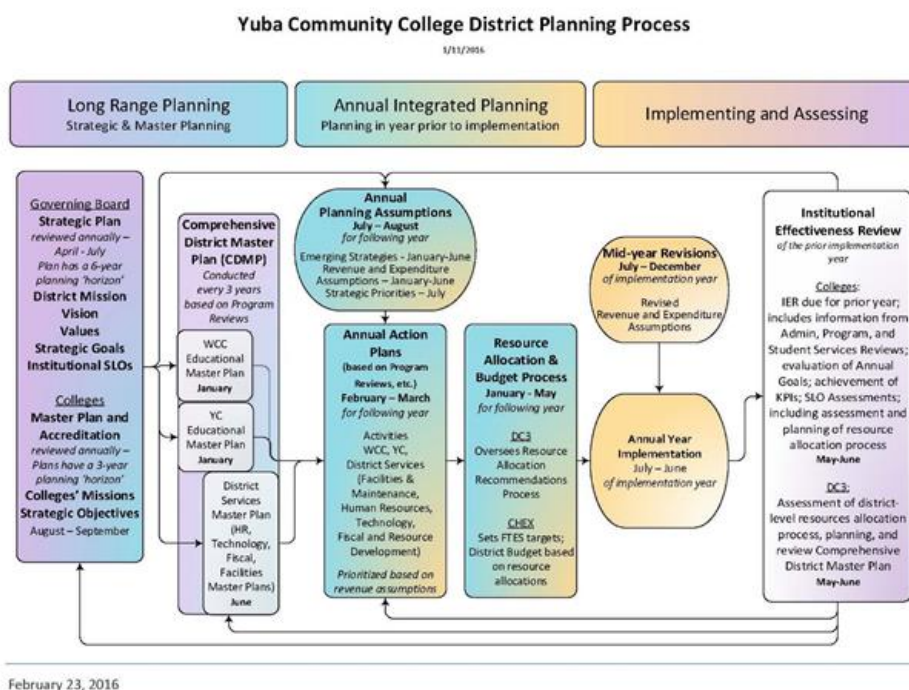
- [BP 2440](#)
- [BP 7110](#)

- [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

The District Planning Process depicted in the diagram below shows how 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 District and 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 shortrange 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](#), [YC Integrated Planning Model](#), [Council Minutes on EMP Progress – Pending President's Office](#))



The Yuba Community College District allocates revenues based on prior year budgets and FTES ratios taking into consideration marginal decisions, for example repurposing or moving a position from one college to the other or to the district or where one area needed to grow, and the budget for extra pay assignments and adjunct are adjusted based on enrollment targets. The District and Colleges working together with the Academic Senate Leadership has developed an allocation process for allocating one-time funds based on intent.

The District has been undergoing an evaluation of its integrated planning practices which has resulted in improvements. The revised Yuba Community College District Planning Process was reviewed and agreed to at the February 4, 2016, DCAS meeting. Cabinet discussed a proposal to use the funding formula from the Strong Workforce Program to allocate the Strong Workforce funds to Districts and used the intent of the formula to further allocate those funds to the colleges. The proposal was shared with the Academic Senates and the Colleges' budget organizations and accepted. In a meeting on October 11, 2016, the Academic Senates joined the discussion in Cabinet and agreed to take the proposal forward to their Senates. The model of allocating resources based on intent was later approved for use in allocating deferred maintenance and instructional equipment funds and future one-time funding streams with the understanding to evaluate through the institutional effectiveness process. (Evidence: [2/4/16 DCAS Minutes](#), [3/2/2017 DCAS Minutes](#), [3/16/2017 DCAS Minutes](#), [4/6/2017 DCAS Minutes](#))

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](#)
- [YC Integrated Planning Model](#)
- [Council Minutes on EMP Progress – Pending President's Office](#)
- [2/4/16 DCAS Minutes](#)
- [3/2/2017 DCAS Minutes](#)
- [3/16/2017 DCAS Minutes](#)
- [4/6/2017 DCAS Minutes](#)
- [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: [4/25/17 Cabinet Agenda](#), [8/1/17 DC3 Newsletter](#), [10/3/17 DC3 Newsletter](#))

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 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](#), [DCAS Purpose Statement](#), [BP 2510 Local Decision Making](#)]

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 Chancellor discusses district 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 in Cabinet, DCAS, and DC3, and in meetings with the Colleges Presidents and District Services Executive Team (DSET). In DC3, the members of the group advised that communicating out the discussions in DC3 should come from the Chancellor's Office rather than members communicating directly with their own constituents. The Chancellor's Office will start sending out minutes from DC3 meetings District-wide.

Evidence Cited

- [4/25/17 Cabinet Agenda](#)
- [8/1/17 DC3 Newsletter](#)
- [10/3/17 DC3 Newsletter](#)
- [BP 2510 Local Decision Making](#)
- [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](#)

Quality Focus Essay

Introduction

The Quality Focus Essay (QFE) is intended to identify two to three areas that are vital to the long-term improvement of student learning and achievement over a multi-year period. During the Yuba College process of self-evaluation, the college staff, faculty and administration identified Student Outcomes and Distance Education as projects of significance to the long-term improvement of teaching and learning. In the Student Outcomes Project, four goals/outcomes were identified, which are enumerated under “Project 1: Student Outcomes.” In the Distance Education Project, three goals/outcomes were identified, which are enumerated under “Project 2: Distance Education.”

Project 1: Student Outcomes

Although Yuba College has made excellent progress with writing and assessing Outcomes on the course, program, service, and institutional levels, we recognize the need to ensure a high quality of Outcomes so that they yield useful data. We also recognize the need to ensure that Outcomes data is used to foster authentic, continuous quality improvement on the course, program, service, and institutional levels. In order to achieve these goals, the following action projects must be completed:

1. Develop clear policies, processes, and cycle timelines for Course Student Learning Outcomes (CSLOs) and Program Student Learning Outcomes (PSLOs), publish them in an updated Student Learning Outcomes (SLO) handbook, and ensure that SLO and Service Area Outcomes (SAO) handbooks are updated on a regular basis.
2. Design a consistent, systematic Outcomes Review process so the SLO committee is able to support faculty and staff as they write high-quality Outcomes and ensure that SLO and SAO data are accurately reported in CurricUNET Meta and TracDat, as appropriate. This process will also be used to ensure all programs and services develop viable assessment and quality improvement plan schedules.
3. Institutionalize regular conversations about Outcomes data and use this information to design viable quality improvement plans on the course, program, service, and institutional levels.
4. Revise the Institutional Student Learning Outcomes (ISLOs) assessment schedule, and design and implement multimethod assessment and continuous quality improvement strategies.

Project 1: Goal 1

Develop clear policies, processes, and cycle timelines for CSLOs and PSLOs, publish them in an updated SLO handbook, and ensure that SLO and SAO handbooks are updated on a regular basis.

Actions

1. The SLO coordinator will draft incremental sections of the SLO handbook for committee review.
2. The SLO committee will review, revise, and then approve each section.
3. Once approved by the SLO committee, each section will go to the Academic Senate, College Council, College President, and Vice President of Academic and Student Services for approval.
4. The above process will be repeated on a yearly basis to ensure the handbook is always up-to-date.

Resources Needed

Time for SLO coordinator and committee members to work on the handbook. FLEX time has been increased for committee members, and SLO coordinator has 40% release time.

Responsible Parties

SLO Committee

Timeline

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Begin the update and approval process	Complete the approval process	Review, make needed revisions, and begin the approval process	Complete the approval process	Review, make needed revisions, and begin the approval process	Complete the approval process

Outcomes

The approved handbooks will be published on the SLO website and be widely used to inform the SLO and SAO processes.

Project 1: Goal 2

Design a consistent, systematic Outcomes Review Process so the SLO Committee is able to support faculty and staff as they write high-quality Outcomes and ensure that SLO and SAO data are accurately reported in CurricUNET Meta and TracDat, as appropriate. This process will also be used to ensure all programs and services develop viable assessment and quality improvement plan schedules.

Actions

1. The SLO Committee will develop pilot review processes for both SLO and SAO cycles. The committee will develop an incremental review process that ensures the quality of SLOs and SAOs, monitors assessment data and quality improvement plan schedules, making sure they meet standards in the handbooks.
2. Once pilot review processes are developed, the SLO Committee will forward the plans to the Academic Senate, College Council, VP and President for approval.
3. The SLO committee will train its members to review CSLO, PSLOs and SAOs according to guidelines in the handbooks.
4. Yuba College will implement the pilot review process
5. Gathering faculty and staff feedback, the SLO Committee will reflect on the process and make adjustments as needed.
6. If needed, the SLO Committee will forward a revised plan to the Academic Senate, College Council, VP and President for approval.
7. SLO Committee teams will evaluate and support faculty with Course Student Learning Outcomes (CSLOs) and Program Student Learning Outcomes(PSLOs) on degrees, certificates, and Course Outlines of Record in Meta, ensuring that they meet standards outlined in the most recently approved SLO Handbook. The committee will also evaluate and support staff and faculty with Service Area Outcomes, ensuring that they meet standards outlined in the most recently approved SAO Handbook.
8. SLO Committee teams will ensure that SLO, timelines, results, and action plans are recorded in TracDat.
9. An SAO workgroup will work with appropriate service area staff to ensure that SAO data, timelines, results, and action plans are recorded in TracDat.

Resources Needed

Time for SLO committee members to verify and compare data in both systems.

Responsible Parties

SLO committee

Timeline

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Design a pilot system and begin the approval process. Train SLO committee and begin practicing the process	Complete the approval process and implement the pilot plan. Update the handbook to include the approval process	Review and refine the pilot process. Begin the approval process, if needed	Complete the approval process, if needed. Update the handbook to reflect changes, if needed.	Solidify a final version of the approval process. Begin the approval process, if needed.	Complete the approval process for the final version, if needed. Update the handbook to reflect changes, if needed

Outcomes

Tracdat reports will show high-quality Outcomes for all courses, degrees, certificates and services. In addition, Tracdat reports will illustrate that faculty and staff have developed viable assessment and quality improvement plan schedules for all courses, degrees, certificates and services.

Project 1: Goal 3

Institutionalize regular conversations about Outcomes data and use this information to design viable, quality improvement plans on the course, program, service, and institutional levels.

Actions

1. The SLO Coordinator and committee members will learn how to facilitate outcomes data and quality improvement plan conversations.
2. The SLO Committee will design a workshop to facilitate these conversations.
3. The SLO Coordinator will train the SLO committee to facilitate outcomes data conversation workshops.
4. The SLO Committee will develop and institutionalize a workshop schedule
5. SLO Committee members begin facilitating regular workshops

Resources Needed

Time for SLO coordinator and committee members to learn how to facilitate these conversations. Institutional support for regularly scheduled workshops at convocation and Professional Development days. Faculty and staff will need time set aside for this work, which means part-time faculty may need to be paid to participate in workshops.

Responsible Parties

SLO coordinator, SLO committee, faculty and service area staff, as appropriate.

Timeline

Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SLO coordinator attends conferences and researches how to facilitate outcomes data and quality improvement plan conversation workshops.	SLO coordinator designs workshops and trains the committee to facilitate workshops.	Committee begins facilitating workshops on a regular basis. Train new committee members to hold workshops. Develop and institutionalize a regular workshop schedule.	Refine workshops and schedule as needed. Train new committee members to hold workshops. Hold regular workshops.	Refine workshops and schedule as needed. Train new committee members to hold workshops. Hold regular workshops.

Outcomes

A workshop manual and PowerPoint presentation will be produced and published on the Outcomes website. A regular workshop schedule will be institutionalized. A compensation plan for adjunct faculty will be institutionalized for any required workshops.

Project 1: Goal 4

Revise Institutional Student Learning Outcomes (ISLOs) assessment schedule, and design and implement multimethod assessment and continuous quality improvement strategies.

Actions

1. Working closely with the SLO coordinator, the Office of Student Success and Institutional Effectiveness will suggest an updated Institutional SLOs assessment schedule.
2. Office of Student Success and Institutional Effectiveness will research and brainstorm ways to more effectively assess Institutional SLOs.
3. Office of Student Success and Institutional Effectiveness will draft a crosswalk between the Institutional SLOs and the CCSSE/SENSE questions to leverage survey results from these tools.
4. Office of Student Success and Institutional Effectiveness, working with members of the SLO Committee, will draft supplemental ISLO questions for inclusion on the CCSSE/SENSE surveys.
5. Office of Student Success and Institutional Effectiveness will finalize an ISLO Dashboard that aggregates SAO, CSLO, and PSLO results to mapped ISLOs to assess Institutional SLOs.
6. Office of Student Success and Institutional Effectiveness will produce ISLO summary reports
7. The SLO committee will facilitate Campus-wide conversations about the results of ISLO assessment.
8. SLO committee will work with the YC community to develop a plan for quality improvements.
9. The ISLO assessment and quality improvement process will be repeated at regular intervals as dictated by the approved ISLO assessment schedule.

Resources Needed

Time for the Office of Student Success and Institutional Effectiveness to prioritize these ISLO projects. Data visualization training for the Research Analyst to create interactive dashboards that display SLO results.

Responsible Parties

Office of Student Success and Institutional Effectiveness and the SLO Committee.

Timeline

Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Complete first group of ISLO supplemental survey questions for CCSSE/SENSE	Approve new ISLO assessment schedule. Approve CCSSE/SENSE crosswalk	Finalize dashboard for ISLO aggregate results and post to SLO website	Produce ISLO Summary Report and facilitate campus-wide conversations about quality improvement	Implement quality improvement plan(s).

Outcomes

An integrated ISLO assessment and continuous quality improvement planning schedule will be published in the SLO handbook. Campus-wide conversations about ISLO results and how to use them to strive for continuous quality improvement will be held according to the published schedule. ISLO assessment results and quality improvement action plans will be published on the SLO website at regular intervals.

Project 2: Distance Education

The demand for distance education (DE) is growing statewide, and Yuba College is committed to offering accessible, high quality, and compliant Distance Education Program. Despite the high level of demand, Yuba College's DE offerings have remained fairly static over the last five years. During a five-year period beginning in 2012, DE sections account for an average of 12.7% of all sections offered (Table 1) and 15.9% of distinct courses offered at Yuba College (Table 2). Though DE sections offered and distinct courses have remained fairly static, face-to-face offerings have seen some decline. The number of face-to-face sections offered declined during the 2012-2017 five-year period a total of 13.5% (with the exception of 2015-2016 academic year, which saw growth in both DE and face-to-face sections/distinct class offerings); the number of distinct face-to-face courses offered dropped by 7.7% (Table 1 and Table 2).

The stability of DE course offerings and the decline of face-to-face sections and distinct class offerings suggest that Yuba College students are electing to take more DE classes. Data obtained from the Yuba College Office of Student Success and Institutional Effectiveness shows that on average 16.8% of Yuba College students enroll in at least one DE class (Table 3).

Table 1. Number of Sections Offered						
Method of Instruction	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Distance Ed	272	259	263	290	276	1360
Face to Face	1979	1871	1833	1889	1710	9282
Grand Total	2251	2130	2096	2179	1986	10642

Table 2. Number of Distinct Courses Offered						
Method of Instruction	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Distance Ed	112	126	113	124	110	585
Face to Face	618	631	600	675	570	3094
Grand Total	730	757	713	799	680	3679

Table 3. Number of Students Enrolled at Census						
Method of Instruction	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
Distance Ed	7678	7344	7619	8423	7714	38769
Face to Face	42267	38057	37664	38903	34709	191600
Grand Total	49945	45401	45274	47326	42423	230369

The course success rates in DE courses have been consistently lower than in non-DE courses, with course success rates averaging 65.5% in DE courses and 70.8% in non-DE courses (Table 4). This trend has been observed statewide historically and is certainly not exclusive to Yuba College. Students enrolled in DE classes often do so to manage challenging home/life/work schedules, which is likely one of the reasons success rates are generally lower DE courses.

Table 4. Success/Pass Rates					
Method of Instruction	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Distance Ed	61.2%	61%	66.8%	68.7%	69.9%
Face to Face	68.9%	70.2%	70.7%	71.2%	73%

Given the rural areas and special and/or sometimes-transient populations served at Yuba College, there is the possibility to substantially grow DE offerings at the college. In addition to growing the DE program at Yuba College, the college would like to work to increase DE student success/pass rates. In order to grow the DE offerings and increase DE success rates at Yuba College, significant progress needs to be made to ensure the courses offered are accessible, high quality, and compliant. The immediate needs of the DE Program include gaps in infrastructure, ongoing assessment and planning needs, program review and data collection needs, and the need for a consistent and data-driven reporting/feedback loop to the Yuba College Academic Senate. In order to meet these needs, the following action projects must be completed:

1. Explore funding options to increase program and institutional effectiveness by expanding DE Program personnel to support the needs of DE students and faculty adequately.
2. Create an annual DE Plan to update policies and practices related to distance education and to improve program quality.
3. Establish ongoing assessment processes through the use of surveys to evaluate the needs of DE students and faculty. The implementation of research and surveys to collect data will drive DE Program decision-making.
4. Create a DE Training Program to enhance and strengthen DE course offerings.

Project 2: Goal 1

Currently, the college DE program is overseen by a DE Committee (DEC), a sub-committee of the Yuba College Academic Senate, with a faculty coordinator who has 20% release time to oversee DE matters. Over the last several years the DE Program has had difficulty creating and implementing processes to provide high quality training for DE faculty and students due to limited infrastructure. The DE Program has struggled to review courses or make sure that DE courses adhere to a set of best practices. DE website material and information is often out-of-date. The DE program does not conduct a program review nor is data used to make decisions about course offerings. The lack of adequate infrastructure for the DE Program poses a significant obstruction to the growth and quality of DE offerings at Yuba College.

Furthermore, the workload demands far exceed the 20% release-time of the Faculty Coordinator, the job duties outlined in the coordinator MOU, and the expertise of the coordinator. To effectively implement these DE process; to effectively support/professionally develop current DE students/faculty; to ensure the accessibility, quality, and compliancy of courses; to begin to use a data-driven perspective in DE planning and review; to grow and market the Yuba College DE Program; and to increase retention and success in DE courses, Yuba College needs to explore funding resources in order to create an effective infrastructure to support the DE Program.

Action Steps

1. Explore grant funding options in order to fund DE positions that would oversee operations, provide technical support, program planning and review, student/faculty training, professional growth and development for online teaching and learning best practices, and support for faculty during the course design process.
2. Revise the DE Faculty Coordinator position to provide more release time and focus on organizing and administering the abovementioned Course Validation and Curriculum Review processes via the DEC.

Resources Needed

We will need administrative support and direction from the President's and Vice President's offices as well as a Grant Writer to research funding options and apply for one-time or on-going funding options. If funding is secured, Human Resources will work to create/disseminate job descriptions and hire DE Program positions.

Responsible Parties

Yuba College Grant Writer, Human Resources, President/Vice President's Office, DEC Chair and Co-Chair.

Timeline

Spring 2018	Fall 2018	Spring 2019	Fall 2019
DEC Chair and Co-Chair will revise release time and Job Duties of the DE Coordinator	DE Coordinator will begin under revised job duties.	Human Resources will implement of new DE Program positions if funding is made available.	Human Resources will continue implementation of new DE Program positions if funding is made available.

President/Vice President's Office/ Yuba College Grant Writer will explore funding options for DE Program positions.	President/Vice President's Office/ Yuba College Grant Writer will secure funding for DE Program positions.	President/Vice President's Office/ Yuba College Grant Writer will continue to explore funding options for DE Program positions.	President/Vice President's Office/ Yuba College Grant Writer will continue to explore funding options for DE Program positions.

Outcomes

The increase in staff will enable the DE Program to conduct its first Program Review. The DE Program in coordination with the DEC and Academic Senate can begin to use the DE Program Review for strategic planning in growing course offerings and creating online degree pathways. Regular and effective basic, advanced, and best practice training/professional development will be offered to faculty. Regular and effective basic training will be offered to students. Review and Evaluation of newly implemented processes will be implemented via surveys and self-evaluation.

Project 2: Goal 2

During the 2017-2018 academic year, the Yuba College DEC will be implementing several new processes and procedures. After these initial implementations, the Annual DE Plan will review and evaluate DEC processes and practices and will propose needed modifications/additions in order to continually improve DEC processes. The DE Plan will include an update of the DE Addendum and Course Validation protocols. The DE Plan will initially include a review and evaluation of current student/faculty training. The DE Plan will also review/evaluate student/faculty attitudes about the DE programs and offerings through the administration of surveys. Once additional DE personnel are added, the Annual DE Plan can reflect DE Program Review data, encourage broader faculty involvement in planning for distance education, include a plan to improve success and retention rates of DE students, and continual improvement of course offerings. The implementation of an Annual DE Plan will also allow for the DEC to communicate and receive feedback on planning, procedures, and processes from the Academic Senate regularly, setting up an evaluation and accountability process that encourages revision when needed.

Action Steps

1. The DEC and DE Faculty Coordinator, working with the Office of Student Success and Institutional Effectiveness, will review and evaluate newly implemented processes, including Course Validation, Faculty and Student Trainings.
2. The DEC and DE Faculty Coordinator will present initial DE Plan to the Academic Senate.
3. The DEC will use the DE Plan and the feedback from the Academic Senate to develop DEC goals and objectives for the 2018-2019 academic year.
4. The DEC and DE Faculty Coordinator, working with the Office of Student Success and Institutional Effectiveness, will review and evaluate newly implemented processes.
5. The DEC and DE Faculty Coordinator will review DE Program Review Information in the creation of the DE Plan.
6. The DEC and DE Faculty Coordinator will present final DE Plan to the Academic Senate.
7. DEC will use the DE Plan and the feedback from the Academic Senate to develop DEC goals and objectives for the 2019-2020.

Resources Needed

Survey/Research guidance from the Office of Student Success and Institutional Effectiveness.

Responsible Parties

DEC, DE Faculty Coordinator, Institutional Researcher, DE Director (Fall 2018), DE Instructional Designer (Fall 2018), Academic Senate.

Timeline

Spring 2018	Fall 2018	Spring 2019	Fall 2019
DEC, DE Faculty Coordinator, and Institutional Researcher will review and evaluate newly implemented processes: DE Addendum, Course Validation, Faculty and Student Trainings	DEC, DE Faculty Coordinator will present initial DE Plan to the Academic Senate	DEC, DE Faculty Coordinator, and Institutional Researcher will review and evaluate newly implemented processes: DE Addendum, Course Validation, Faculty and Student Trainings	DEC, DE Faculty Coordinator, DE Personnel will present DE Plan to the Academic Senate
Information gathered for a DE Plan to present to the Academic Senate in Fall 2018.	DEC will use the DE Plan and the feedback from the Academic Senate to develop DEC goals and objectives for the 2018-2019 academic year.	DEC, Faculty Coordinator, and DE Personnel Staff will review DE Program Review Information in the creation of the DE Plan	DEC will use the DE Plan and the feedback from the Academic Senate to develop DEC goals and objectives for the 2019-2020
		Information gathered for a DE Plan to present to the Academic Senate in Fall 2019.	

Outcomes

An initial DE Plan from the DEC will be submitted to the Yuba College Academic Senate for review in Fall 2018. DEC will use Academic Senate feedback to develop 2018-2019 Committee Goals and Objectives (will appear on the DEC COR). The second annual DE Plan developed by the DEC and DE personnel will be submitted to the Yuba College Academic Senate for review in Fall 2019. The DEC will use Academic Senate feedback to develop 2019-2020 Committee Goals and Objectives.

Project 2: Goal 3

As the DEC works to create and implement an annual reporting/feedback procedure with the Yuba College Academic Senate, the committee will work with the Office of Student Success and Institutional Effectiveness to create and administer surveys to collect data about the needs of DE students and faculty both in regard to course offerings and in regard to recently implemented DEC processes. The surveys should seek to identify needs of students and faculty to be addressed in the Annual DE Plan, and to develop strategies and responses to the identified needs, to target areas of deficiency in training and support, and to identify the need for further resources for DE improvement.

Action Steps

1. The DEC will work with the Office of Student Success and Institutional Effectiveness to develop and administer surveys to DE students and faculty.

2. The Office of Student Success and Institutional Effectiveness will report results to DEC to include in the DE Plan.
3. The DEC will provide an Annual DE Plan in Fall 2018 to the Academic Senate for feedback and to create the DEC's goals and objectives for the academic year.
4. The DEC will work with the Office of Student Success and Institutional Effectiveness and DE Personnel to develop and administer surveys to DE students and faculty.
5. The Office of Student Success and Institutional Effectiveness will report survey results to the DEC and DE Personnel to include in the DE Plan and DE Program Review.

Resources Needed

Creation of surveys, method to administer and collect, Assessment to evaluate outcomes: First set of surveys will be administered in Spring 2018. A second set of surveys (modified and revised as needed) will be administered in Spring 2019.

Responsible Parties

DEC, DE Faculty Coordinator, Office of Student Success and Institutional Effectiveness, DE Personnel (beginning Fall 2018)

Timeline

Spring 2018	Fall 2018/Spring 2019	Fall 2019/Spring 2020	Fall 2020/Spring 2021
DEC will work with the Office of Student Success and Institutional Effectiveness to develop and administer surveys to DE students and faculty.	Office of Student Success and Institutional Effectiveness will report results to DEC to include in the DE Plan.	DEC will work with the Office of Student Success and Institutional Effectiveness and DE Personnel to develop and administer surveys to DE students and faculty.	DEC will work with the Office of Student Success and Institutional Effectiveness and DE Personnel to develop and administer surveys to DE students and faculty.
	DEC will provide an Annual DE Plan to the Academic Senate for feedback and to create the DEC's goals and objectives for the year.	Office of Student Success and Institutional Effectiveness will report results to DEC and DE Personnel to include in the DE Plan.	Institutional Researcher will report results to DEC and DE Personnel to include in the DE Plan.
		DEC will provide an Annual DE Plan to the Academic Senate for feedback and to create the DEC's goals and objectives for the year.	DEC will provide an Annual DE Plan to the Academic Senate for feedback and to create the DEC's goals and objectives for the year.

Outcomes

The DEC, working with the Office of Research, Planning and Student Success, will develop and administer surveys to DE students and faculty in Spring 2018, using the results of provide an annual DE Plan to the Academic Senate for feedback in Fall 2018. The DEC will use the Senate feedback to create goals and objectives for the upcoming academic year and will continue to work with the Office of

Research, Planning and Student Success, to develop and administer surveys to DE students and faculty to inform and guide the DE Plan and DE Program Review. The DE Plan and Academic Senate feedback will drive the DEC's goals and objectives each year. By the 2020-2021 academic year, Yuba College will have institutionalized this process and it will be the ongoing model for data driven goal-setting in DE.

Project 2: Goal 4

DE faculty need professional development and training in DE best practices to enhance their courses and increase success rates.

Action Steps

1. The Institutional Researcher will survey DE faculty to discover the training opportunities that are most needed at Yuba College.
2. The Institutional Researcher will present results of these surveys to the Professional Development Committee and DEC.
3. Professional Development Committee will work to offer support and training opportunities based on the results of the Institutional Researcher's findings.

Resources Needed

Creation of surveys, method to administer and collect, assessment to evaluate outcomes.

Responsible Parties

Institutional Researcher, Professional Development Committee

Timeline

Spring 2018	Fall 2018/Spring 2019	Fall 2019/Spring 2020	Fall 2020/Spring 2021
The Institutional Researcher will develop surveys for DE faculty to discover the training opportunities that are most needed at Yuba College.	The Institutional Researcher will survey DE faculty to discover the training opportunities that are most needed at Yuba College.	The Professional Development Committee will begin offering training opportunities to DE faculty to strengthen and enhance course offerings.	The Office of Student Success and Institutional Effectiveness will continue to survey DE faculty to discover the training opportunities that are most needed at Yuba College.
The Office of Student Success and Institutional Effectiveness will research the training opportunities typically offered on other campuses.	The Office of Student Success and Institutional Effectiveness will present findings to the Professional Development Committee and the DEC.	The Office of Student Success and Institutional Effectiveness and the Professional Development Committee will collect evaluative data on the trainings offered.	The Office of Student Success and Institutional Effectiveness will present findings to the Professional Development Committee and the DEC.
	The Professional Development Committee will explore training opportunities to offer based on reports		The Professional Development Committee will explore training opportunities to offer based on reports

	by the Office of Student Success and Institutional Effectiveness.		by the Office of Student Success and Institutional Effectiveness.
			The Professional Development Committee will continue to offer training opportunities to DE faculty to strengthen and enhance course offerings.

Outcomes

The Office of Student Success and Institutional Effectiveness will develop and administer surveys to DE faculty and research other offerings at other institutions in order to assist the Professional Development Committee in creating training opportunities for DE faculty. This will lead to an ongoing strand of institutionalized professional development opportunities aimed specifically at DE faculty, which will be a first-step in strengthening course offerings and increasing student success rates.

Changes and Plans Arising Out of the Self-Evaluation Process

Change, Improvement, and Innovation	Standard	College Leads	Completion Date	Outcome
Approve revised YC mission by BOT	IA4	VP	Completed	Jan 2018
Continue to create, map, and assess degree and certificate learning outcomes.	IB2, IB3, IC2, IC4, IIA1, IIA3, IIA11, IIA14	SLO Committee	In-process	
Establish and approve ACCJC minimal and aspirational standards. The standards will include those metrics that are tracked and posted by the US Department of Education's College Scorecard.	IB3	CEAC	Completed	Jan 2018
Collaborate with the district to create a timeline and/or plan to ensure all BPs and APs have been reviewed and/or revised within the five-year guidelines as currently stated in BP & AP 2410	IB7	DCAS, DC3		Ongoing
Update YC Technology Plan	IB9	YC Technology Committee		Spring 2019
Update YC Diversity Plan	IB9	YC Diversity/Equity Committee		Spring 2019
Coordinate with District to formalize technology governance structure.	IB9	YCAS Leadership	Completed	Fall 2017
Create YC Staffing Plan	IB9	College Council	Completed	Feb 2018
Create YC Communication Plan	IC1	CEAC	Completed	Nov 2017
Implement, evaluate and improve new curriculum review process	IC1	Curriculum Committee	In-process	Spring 2019
Implement and evaluate Leapfrog (the online catalog)	IC2	Catalog Workgroup		2018-2019
Update YC Web pages	IC3	Deans/Directors/Faculty		March 2018
Develop a plan that outlines how articulation agreements are developed based upon patterns of student enrollment between institutions.	IIA10			
Continue DCAS discussion and identify resources for College Articulation Officer	IIA10	VP/YCAS Leadership	In-process	

Change, Improvement, and Innovation	Standard	College Leads	Completion Date	Outcome
Develop a systematic evaluation tool for professional development programs/activities and document the use of it in making improvements to programs/activities.	IIA14	Flex/Staff Development Committees	Completed	Spring 2017
Update the Program Discontinuance Policy	IIA15	YCAS	In-process	Spring 2019
Update the Program Review template so that it is aligned with the EMP objectives and District Goals.	IIA16	Program Review Committee	Completed	
Create an instrument and implement a process to assess the quality and currency of community education courses and programs.	IIA16	Office of IESS		
Increase student input, increase data accessibility, and modernize service delivery.	IIC1	Dean of Student Services	In-process	May 2018
Develop SAOs for all student support services and programs. Ensure that SAOs are being assessed and discussed.	IIC2	SLO Committee	On-going	On-going
Develop policies and practices establishing clear guidelines for the release of student records.	IIC8	Dean of Student Services	Completed??	Spring 2018?
To increase safety and improve promptness, large moves that require more than 4 offices to be relocated, will be contracted out to moving firms.	IIIB2	M&O Department	Completed?? ?	???
Current code requirements include safety and maintenance best practices, which will include in our design and planning for future remodel and renovation projects.	IIIB2	M&O Department	Completed?? ?	????
In order to guide all faculty and staff to the proper resources, the ITS Department will update the Resources section of the Faculty and Staff webpage [https://yc.yccd.edu/about/faculty-staff/] on the Yuba College website. The update will direct all staff to the Acceptable Use Policy.	IIIC5	IT Services	Completed?? ?	????
Propose a clear college budgetary process that aligns with the District budgetary process. In the Guide to	IIID2, IVD3	PBC, CEAC, YC Council	???	???

Change, Improvement, and Innovation	Standard	College Leads	Completion Date	Outcome
Institutional Effectiveness and Integrated Planning demonstrate this process clearly.				
Ensure that the Integrated Planning Model is understood, widely disseminated, and followed in all its bullet points.	IVB3	CEAC	Completed	Spring 2018
Each department in District Services will conduct a Self-Evaluation against the Service Level Agreement Review. District Services also intend to update the District Handbook.	IVD2	District Services (Fiscal, HR, IT, M&O)	???	???

DRAFT