



2017—2020 Educational Master Plan - EXECUTIVE SUMMARY -

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Founded in 1927, Yuba College opened its doors to students on the site of Marysville 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, Marysville, Colusa, Wheatland and Olivehurst. Yuba College opened at its main campus in Marysville during September, 1962. The campus sits on 160 acres. Yuba College also operates two education centers; the Sutter County Center (SCC) and Beale Air Force Base Outreach Center. In 2008, the Yuba Community College District became a multi-college district. Yuba College was joined by Woodland Community College after the WCC earned its accreditation. In the fall of 2012, the SCC opened for classes and student services. It is located eight miles from the main campus. The Sutter County Center is 55,000 square feet and contains 18 classrooms, including two lecture halls, two computer labs, and a science lab.

The History of Yuba College

The goal of our Educational Master Plan (EMP) is to guide the College as it strives to provide a world-class learning environment to promote educational, economic, cultural, and civic leadership for our communities and region. The shared governance model on campus created this EMP to highlight the College's most important priorities to guide decision-making and the allocation of resources.

A Message From the Yuba College President

As Yuba College celebrates its 90th anniversary, I am pleased to present the 2017-2020 EMP. Yuba College will build upon its rich and dynamic history to continue to serve and transform the lives of the students in our region. The Yuba College's 2017-2020 Educational Master Plan (EMP) is a comprehensive document that articulates the College's future directions and provides a road map for the upcoming three years. The development of the plan included input from the entire campus community and the community at large. The plan contains measurable objectives and a well-defined action plan for how we will achieve the district vision and measure progress and success along the way. Our objectives articulate how we will advance student achievement, develop new, innovative practices, and improve campus communication and collaboration. The priorities established in our EMP will guide the institution as it makes decisions about resource allocation, program development and growth.

Yuba College is remarkable for its dedicated faculty and staff, its community, its committed alumni and for its diverse and hardworking students. Our work reflects the rich history of our institution, building upon a strong foundation of outstanding programs, while recognizing the opportunities before us. Our EMP reflects the College and community values and recognizes the importance of Yuba College as a regional leader in career and technical education, transfer and undergraduate education, basic skills education and as a cultural center for the community. Our EMP articulates our common purpose and directs its attention to the future and focus on improving the lives of our students, faculty, staff, administrators and the community.

I would like to thank all the faculty, staff, students and administrators who provided time, energy, and input during this planning process as we created the Yuba College 2017-2020 Educational Master Plan.



Yuba College

Mission Statement

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



Yuba College Guiding Principles

Principle 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.

Principle 2: Teaching and Learning, and Support Services: Develop and scale innovative educational practices that enhance student learning and completion.

Principle 3: College Processes & Systems: Steward our resources through data-informed practices that continually improve service and increase efficiency.

Principle 4: Culture and Climate: Build a college-wide sense of community through collaboration, professional development, and inclusion.

Principle 5: Community Leadership and Engagement: Strengthen and develop partnerships to meet the educational, workforce, and cultural needs of our community.



YUBA COLLEGE STRATEGIC MAP

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.

By 2020, YC will increase:

- The rate of students persisting from term to term by 9%
- The rate of students completing transfer Level Math and English by 8%
- The rate of students completing certificates, degrees and are transfer ready by 15%

Needed to Realize our Mission

Ensuring their Success

To Deliver Value to our Students

That Mobilizes Change through Execution

Empowered Ownership

Our Success

Increase YC Presence

Effective Enrollment and Fiscal Management

Student Success

Achieve Educational Goals

Achieve Career & Professional Goals

Quality Education

Connection

Interest to Application

Entry

Enrollment to completion of first college level course

Progress

Entry into program of study to 75% of requirement Completion

Completion

Complete program of study to credential with labor market value

Continuous Improvement: Assessment SLO/SAOs

Currency of Curriculum: Courses, Degrees, Certificates

Employee Success

Aligned Professional Development

Employee Recognition

Individual Goal Alignment

Development of Career Pathways

The planning process has identified three areas that the College is committed to focusing on over the next three years. These areas of emphasis are:

1. Improve college readiness;
2. Simplify and integrate student and academic support services, and;
3. Increase completion.

To achieve progress in the above areas, the EMP has identified four main goals, with measurable objectives and actions aligned to help accomplish each goal. The goals, objectives and year 1 and 2 actions are listed below.

District Goal 1: Increase student success and maximize the student experience through learner-centered programs and services designed to enhance student learning and completion

Objective 1: Increase the enrollment two percent a year, for the next three academic years, for a total increase in enrollment of six percent.

Action 1: Develop and implement a plan to increase FAFSA and Dream Act applications.

Action 2: Develop and implement a plan to increase the number of first-time student receiving an AEP prior to graduation.

Action 3: Develop and implement an integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach activities, CTE activities, peer ambassador, and others.

Action 4: Develop promotional materials and a marketing program to increase the awareness of the benefits of the Associate Degrees for Transfer.

Action 5: Evaluate the Peer Center/Welcome Center services and scale as appropriate.

Objective 2: Increase the rate of students completing transfer-level math and English coursework in two years by eight percent over three years.

Action 1: Send a team of faculty, staff, and administrators to the California Guided Pathways Institutes.

Action 2: Create a task force of faculty, staff and administrators to identify scalable strategies to improve student outcomes.

Action 3: Implement multiple measures.

Action 4: Develop a dual enrollment program with all local high school districts.

Action 5: Scale the embedded tutoring and embedded peer mentors program.

Action 6: Design and implement a First Year Experience program.

Action 7: Design and execute a Summer Bridge program.

Objective 3: Increase the rate of students persisting from term-to-term by three percent per year over three years, for a total of nine percent.

Action 1: Transition Early Alert to Student Services and scale and expand the program.

Action 2: Implement a curriculum and degree rotational update system.

Action 3: Update all out of date degrees and certificates.

Action 4: Implement a new catalog development process and interactive, searchable online catalog.

Action 5: Expand the Student Ambassador Club to support peer engagement.

Action 6: Implement Degree Audit.

Action 7: Develop 5 additional AS-T/AA-T degrees.

Action 8: Increase student participation in the Puente, Umoja, and MESA programs.

Action 9: Increase participation in the Student Success Symposiums.

District Goal 1: Increase student success and maximize the student experience through learner-centered programs and services designed to enhance student learning and completion (Continued)

Objective 4: Increase the rate of students completing certificates, degrees, and becoming transfer ready by five percent per year for three years, for a total of 15 percent.

Action 1: Research if students can be automatically awarded degrees and certificates.

Action 2: Analyze Transfer Center operations, programs and activities. Research statewide best practices and create a Transfer Center Program Plan.

Action 3: Initiate faculty to faculty and executive level conversations with key transfer institutions to identify ways to improve transfer outcomes.

Action 4: Perform degree audits. Contact students near completion. Automate the degree audit process.

Action 5: Develop a comprehensive internship and job placement process.



District Goal 2: Integrate planning and institutional effectiveness processes with a culture of evidence

Objective 1: Finalize implementation of resource allocation model.

Action 1: Assess the effectiveness of one-time allocation process changes and scale for on-going allocations.

Action 2: Design and implement a rubric for evaluating one-time resource allocations.

Action 3: Incorporate facilities into the resource allocation process.

Action 4: Incorporate staffing into the resource allocation process.

Action 5: Develop a process to ensure that categorical funding aligns with the Educational Master Plan.

District Goal 2: Integrate planning and institutional effectiveness processes with a culture of evidence (Continued)

Objective 2: Integrate authentic SLO/SAO assessment data into the planning processes.

Action 1: Improve assessment practices and create a culture of inquiry.

Objective 3: Build capacity for infrastructure.

Action 1: Coordinate Yuba College and District Technology Committees to identify infrastructure needs.

Action 2: Complete development of dashboards.

Action 3: Coordinate campus-wide training on use of data.



District Goal 3: Strengthen our CORE as a 21st-century, learning-centered organization; employ, develop and sustain highly professional, qualified faculty and staff

Objective 1: By 2020, improve communication and collaboration across the campus and centers as measured by campus survey data.

Action 1: Create a taskforce charged with developing an actionable plan to address the areas of concern identified in the Gruffalo Noel-Zevitz College Satisfaction Survey, the Survey of Entering Student Engagement Survey (SENSE), and the Community College Survey of Student Engagement (CCSSE).

District Goal 4: Complete multi-college district transition in structure, rules, responsibilities and processes (Not addressed in Yuba College EMP)

District Goal 5: Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives

Objective 1: By 2020, collaborate with local industry, government organizations, and other educational institutions to explore non-credit pathways aligned with Yuba College programs.

Action 1: Create a task force to analyze noncredit offerings and identify areas of possible expansion. Analysis to include pathways from non-credit to credit offerings, evaluating expanded CTE, ESL, contract education, and community education offerings.

Action 2: Examine contract education opportunities focused on serving active duty military members via online class offerings.



At Yuba College, We Believe in Your Future! Since 1927, Yuba College has been committed to meeting the community's diverse educational, cultural, and economic needs through effective teaching and learning in an inclusive environment. To continue to meet these needs in the rapidly changing 21st century, the College must continue to strategically plan for student success in a budget conscious environment. The EMP is a blueprint designed to meet the goals and needs of the students, faculty, staff, and community by providing specific objectives and timeframes for these modifications. During this three-year cycle, there may be modifications to the EMP as dictated by fiscal and enrollment fluctuations.

