

*Yuba College
Educational
Master Plan*

- Fall 2017 -



Rich History • Innovative Future

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Message from the President

As Yuba College celebrates its 90th anniversary, I am pleased to present the 2017-2020 Educational Master Plan. Yuba College will build upon its rich and dynamic history to continue to serve and transform the lives of the students in our region. 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 Educational Master Plan 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 Educational Master plan articulates our common purpose, directs our attention to the future and focuses the institution 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.

Executive Summary

This Educational Master Plan (EMP) will guide the strategic decision-making for Yuba College from 2017 – 2020. As the academic landscape constantly changes and the institution is subject to internal and external constraints and challenges, it is vital to engage in strategic planning, such as the creation and revision of the EMP. The EMP is a holistic planning document that identifies the strategic priorities for the institution. The EMP is forward-looking and provides critical grounding in regards to decision-making related to the allocation of the College's resources.

For 90 years, the faculty and staff of Yuba College have continuously demonstrated their commitment to the students, their achievement, and their success. Over the last year, through a series of meetings and surveys, faculty, staff, students, administrators, and community members participated in the EMP planning. The planning effort has been designed to advance Yuba College's strategic priorities. Guided by the District mission, values, and goals, established by the Board of Trustees, the EMP provides a comprehensive framework for the planning, implementation, and evaluation of the academic programs, certificates, and services offered at Yuba College. 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 key actions are listed below.

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 applications. The plan will include strategies, such as increased marketing activities, direct communication with students, on-campus workshops, and classroom presentations.

Action 2: Develop and implement a plan to increase the number of first-time students receiving an abbreviated educational plan (AEP) prior to registration. The plan will include strategies and implementation timelines for activities, such as the development of an online module, targeted marketing, and improved data collection and reporting for AEP exemptions.

Action 3: Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, targeted parent

outreach, career technical education (CTE) activities, and peer ambassador outreach to increase student enrollments.

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: Attend the six California Guided Pathways Institutes and engage in data analysis, planning, and evaluation.

Action 2: Engage the college community in collaborative discussions around how to improve student success in areas, such as the number of college credits earned in the first term and the first year, completion of math and English in the student's first year, persistence from term to term and rates of college-level course completion.

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 programs.

Action 6: Design and execute First Year Experience program.

Action 7: Design and implement 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 expand the utilization of Early Alert by increasing faculty awareness through Flex workshops, trainings, and division presentations.

Action 2: Create a new interactive and searchable online catalog. Organize the new catalog around programs tied to transfer and career pathways.

Action 3: Increase student participation in the Puente, Umoja, and Mathematics Engineering Science Achievement Programs.

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 statewide best practices and create a Transfer Center Program Plan.

Action 2: Perform degree audits to identify students who have completed their degree requirements, but not yet applied for a degree. Students who have departed the College, but are near degree completion will also be contacted.

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

Objective 1: Finalize the implementation of a resource allocation model.

Action 1: Develop a process to ensure that categorical funding aligns with the EMP and informs the resource allocation process.

Action 2: Assess the effectiveness of one-time allocation process changes and scale for on-going allocations.

Objective 2: Integrate authentic student learning outcome/service area outcomes assessment data into the planning processes.

Action 1: Develop authentic learning assessments and cultivate a culture of inquiry.

Objective 3: Build the capacity for data infrastructure.

Action 1: Coordinate the identification of infrastructure needs between Yuba College and the District Technology Committees.

Goal 3: Strengthen our core as a 21st-century, learning-centered organization by employing, developing, and sustaining highly professional, qualified faculty and staff.

Objective 1: Improve the communication and collaboration across the campus and centers as measured by campus survey data.

Action 1: Create an actionable plan to address the areas of concern identified in the Gruffalo Noel-Levitz College Employees Satisfaction Survey, the Survey of Entering Student Engagement (SENSE), and the Community College Survey of Student Engagement (CCSSE). The plan should address how to improve the spirit of teamwork, cooperation, communication, orientation, and ongoing training.

Goal 4: Assert regional educational, economic, and workforce leadership by prioritizing Economic and Workforce Development Programs based on regional, state and national imperatives.

Objective 1: Collaborate with local industry, government organizations, and other educational institutions to explore non-credit pathways and align them with credit programs.

Action 1: Analyze the noncredit offerings and identify areas of possible expansion. Identify pathways to credit offerings evaluating expanded CTE, ESL, contract education, and community education offerings.

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

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, updates will be made to the EMP as dictated by student success and achievement data, fiscal and enrollment fluctuations.

1. Introduction

A. Institutional Overview

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 Lake and Sutter Counties, and outreach operations in Colusa County and on the 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 in Marysville and the College operates the Sutter County Center and Beale Air Force Base Outreach Center. The new, district office opened in 2017 and is located in Yuba City.

Yuba College was founded in 1927 and 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, 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 Center, and the Beale Air Force Base Outreach Center. The Sutter County Center (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 Center 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 County 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. During the 2016-2017 academic year, the Lake County Campus (LCC) was realigned with Woodland Community College.

Yuba College has had considerable fluctuations in the number and compilation of its staff over the past ten years, largely due to the evolution into a multi-college district. Many management and classified positions were absorbed into the new district structure or into Woodland Community College.

When Yuba Community College District reorganized into a multi-college district, Yuba College adopted a new identity; transitioning into the role of a smaller college in a multi-college district. It adopted a new organizational structure, developed a new vision and created a new Educational Master Plan during the 2009-2010 school year.

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.

B. District Mission, Vision, Values, and Goals & College Mission and Guiding Principles

As a multi-college district, the Board has established a single vision, a district mission, Board of Trustees' values, and YCCD strategic goals that provide guidance for the Colleges. The district mission, values and strategic goals have guided all aspects of the development of the Yuba College Educational Master Plan.

Yuba Community College District Mission

(BP 1200)

The primary mission of the Yuba Community College District 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 which help students succeed at the postsecondary level. Additionally, an essential function of the District is to provide adult noncredit educational curricula in areas defined by the State.

Board of Trustees' Vision Statement

(Adopted 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.

Board of Trustee Values

(Adopted 2014)

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

YCCD Strategic Goals

(Adopted 2014)

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 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.

Yuba College Mission Statement

(Adopted 2017)

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 (Completion by Design). *(Aligns with YCCD Strategic Goal #1)*

Principle 2: Teaching and Learning, and Support Services: Develop and scale innovative educational practices that enhance student learning and completion. *(Aligns with YCCD Strategic Goal #1)*

Principle 3: College Processes & Systems: Steward our resources through data-informed practices that continually improve service and increase efficiency. *(Aligns with YCCD Strategic Goals #2 and #4)*

Principle 4: Culture and Climate: Build a college-wide sense of community through collaboration, professional development, and inclusion. *(Aligns with YCCD Strategic Goal #3)*

Principle 5: Community Leadership and Engagement: Strengthen and develop partnerships to meet the educational, workforce, and cultural needs of our community. *(Aligns with YCCD Strategic Goal #5)*

Core Principles:

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

C. District Goals, College Objectives, and College Actions

DISTRICT GOAL 1: Increase student success and maximize the student experience through learner centered programs and services designed to enhance student learning and completion.

COLLEGE OBJECTIVE 1.1– Connection

By June 30, 2020, increase the number of new student enrollments by 6%.

ACTIONS

1. Develop and implement a plan to increase FAFSA and Dream Act applications.
2. Develop and implement a plan to increase the number of first-time students receiving an AEP prior to registration.
3. Develop and implement an integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach activities, CTE activities, peer ambassador in reach and outreach, etc.
4. Develop promotional materials and a marketing program to increase the awareness of the benefits of the Associate Degrees for Transfer.
5. Evaluate the Peer Center/Welcome Center services and scale as appropriate.

COLLEGE OBJECTIVE 1.2– Entry

By June 30, 2020, increase the rate of students completing transfer-level math and English coursework in two years by 8% (IEPI Goal).

ACTIONS

1. Send a team of faculty, staff, and administrators to the California Guided Pathways Institutes.
2. Create a task force of faculty, staff and administrators to identify scalable strategies to improve student outcomes.
3. Implement multiple measures.
4. Develop a dual enrollment program with all local high school districts.
5. Scale the embedded tutoring and embedded peer mentors program.
6. Design and implement a First Year Experience program.
7. Design and execute a Summer Bridge program.

COLLEGE OBJECTIVE 1.3– Progress

By June 30, 2020, increase the rate of students persisting from term to term by 9%. (Scorecard)

ACTIONS

1. Transition Early Alert to Student Services and scale and expand the program.
2. Implement a curriculum and degree rotational update system.
3. Update all out of date degrees and certificates.
4. Implement a new catalog development process and interactive, searchable online catalog.
5. Expand the Student Ambassador Club to support peer engagement.

6. Implement Degree Audit.
7. Develop five additional AS-T/AA-T degrees.
8. Increase student participation in the Puente, Umoja, and MESA programs.
9. Increase participation in the Student Success Symposiums.

COLLEGE OBJECTIVE 1.4– Completion

By June 30, 2020, increase the rate of students completing certificates, degrees and are transfer ready by 15%. (IEPI Goal-Overall #12)

ACTIONS

1. Research if students can be automatically awarded degrees and certificates.
2. Analyze Transfer Center operations, programs and activities. Research statewide best practices and create a Transfer Center Program Plan.
3. Initiate faculty to faculty and executive level conversations with key transfer institutions to identify ways to improve transfer outcomes.
4. Perform degree audits. Contact students near completion. Automate the degree audit process.
5. Develop a comprehensive internship and job placement process.

DISTRICT GOAL 2: Integrate planning and institutional effectiveness processes with a culture of evidence.

COLLEGE OBJECTIVE 2.1– By June 30, 2020, finalize implementation of resource allocation model.

ACTIONS

1. Assess the effectiveness of one-time allocation process changes and scale for on-going allocations.
2. Design and implement a rubric for evaluating one-time resource allocations.
3. Incorporate facilities into the resource allocation process.
4. Incorporate staffing into the resource allocation process.
5. Develop a process to ensure that categorical funding aligns with the Educational Master Plan.

COLLEGE OBJECTIVE 2.2– By June 30, 2020, integrate authentic SLO/SAO assessment data into the planning processes.

ACTION

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

COLLEGE OBJECTIVE 2.3– By June 30, 2020, build capacity for data infrastructure.

ACTIONS

1. Coordinate YC and District Technology Committees to identify infrastructure needs.
2. Complete development of dashboards.
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.

COLLEGE OBJECTIVE 3.1– By June 30, 2020, improve communication and collaboration across the campus and centers as measured by campus survey data.

ACTIONS

1. Create a taskforce charged with developing an actionable plan to address the areas of concern identified in the Gruffalo Noel-Levitz College Satisfaction Survey (SENSE), the Survey of Entering Student Engagement Survey (CCSSE), 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 5.1- By June 30, 2020, collaborate with local industry, government organizations, and other educational institutions to explore non-credit pathways aligned with Yuba College programs.

ACTIONS

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

D. Educational Master Plan

The Yuba College Educational Master Plan (EMP) provides a current, comprehensive overview of the College and the community it serves, and it includes trend analyses and data projections intended to guide strategic and tactical planning over the coming years. The EMP articulates the current state of the College, defines how the College will achieve the District vision, and it provides a concrete roadmap for getting there. The EMP is intended to provide direction for other planning documents including facilities, technology and staffing. The EMP also provides guidance regarding how we make decisions on campus and it informs the resource allocation process.

The EMP plays a foundational and integral role in Yuba College’s integrated planning process. It is intended to guide the institution so that the College maintains institutional focus and ensures that all programs and services are in alignment with the organizational mission. Overall, the Yuba College EMP is a forward looking, comprehensive planning document that defines the

direction, growth, and evolution of the College. It provides a framework and roadmap for advancing the College mission for a three-year period.

The Yuba College EMP was written over a 15-month period. College Council managed the development process, as the Yuba College Council is comprised of representatives from all key college constituencies. As Yuba College has many new faculty, staff, and administrators, an inclusive process was utilized to ensure that all employees had the opportunity to participate in the updating of the mission statement and the creation of a common vision for the future. The starting point for the development of the Yuba College EMP was a review of the District Strategic Plan to ensure alignment with the District Mission, Vision, and Strategic Goals. As part of the Educational Master Plan development process, Yuba College updated its mission statement and developed guiding principles. The Council reviewed all College planning documents to confirm that these documents in combination:

- (1) Accurately reflect the College's updated mission;
- (2) Provide a framework to ensure alignment of all College programs and services to the mission; and
- (3) Provide a clear roadmap for how the College will achieve the District vision.

A three-day retreat was held during the fall 2016 semester, providing faculty, classified and administrative leaders training in Compression Planning. Compression Planning is a systematic process that allows groups to provide input about complex problems and creates an actionable work plan. During the fall 2016 semester the College hosted two Compression Planning forums so that faculty, staff, students, administrators, and the community at large could participate in the development of the mission statement and provide information to guide the development of the EMP plan. During the fall semester, eighty-two faculty, staff, students and administrators provided input and engaged in discussion about the future direction of the College.

Throughout the process, feedback was also solicited from the college community via surveys and through consultation with governance bodies. An EMP web page also was created to ensure the campus community had access to all planning documents, data, and draft reports. The draft plan was presented to governance bodies for discussion and feedback to ensure all campus stakeholders had the opportunity to review the document and provide input.

The following visual summarizes the components included in the EMP. Through the Strategic Planning Process, the Yuba Community College District Governing Board defines the organizational mission, vision and values; creating the overarching framework for the District. The Board also creates Strategic Goals to which the College aligned its Strategic Objectives and Actions. The College EMP is operationalized as employees ensure their actions and work further the College Objectives.



Adapted from: The Strategy Focused Organization, Kaplan & Norton, 2001.

The Educational Master Plan is a living document, which will be reviewed annually and substantially updated on a three-year cycle. This cycle allows the plan and projections to be adapted in response to changing internal and external conditions and ensures the plan remains relevant to our educational institution.

E. Integrated Planning Model

Student learning and achievement is inextricably linked to our institutional ability to execute our Educational Master Plan and allocate resources to effectively support student learning and improve institutional processes and practices. The Yuba College Integrated Planning Process systematically promotes continuous improvement through an iterative cycle of planning, implementation, assessment, and reflection resulting in changes focused on improving student learning and institutional performance. The importance of integrated planning and assessment of student learning is evidenced by the centrality of integrated planning and SLO assessment in the new Accrediting Commission for Community and Junior Colleges Accreditation Standards (adopted June 2014). The ACCJC states: “The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement.....The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.” (p.1)

Key steps in the Yuba College integrated planning 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 Yuba College there are three types of plans: Institutional Plans (Ex. Educational Master Plan, Facilities Master Plan, Staffing Plan), Multi-Unit Plans (Ex. Student Equity or Staff Development Plans), and (3) Departmental Plans (Ex. Program Review). In the coming year, Yuba College will work to enhance alignment in all of its planning documents. In addition to the Educational Master Plan, YC has six other plans: Staff Development Plan, Communication Plan, Staffing Plan, Facilities Plan, Technology Plan and the Integrated Student Services Plan. The integrated planning process at Yuba College links longer range planning to annual planning through a continuous improvement process that includes four steps: Planning and Improving, Implementing and Adjusting, Assessing and Reporting, and Reflection and Dialogue.

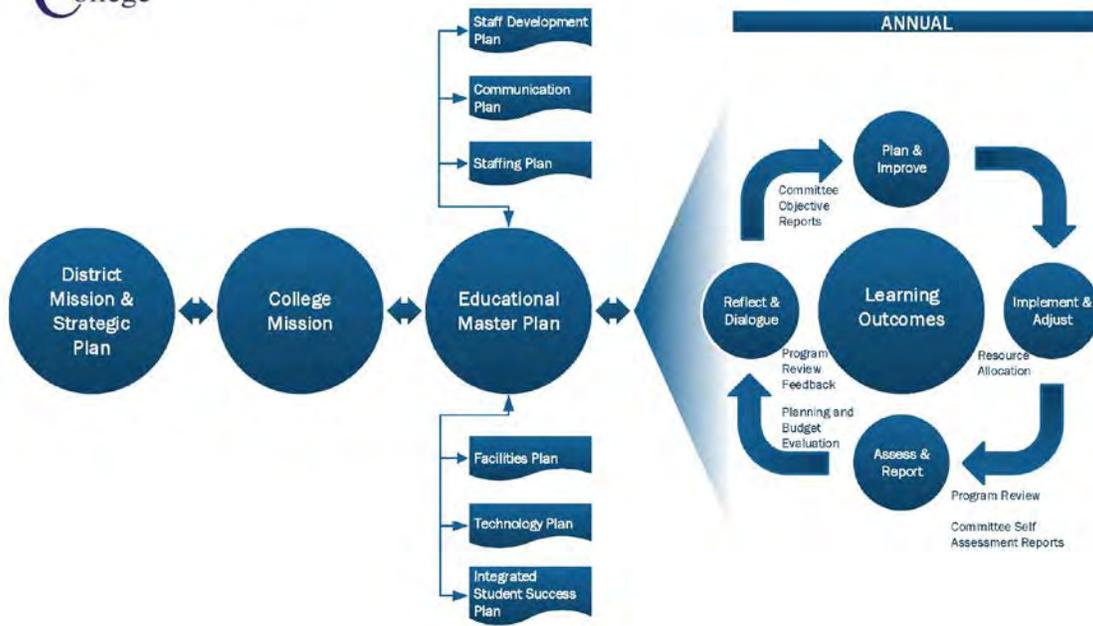
Planning and Improving takes place annually within Yuba College committees in the form of *Committee Objectives Reports*. It takes place annually within each department and program in the form of SLO or SAO development and/or revision.

Implementing and Adjusting is realized annually through the college's resource allocation processes. It is also manifested annually in course, program and institution SLO and SAO integration.

Assessing and Reporting takes many forms at Yuba College, but is most notably seen in Program, Service and Administrative Reviews and Annual Updates. Committees also submit annual *Committee Self-Assessment Reports*. The College Effectiveness and Accreditation Committee submits a biennial *Institutional Effectiveness Review and Report*, analyzing areas of needed improvement for the college, which is presented to both the Yuba College Council and the Academic Senate. Finally, SLOs and SAO are assessed regularly at the course, program and institution level. The Office of Research also provides other forms of assessment and reports as needed and these include the Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), Employee Satisfaction Survey, and the Yuba College Graduation Survey.

Reflection and Dialogue have been enhanced with a robust Program Review Feedback Report for each program. Also, as part of reflecting and engaging in ongoing dialogue to seek continuous 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 which of their objectives they achieved and which they did not during the prior year as they plan and set new objectives during their planning phase in submitting *Committee Objective Reports*.

Yuba College Integrated Planning Model



25 August 2017

Fundamentally, the purpose of planning and resource allocation is to support the continuous improvement of student learning. Foundational to this process is the regular assessment of student learning outcomes and analysis of disaggregated student learning and achievement data. Driving the development of both institutional planning and unit level planning is a commitment to academic excellence and ensuring that all students achieve their educational goals. Student learning outcomes assessment is the mechanism for creating an academic culture dedicated to improving the quality of student learning and success. Student learning outcomes assessment is a continuous process focused on understanding and improving student learning. Regularly assessing and analyzing student learning allows faculty to drive student success through good educational practices. Student learning assessment also makes expectations and standards explicit, provides a process to evaluate how well student performance currently meets those expectations and standards, and facilitates the improvement of performance. Student learning outcomes assessment represents data-driven evaluation of teaching and learning, with the purpose of informing educational planning and improvement. The Student Learning Outcome Committee at Yuba College is continuously working to improve assessment practices at the College.

At Yuba College, student learning outcomes assessment is linked to the College's program review process. Program review is a planning and self-examination process designed to help academic, student service, and administrative programs better serve their students. Program review facilitates the examination of the effectiveness of all academic and student service programs and includes recommendations on how to improve things such as student learning,

curriculum development, and program design. The Yuba College program review process is used to identify resources needed to implement proposed changes. The program review reports ask departments to assess: (1) how their program aligns with the College mission, (2) their student learning outcome and achievement data, (3) the quality of the curriculum, and (3) enrollment trends. Academic departments are also using disaggregated student success and achievement data to evaluate historical performance and make recommendations about how to improve academic quality and promote innovative change.

Yuba College has a number of mechanisms in place to systematically evaluate institutional effectiveness. These mechanisms—the pieces of our institutional effectiveness “toolbox”—work together to constitute a cyclical institutional effectiveness cycle that allows the college to measure the efficacy of our processes in the areas of Shared Decision Making, Planning and Budget, Program and Service Review, and Student Learning Outcomes. These measurement tools provide the basis for an annual comprehensive Institutional Effectiveness Report (IER), which is shared with the district and college community while providing key data for the Educational Master Plan (EMP). The Yuba College Effectiveness and Accreditation Committee writes the Institutional Effectiveness Report (IER).

F. Three-Year Planning Cycle

The District has established a three-year EMP planning cycle that includes an annual update of College objectives and actions. The annual review occurs during January of each academic year. The annual review and update ensures that all activities and planning efforts are aligned with the Mission and Guiding Principles of the institution and that resources are being expended to support the objectives. The annual update allows the College to be responsive to changes in its operating environment.



Institutional Effectiveness

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Shared Decision Making	Committees Review Last Year's CSAR's Committee Chair Training	Committees Develop Committee Objective Reports	Employee Satisfaction Survey (Administered Fall of Odd Years)						Committees Complete CSAR's Shared Decision-Making Survey (CEAC)			
Planning and Budgeting	Committees Review Last Year's CSAR's EMP Updates, and IE Report Shared at Convocation	Committees Develop Committee Objective Reports Yuba College Council Re-evaluates College Objectives		Summary of Pending Program Recommendations for one-time requests (Research Office submits to VP Office)	CEAC Report to the Yuba College Council	Yuba College Educational Master Plan (Yuba College Council)	Budget Committee Formulates Budget Priorities EMP and EMP Highlights Shared with Faculty and Staff (3 Yr Cycle)	Managers Submit Annual Budget Recommendations			Institutional Effectiveness Bi-Annual Report to YC Council and Governing Board (CEAC)	Budget Process Evaluation (Deans and Directors)
Program and Service Review		Program & Service Review Feedback (Program Review Committee)									Program Review Data is Provided for following year (Research Office)	
Outcomes	Review Previous Year's SLO Results Summary (SLO Committee)	SAO Results Due from Previous Year	Complete Spring SLO Results Summary (Research Office) "Closing the Loop" SAO Meeting (Service Areas)	SLO Committee Report to Academic Senate Deans Review Program Reviews and SLO's with Departments					Complete Fall SLO Results Summary (Research Office)	CCSSE Survey for SLO Assessment (Administered Spring of Even Years)		

Revised 10/13/17

G. Completion by Design Framework

For many years, colleges across the nation have struggled to increase student success. Many have implemented innovative programs, but have struggled to scale or sustain them. The Completion by Design Framework is a research based, systemic approach to improving “student success that weaves together academic and support services into integrated Guided Pathways for students” (CBD Process, 2017). This framework provides a roadmap for how an institution can improve student success and achievement. Completion by Design, in combination with other emerging research, is foundation to the Yuba College Educational Master Plan.

The Completion by Design Loss/Momentum Framework organizes the student experience into four key phases:



A major benefit of this pathways model is that it allows for the systematic analysis of student's experiences as they progress through and interfaces with institutional systems. Using this framework and continuing to develop a common vocabulary and understanding around it will allow the College to engage in conversations about how to improve student success in a scalable, integrated, and strategic way. In addition to facilitating dialogue and understanding this model, helps the institution establish goals for strengthening student outcomes at critical student connection and progression points. The Aspen Institute Feedback Report for Yuba College notes how the framework can be utilized by Yuba College:

Yuba should utilize the loss/momentum framework to examine existing data on how students connect to and enter the college, and progress towards and complete credentials. YC might start by asking a series of questions about outcomes for one particular population, such as first-time, full-time students. For example, how many first-time, full-time students arrive needing developmental education coursework in math and/or English? How many of these students complete their developmental coursework in one year? How many students in college-level courses complete 30 credits in one year? How many complete credit bearing math and English? How many students persist from the fall to the spring term? How many persist from their first year to a second year? How many enter a program of study within one and two years? How many reach their educational goal (certificate, degree, and/or transfer) within two, three and four years? As part of its goal-setting work, Yuba should aim to set a few discrete, short-term goals for its incoming cohort of new, first-time students in 2016-2017. For example, the college could set specific goals for retention from first to second year (or even fall to spring) and for the number of entering students who complete education plans in their first semester or year. Such short-term goals will enable the college to achieve measurable success relatively soon, critical at the outset of any change management effort. (Aspen Institute Report, 2016, pg. 4-5)

Yuba College has developed measurable objectives and actions for each of the Completion by Design stages. A major benefit of this pathways model is that it allows for the systematic analysis of student's experiences as they progress through and interfaces with institutional systems. Using this framework and continuing to develop a common vocabulary and understanding around it will allow the College to engage in conversations about how to improve student success in a scalable, integrated, and strategic way. In addition to facilitating dialogue and understanding this model provides a framework for strengthening student outcomes at critical student connection and progression points. Yuba College has developed measurable objectives and actions for each of the Completion by Design stages.

Additionally, Yuba College contracted with the Research and Planning Group for California Community Colleges (RP Group) to conduct a series of focus groups designed to learn more about students' experience at the different stages of the Completion by Design Loss/Momentum Framework with particular attention being paid to students from groups identified as experiencing disproportionate impact at the college. Focus groups were conducted at the Marysville Campus, Sutter County Center, an employment center, and at a local high school during the fall 2017 semester. The goal of this project is to provide Yuba College staff, administrators, and faculty with insights into the experiences of Yuba College students so the College can identify where students face barriers or become sidetracked, allowing the College to identify where it can make system and process improvements.

H. College Planning Principles and Key Planning Assumptions

POLITICS AND ACCOUNTABILITY: Federal and state governments will continue to turn to community colleges to address economic and social issues. Recently this trend has resulted in increased categorical funding, but there will be mounting pressure on colleges to show this funding has resulted in improved student outcomes and productivity. Accurate and timely data tracking and analysis systems will be increasingly important as organizations will need to continuously improve and show progress in transfer rates, degree and certificate awards, and employment rates. Colleges will be challenged to focus on redesign of processes and systems to improve the student experience and completion.

ECONOMIC ENVIRONMENT: This plan assumes the economic environment will remain stable over the next three years. Funding for community colleges will remain at or near current levels. New revenue streams are not anticipated other than grant opportunities and those developed through partnerships with industry or other organizations.

DEMOGRAPHICS AND POPULATION TRENDS: All demographic and population trends are assumed to remain stable and continue to trend as they have historically.

WORKFORCE: There will be an increasing demand from employers for employees with higher-level skills, strong technical and interpersonal skills, and increased levels of educational attainment. The state of California needs to increase the number of college-educated workers in the coming years to meet workforce demand and that trend is projected to intensify.

TECHNOLOGY: Technology will continue to evolve at a very rapid pace and will provide new opportunities for educational institutions. These opportunities include innovations in instructional and student services delivery, and administrative efficiency. The California Online Initiative (OEI) holds promise for increasing efficiency and access to online instruction statewide.

CAMPUS SAFETY: Campus safety will continue to be an important issue for students and College employees.

EQUITY AND ACCELERATION: Reducing achievement gaps among student populations will remain an important focus of California Community Colleges. To address disparate impacts colleges will continue to implement acceleration strategies such as: redesigning and compressing remedial courses, placing students using multiple measures, and embedding basic skills instruction into college level courses.

COLLEGE COST: The cost of higher education will continue to be an important national and state issue. The high levels of student loans, default rates, and an interest in free or low cost text books are expected to remain areas of focus for students, parents and politicians.

I. Educational Master Plan: Overview of Trends and Themes

As part of the College's Educational Master Planning process, several trends and themes emerged from assessment of the internal and external scan data and review of qualitative data. Data trends describe statistical patterns or trends; recurring themes are areas of note that were identified based on input from Compression Planning Sessions that included College faculty, staff, administrators, and students, review of other reports (Program Review Reports, Institutional Effectiveness Review Report, etc.) and dialogue with governance groups.

DATA TRENDS

Broad trends include:

POPULATION GROWTH: The regional population of both Sutter and Yuba counties will 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.

ETHNICITY: The regional population continues to shift in terms of race and ethnicity. The proportions of Hispanic, Black, and Asian will continue to increase.

INCOME and POVERTY RATE: 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 County 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 Air Force Base Outreach, Live Oak, Loma Rica, and Marysville.

K-12 ENROLLMENT PROJECTIONS: Enrollment in the K-12 system is projected to be flat for the next eight years. The proportion that is in the traditional college-going age range (18-24) is expected to decline by one percent during the period 2016 to 2021.

GROWING PROFESSIONS: 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.

PUBLIC SECTOR DEPENDENCE: 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 County Economic Forecast).

ENROLLMENT: Student headcount has remained flat or declined for all age groups except 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 Base Outreach Center.

ACADEMIC STAFFING: Twenty-eight percent decline in the number of Yuba College fulltime faculty from 2008-2009 to 2015-2016. With this decline there has been an increasing reliance on part-time faculty to maintain and staff programs. There currently are 11 academic programs without a fulltime faculty member.

FOCUS ON TRANSFER: Increasingly, Yuba College students are citing transfer as an educational goal. In 2015-2016 59.6% of Yuba College students selected transfer as an educational goal, up from 51.7% in 2011-2012.

STUDENT SUCCESS: Yuba College generally is below state averages on a variety of student success measures.

THEMES

Fourteen themes in four general areas emerged as part of the Educational Master Plan Process. In addition to thematic areas, positive and negative variables were identified. Positive variables identified during the analysis include: a rich college history, centrality of the college to the community, strong CTE programs, diversity, a new leadership team, and dedicated faculty and staff. Negative variables noted include a very challenging resource environment, aged and poorly maintained campus facilities (Marysville Campus), lack of communication, lack of clearly defined budgeting process, and limited technology and data capabilities.

STUDENT SUCCESS AND ACHIEVEMENT

- Promote a culture of on-going innovation to support student success
- Scale programs positively impacting student achievement
- Align and integrate efforts
- Increase program quality through focus on currency and continuous improvement

CULTURE, CLIMATE, COLLABORATION AND ENGAGEMENT

- Desire to increase connections between student services and instructional programs
- Strengthen atmosphere of collaboration and inclusivity
- Interest in expanded professional development opportunities for all employees
- Expand community and K-12 connections, connections with adult education organizations, and colleges.
- Promote a culture of engagement and innovation through development of an inquiry based student learning assessment model
- Improved image

RESOURCES

- Technology
 - Schedule instructional technology upgrades on a regular cycle to meet industry standards.
 - Opportunity to use technology to improve educational efficiency
 - Student service technology upgrades needed (Electronic education master plans, etc.)

- Staffing
 - Creation of a College staffing plan to include identification of areas of decreased efficiency and effectiveness due to reductions in staff and faculty and deferred filling of vacancies

- Facilities
 - Lack of maintenance and facilities modernization planning impacting instructional and operational functionality

COLLEGE PROCESSES AND SYSTEMS

- Data informed decision making
 - Limited Institutional Research capacity and access to data

- Accreditation exposure
 - Curriculum, Catalog, Distance Education, etc.

2. ENVIRONMENTAL SCAN

A. Scan of Conditions External to the College

Higher Education Policy and Trends As Context

Several broad trends characterize contemporary higher education policy in California and to some extent the nation. They are summarized as follows:

1. Increasing access to higher education.^{1 2}
2. Increasing the numbers of students who are successful and complete their programs of study.^{3 4}
3. Doing what matters for the state economy.⁵

Increasing Access

For decades California community colleges have continued to be focused on ensuring access to higher education for the largest possible number of citizens. The geographic distribution of community college institutions in California's system and the role they play in the state master plan for higher education makes possible access to a college education.

In 2015 President Obama proposed an America's College Promise initiative to make two years of community college free for responsible students. At the time more than 150 College Promise programs across 37 states already existed in various forms at local and the state level.⁶ A national College Promise campaign is now in place, including in California. The campaign seeks to promote local fundraising efforts to establish programs to make college affordable as well as to call attention to state policy items like the Board of Governor's Fee Waiver and reforms to Cal Grants for community college students.⁷ Although the list is constantly growing, in 2017 some 27 California community colleges had promise programs in place. In 2016 the Legislature earmarked \$15 million for a competitive innovation grant program to stimulate additional program partnerships between K-12 school districts and community colleges.

The California community college system leaders have also encouraged the colleges to reach students through various forms of distance instruction. From fall 1992, when varieties of

¹ *Mind the Gap: Delivering on California's Promise for Higher Education*. California Competes, December 2015.

² Johnson, Hans, et. al. *Addressing California's Skills Gap*. Public Policy Institute of California, April 2016 and Johnson, Hans, et. al. *Meeting California's Need for College Graduates*. Public Policy Institute of California, June 2017

³ California Community Colleges Student Success Task Force. *Advancing Student Success in the California Community Colleges*. January 2012

⁴ Bailey, Thomas R. et. al. *Redesigning America's Community Colleges: A Clearer Path to Student Success*. Harvard University Press, 2015.

⁵ California Community College System Board of Governors. *Task Force on Workforce, Job Creation, and a Strong Economy: Report and Recommendations*. November 2015

⁶ Berman, Jillian. "These Cities Have Been Offering Free College for Years." *Marketwatch*. September 6, 2016

⁷ Beyond Tuition: Reducing Financial Barriers to College. *California College Promise*. Retrieved June 26, 2017 from <https://calcollegepromise.org/>

instruction at a distance represented a scant 0.66% of all instructional time (full-time equivalent students or FTES) to fall 2002 these means had only grown to 2% of total FTES as the Internet was emerging as the dominant distance education instructional modality. By 2012, distance education had grown to 9% of all FTES, mostly generated through Internet online classes. With the 2014-15 budget the governor provided \$56.9 million to launch the Online Education Initiative as an effort to increase access to more online courses created by community college faculty members and to provide students well-designed resources to improve their chances of a successful learning experience. As of fall 2016, distance education accounted for 12% of all FTES. In June 2017 Governor Brown directed the system leadership to create a plan to design and deploy a fully online college by November 2017 so that the availability of online courses and degree programs will make college far more accessible and affordable, particularly for nontraditional students. The model for the plan may be Rio Salado College, an online-only community college in Arizona.⁸

In the 2013-14 budget the Legislature provided \$25 million for a two-year planning and implementation effort to form regional consortia for the purpose of developing plans for adult educational services. The goal was to improve and expand adult education through regional consortia that would eliminate redundancy and craft pathways into higher education for interested students. Services would be shared and coordinated between community colleges and adult schools associated with public school districts. Legislation in 2015 provided a block grant of funds (AEBG) to support action plans to close gaps for adult learners in four areas: (1) elementary and secondary basic skills; (2) ESL and citizenship for immigrant populations; (3) adults with disabilities; and (4) short-term career and technical education.

Senate Bill 1391, Hancock, which became law in September 2014 made a number of changes to rules that apply to inmate education. The Hancock bill permanently waived the open course provisions for inmates in state correctional facilities. Previously districts offering inmate education had to accept funding at the noncredit rate, regardless of the nature of the course of instruction. SB 1391 revised that method of compensation to allow an apportionment claim at the corresponding funding rate for credit and Career Development and College Preparation (CDCP) noncredit instruction and relieved the districts from using only positive attendance procedure to keep track of instructional time.

Approved in January 2015, funds for pilot projects to expand inmate access to courses that lead to degrees and certificates were created. That pilot project identified re-entry hub correctional facilities where community colleges with one of those institutions in its district could seek one-time funding for program development and implementation of inmate education geared toward improving inmates' ability to find employment upon release and to reduce recidivism. The emphasis was upon face-to-face instruction, rigorous assessment, and student services.

Student Success and Completion

During the eight years of the Obama administration repeated calls and efforts were made to encourage more young adults to seek postsecondary education and to complete programs of study as a way to prepare for the 21st century economy. Complete College America, a non-profit organization, was formed to advance this mission. It has enlisted support from leaders in 34

⁸ Ashford, Ellie. "California Governor Calls for New Online College," *Community College Daily*. June 21, 2017

states to ensure greater numbers of students acquire degrees. The Gates, Ford, Lumina, and Kellogg Foundations as well as the Carnegie Corporation of New York fund their collective work and the efforts of others to promote more college graduates. Collectively, there are more than two-dozen major entities that have sponsored initiatives to promote college completion.⁹ Both federal and state governments are identifying community colleges, as organizations key to addressing core societal needs. However, this focus includes expectations for increased productivity and accountability for student outcomes. This trend began on a national level in 2010, when the American Association of Community Colleges (AACC) joined with five other national organizations to express a shared commitment to student completion (McPhail, 2011).¹⁰

This challenge to the nation has not been ignored in California. The Community College League of California (CCLC) launched an “alternative futures” project, the 2020 Vision for Student Success, to respond to the national graduation goal by identifying policy and practice changes that could be implemented to increase student achievement. To contribute its part toward achieving the national graduation goal, California needs to produce a total of 1,065,000 degrees or certificates per year to 2025. That translates to producing an *additional* 23,000 degrees and certificates per year, a 5.2% annual increase.¹¹ The California Public Policy Institute has repeatedly informed state policy makers that the State faces a skills gap.¹²

The California community college system has had a long tradition of promoting access to higher education and more recently increasing student success and completion. The 2017 vision statement for the system expresses these areas of emphasis in the expression of these system goals:¹³

- Increasing by 35 percent the number of California community college students transferring annually to a UC or CSU campus. The Public Policy Institute of California says this benchmark must be reached if California is to meet future workforce demands for employees with bachelor’s degrees. The *Vision for Success calls for reaching this goal by mid-2022*.
- Boosting by 2022 the number of students completing career education programs who find a job in their field of study from the current 60 percent to 69 percent.
- Increasing by at least 20 percent the number of students annually who earn associate degrees, credentials, and certificates or acquire specific skill sets that prepare them for

⁹ Russell, Alene. *A Guide to Major U.S. College Completion Initiatives*, American Association of State Colleges and Universities, October 2011.

¹⁰ McPhail, Christine. *The Completion Agenda: A Call to Action*. American Association of Community Colleges. April 2011

¹¹ *2020 Vision: A Report of the Commission on the Future*, (Sacramento, CA: Community College League of California, 2010)

¹² Public Policy Institute of California. *California’s Future: Higher Education*. January 2016 and *Higher Education in California*. April 2016.

¹³ Foundation for California Community Colleges and California Community College Board of Governors. *Vision for Success: Strengthening the California Community Colleges to Meet California’s Needs*. July 2017

an in demand job. This goal, set for 2022, is needed to meet future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research.

- Significantly reducing the average number of units accumulated by students who earn an associate degree from approximately 87 to 79. Most associate degree requires 60 units, and reducing the average number of units-to-degree will help students reach their educational goals sooner and at less cost.
- Reducing achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

At least two nationally established efforts to refocus or redesign the ways in which community colleges operate have been increasingly adopted by colleges within the system as they strive to improve student success and completion. The Completion by Design (CBD) initiative began in 2010 as a pioneering vision that collaborative effort could integrate institutional policies, practices, and processes that provide personalized student experiences and improve student performance and completion outcomes. Community colleges in Ohio, North Carolina, and Florida have been actively engaged in this initiative. Some colleges in California have taken notice and used the loss and momentum framework to rethink their institutions from the student experience perspective. The Guided Pathways System (GPS) is another highly researched proposal that encourages colleges to redesign institutional policies, practices, systems and culture to make the college journey transparent. It seeks to decrease the time and cost to complete the college experience by using high-touch (in-person) and high-tech strategies to actively guide students. The recommended focus is on three areas:

1. Preparing for college while in high school.
2. Choosing a path or program of study in college.
3. Staying on the path and completing college.

Several national foundations (College Futures, Irvine and Teagle, and Gates) have provided funds for 20 California community colleges to participate in a replication of the national AACC Pathways Project that had been funded by the Gates Foundation. The 20 colleges were selected for the **California Guided Pathways Initiative** after an in-depth review and competitive process in spring 2017. Those 20 institutions will each pay \$15,000 annually for three years in order to participate in the initiative. A team of 5-7 people from each college will attend six institutes over the three years. While the Initiative will cover hotel and meal costs, the college must pay the travel costs. Leadership from the National Center for Inquiry and Improvement will direct the Initiative in coordination with the Foundation for California Community Colleges and an advisory group from various constituencies.¹⁴

In the state 2017-2018 budget \$150 million was provided to support a **“Guided Pathways Award Program”** for which *all* of the California community colleges may participate. That program is being managed at the Chancellor’s Office through the Institutional Effectiveness and Program Improvement Division over the next five years.

¹⁴ Johnstone, Rob, Founder and President National Center for Inquiry and Improvement. *Personal Correspondence*. August 22, 2017

To help more students succeed the Board of Governors commissioned a Student Success Task Force in January 2011 to develop a strategic blueprint to identify innovative student success reforms, improve student assessment, increase financial aid and academic counseling, and incentivize completion rates. The Task Force produced a series of recommendations in eight broad areas.¹⁵

The following State initiatives also were intended to increase student success rates:

- The Board of Governors' basic skills initiative seeks to enable more students to overcome their academic deficiencies.
- Targeted funds for student equity and student success and support programs.
- Previous legislation, SB1440 Student Transfer Achievement Reform or STAR Act in 2010, simplified the process of transferring from a community college to a school in the California State University (CSU) system. This program provides a pathway for students to follow so that they can be admitted to a CSU with junior status. It has been complemented by SB440 in 2013, which further incentivizes transfer students to complete an associate degree.¹⁶

Very substantial progress has been made in reassessing how basic skills policy and instructional strategies are implemented. Grounded in research with demonstrated positive results, many colleges have abandoned or augmented the high stakes placement exam process in favor of a multiple measures approach that takes into account student performance in high school. AB207, enacted in October 2017, requires college to use high school transcript data in the placement of students into math and English. The intent is to maximize the likelihood that students will complete college-level coursework in these two disciplines within one-year of starting the college experience.¹⁷ Acceleration strategies have been embraced to compress the pace of instruction or introduce corequisites so that students can more rapidly move through the basic skills curriculum. Contextualization has been introduced to incorporate "real world" examples from fields of study the students are pursuing into basic skills lessons. Some mathematics faculty members have recognized that most students are majoring in fields of study that do not require them to complete an algebra sequence of courses. In response, faculties have designed preparatory courses for Elementary Statistics classes that provide core algebra concepts and basic arithmetic instruction that allow basic skills students to complete a developmental and a transfer math course in one academic year.

In a broader sense, several pedagogies have become popular as efforts to make the learning process more active and engaging to students. Among these are problem-based learning, flipped classrooms, and the makerspace initiative. These efforts engage students in hands-on real world learning experiences to promote problem solving skills and entrepreneurial thinking. The Open Educational Resources (OER) initiative seeks to promote the use of learning materials that are free to use as a strategy to reduce the costs of textbooks. Recognizing that textbooks

¹⁵ California Community Colleges Student Success Task Force. *Advancing Student Success in the California Community Colleges*. January 2012

¹⁶ Campaign for College Opportunity. *Keeping the Promise: Going the Distance on Transfer Reform*. March 2016.

¹⁷ The Campaign for College Opportunity. *Assembly Bill 705 (Irwin) Fact Sheet*. October 2017.

are sometimes a prohibitive cost for students, the Chancellor's Office convened summits to explore alternatives and to prepare recommendations promoting the use of OERs.

The legislation implementing some of the recommendations of the Student Success Task Force, SB 1456, required the coordination of student equity plans and student success and support programs. Student equity identifies groups of students needing more help and focuses on services and instruction for new and continuing students through to completion whereas student success and support programs focus on services for entering students and identifies individual students who need more help. Interest in student equity is not new as the Board of Governors adopted a student equity policy in 1992, but financial support for planning and interventions has not always been available or adequate. In 2014 the Legislature appropriated \$70 million for student equity purposes, added foster youth, veterans, and low-income students as target populations, and required specific goals and activities to address disparities and coordination of them with other categorical programs. The traditional populations or variables researched for student equity planning are: age, disability status, gender and ethnicity. Unlike the student success and support program funding, dollars for student equity interventions do not require a match of funds or in-kind effort from the colleges. Effective in 2017 colleges have been directed to develop integrated plans for basic skills, student equity, and student success and support program interventions. Funding for efforts has been increased in recent budgets.

Doing What Matters to Close the Skills Gap

Since the Great Recession, leaders in the state increasingly have articulated the importance of getting more students to complete college education with a Bachelor's or Associate degree, or even a vocational certificate in order to contribute to an ever more sophisticated workplace and to take the positions once occupied by a now retiring workforce. One recent report estimated that by 2025 California would face a gap of 2.4 million college-educated workers to fill the open positions requiring a Bachelor's or Associate degree level of education.¹⁸ Another team of scholars focused exclusively on jobs requiring a Bachelor's degree and indicated the gap by 2030 would be on the order of 1.1 million graduates short, above and beyond the current pace of graduates, of the labor market needs.¹⁹

The Great Recession also stimulated a re-energized Workforce and Economic Development Division to launch in 2012 the initiative Doing What Matters for Jobs and the Economy. The central tenants of that initiative are to promote greater regional coordination and collaboration and, most importantly, to induce the community college system to focus more intently on regional labor market needs and the skill sets that employers indicated they require. The community colleges in the greater Sacramento region have elected to focus on the industries in Table 2.1.

¹⁸ *Mind the Gap: Delivering on California's Promise for Higher Education*. California Competes, December 2015.

¹⁹ Johnson, Hans, et. al. *Addressing California's Skills Gap*. Public Policy Institute of California, April 2016 and Johnson, Hans, et. al. *Meeting California's Need for College Graduates*. Public Policy Institute of California, June 2017

Table 2.1: Greater Sacramento Community Colleges- Regional Priorities

Primary Sectors	Emergent Sectors
Agriculture, Water & Environmental Tech. Health Small Business	Advanced Manufacturing Information & Communications/Digital Media

Source: Community College Chancellor’s Office, Doing What Matters for Jobs and the Economy. Retrieved June 25, 2017 from <http://doingwhatmatters.cccco.edu/ResourceMap/GreaterSacramento.aspx>

The elected policy makers have launched several initiatives to develop career and technical education pathways that lead from public education into community college training programs and to strengthen community colleges’ ties with business and industry groups and individual firms. The Board of Governor’s Task Force on Workforce Job Creation and a Strong Economy culminated with 25 recommendations in 2015. The effort provided greater visibility to the career and technical education function and highlighted a variety of needs for that curriculum sphere.²⁰ Starting with the 2016-17 budget \$200 million was earmarked as the Strong Workforce Program funding to implement some of recommendations.

State incentives to create career and technical education pathways between public schools and community colleges were expanded by new dual enrollment legislation that creates a broader basis for stronger relationships between the two educational systems and has sparked increased community college enrollments. In recent years, these legislative and fiscal initiatives have characterized this strategy.

- In 2013 SB 1070 (California Partnership Academies) was enacted to establish an economic and workforce development program for the community colleges. It requires the Board of Governors, the Chancellor’s Office staff and the colleges to assist economic and workforce regional development centers and consortia to improve, among other things, career-technical education pathways between high schools and community colleges.
- Additional efforts to promote career pathways from high schools to the community colleges were enshrined in the 2014-15 budget as it passed the California Career Pathways Trust Act. Some \$250 million was twice provided in the form of one-time competitive grants.
- The most recent legislation to promote collaboration, AB 288, signed into law on October 8, 2015, authorizes the governance board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district to offer or expand dual enrollment opportunities for students who may not already be college bound or who are from underrepresented groups in higher education.

²⁰ California Community College System Board of Governors. *Task Force on Workforce, Job Creation, and a Strong Economy: Report and Recommendations*. November 2015

Economy and Employment

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.

However, from 1990 to 2016 the two-county region has experienced:

- 6% annual growth rate in education (private) and health services jobs,
- 3.4% annual growth rate in professional and business services jobs, and a
- 2.1% annual growth rate in leisure and hospitality jobs.

Over the years from 1990 to 2016 the unemployment rate in Sutter and Yuba Counties at the five-year increment points always exceeded the state rate by at least 4%.

Table 2.2: Historic Employment and Unemployment- Yuba City Metropolitan Area

Sutter and Yuba Counties Industry Employment & Labor Force by Annual Average									
Industry	1990	1995	2000	2005	2010	2015	2016	1990-2016 % Change	Annual % Change
Farm	6,300	6,300	6,100	4,800	4,600	4,800	5,100	-19.0%	-0.7%
Mining, Logging, and Construction	2,300	2,100	2,300	2,600	1,700	2,000	2,300	0.0%	0.0%
Manufacturing	3,200	2,600	3,400	2,500	2,000	2,200	2,200	-31.3%	-1.2%
Trade, Transportation, & Utilities	6,500	6,900	7,300	8,100	7,800	8,600	9,000	38.5%	1.5%
Information	400	400	400	400	400	300	300	-25.0%	-1.0%
Financial Activities	1,500	1,500	1,400	1,500	1,400	1,400	1,400	-6.7%	-0.3%
Professional & Business Services	1,700	2,000	2,800	3,200	2,600	3,100	3,200	88.2%	3.4%
Education & Health Services	3,100	3,800	4,500	6,000	6,700	7,500	7,900	154.8%	6.0%
Leisure & Hospitality	2,700	2,900	3,200	3,400	3,700	4,300	4,200	55.6%	2.1%
Other Services	800	1,000	1,100	1,200	1,000	1,100	1,200	50.0%	1.9%
Government	27,300	27,900	33,900	35,900	33,200	33,600	34,400	26.0%	1.0%
Totals	55,800	57,400	66,400	69,600	65,100	68,900	71,200	27.6%	1.1%
Civilian Labor Force	55,300	55,200	62,200	65,700	75,000	72,600	73,600	33.1%	1.3%
Civilian Employment	48,200	46,200	56,700	59,500	61,400	65,200	66,900	38.8%	1.5%
Civilian Unemployment	7,000	9,000	5,500	6,200	13,600	7,400	6,800	-2.9%	-0.1%
Area Civilian Unemployment Rate	12.7%	16.3%	8.8%	9.4%	18.1%	10.0%	9.2%		
CA Civilian Unemployment Rate	5.8%	7.9%	4.9%	5.4%	12.2%	6.2%	5.0%		
Difference	7.0%	8.5%	3.9%	4.0%	5.9%	3.8%	4.2%		

Source: Employment Development Department, Labor Market Information, *Labor Market and Unemployment*. Retrieved May 30, 2017 from <http://www.labormarketinfo.edd.ca.gov/data/unemployment>; analysis by Cambridge West Partnership, LLC

Historically, most employment opportunities in the larger Sacramento Metropolitan Statistical Area to the south and east of the two-county region also have been in public sector occupations. However, the two-county region has experienced:

- 6.2% annual growth rate in education (private) and health services jobs,
- 5.1% annual growth rate in professional and business services jobs, and a
- 3.3% annual growth rate in leisure and hospitality jobs.

Table 2.3: Historic Employment and Unemployment- Sacramento Metropolitan Area

Sutter and Yuba Counties Industry Employment & Labor Force by Annual Average									
Industry	1990	1995	2000	2005	2010	2015	2016	1990-2016 % Change	Annual % Change
Farm	8,800	8,600	8,900	7,500	8,100	9,400	9,200	4.5%	0.2%
Mining, Logging, and Construction	42,900	31,900	54,000	74,100	38,800	50,700	55,000	28.2%	1.1%
Manufacturing	39,300	41,600	47,400	43,100	32,800	36,400	36,200	-7.9%	-0.3%
Trade, Transportation, & Utilities	114,300	116,600	139,000	149,000	132,600	147,200	151,900	32.9%	1.3%
Information	15,300	18,000	18,700	19,900	17,200	14,100	13,800	-9.8%	-0.4%
Financial Activities	40,700	41,000	52,200	63,200	48,300	50,800	51,900	27.5%	1.1%
Professional & Business Services	55,500	78,000	108,600	108,800	102,300	120,200	128,600	131.7%	5.1%
Education & Health Services	56,000	67,700	75,800	103,000	120,700	140,100	145,900	160.5%	6.2%
Leisure & Hospitality	53,600	62,800	70,300	82,100	80,200	95,400	99,800	86.2%	3.3%
Other Services	21,800	21,700	26,800	28,500	28,100	30,900	31,200	43.1%	1.7%
Government	185,400	194,400	211,500	224,000	230,300	232,000	235,200	26.9%	1.0%
Totals	633,600	682,300	813,200	903,200	839,400	927,200	958,700	51.3%	2.0%
Civilian Labor Force	749,700	794,800	910,000	1,012,000	1,049,800	1,055,800	1,073,300	43.2%	1.7%
Civilian Employment	714,000	741,400	871,000	962,600	920,100	994,200	1,017,300	42.5%	1.6%
Civilian Unemployment	35,700	53,400	39,000	49,400	129,700	61,600	56,000	56.9%	2.2%
Area Civilian Unemployment Rate	4.8%	6.7%	4.3%	4.9%	12.4%	5.8%	5.2%		
CA Civilian Unemployment Rate	5.8%	7.9%	4.9%	5.4%	12.2%	6.2%	5.0%		
Difference	-1.0%	-1.1%	-0.7%	-0.5%	0.1%	-0.4%	0.2%		

Source: Employment Development Department, Labor Market Information, *Labor Market and Unemployment*. Retrieved June 26, 2016 from <http://www.labormarketinfo.edd.ca.gov/data/unemployment>; analysis by Cambridge West Partnership, LLC

Additional labor force and unemployment information for the larger multi-county area served by the Yuba Community College District is located in the 2016 Fact Book published by the Yuba College Office of Research, Planning and Student Success.

Future occupational opportunities, by industry, are represented in the following table. In both the two-county Yuba City and the larger Sacramento Metropolitan Statistical Area the greatest industry growth is expected to be in Construction and Education (private) and Health Services industries. The Sacramento Region will also see substantial growth in the Leisure and Hospitality Industry.

Table 2.4: Comparison of Employment Projections by Region

North American Industry Classification System (NAICS) Category	Yuba City MSA		Sacramento MSA	
	Employment Change 2014-2024	Annual % Change	Employment Change 2014-2024	Annual % Change
Business & Professional Services	500	1.7%	23,700	2.0%
Construction	400	2.4%	19,600	4.3%
Education & Health Services	1,700	2.4%	35,500	2.6%
Farm	800	1.8%	1,100	1.2%
Financial Activities	0	0.0%	4,700	1.0%
Government	1,600	1.5%	21,000	0.9%
Information	0	0.0%	1,400	1.0%
Leisure & Hospitality	700	1.6%	24,300	2.6%
Manufacturing	200	1.0%	1,300	0.4%
Other Services	100	0.9%	3,400	1.1%
Trade, Transportation & Utilities	900	1.1%	21,500	1.5%
Total	6,900	1.6%	157,500	1.8%

Source: Employment Development Department, Labor Market Information, *long-Term Projections by Industry*. Retrieved June 26, 2017 from <http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Long>; analysis by Cambridge West Partnership, LLC

The Workforce Development in Yuba City: Building and Sustaining Strong Career Pathways report identified the largest industry sectors for the region as health care and social assistance, crop and animal production, and retail trade.²¹

A discussion of specific occupational projections for both regions is found in the Opportunities for the Future chapter of this Plan and detailed labor market analysis tables are located in Appendix I: Jobs- Occupational Projections 2014-2024. Additional occupational projection information 2014-2024 regarding growing professions in the larger multi-county area served by the Yuba Community College District is located in the 2016 Fact Book published by the Yuba College Office of Research, Planning and Student Success.

²¹ Jobs for the Future. *Workforce Development in Yuba City: Building and Sustaining Strong Career Pathways*. National Resource Network July 26,2016

The U.S. Census Bureau, through the American Community Surveys 2006-2010, developed a County-to-County Commuting Flow analysis that is accessible through the California Employment Development Department.

- Sixty-nine percent of Sutter County workers most often **commuted out** to Yuba, Sacramento, or Yolo Counties.
- Eighty percent of Yuba County workers most often **commuted out** to Sutter, Sacramento, or Placer Counties.

Table 2.5: Historic County-to-County Commuting Trends

County of Residence	County of Workplace	Commuting Out		Commuting In	
		Nbr Workers	%	Nbr Workers	%
Sutter	Butte	1,361	7.7%	1,359	14.3%
	Colusa	743	4.2%	350	3.7%
	Nevada	396	2.2%	269	2.8%
	Placer	1,617	9.1%	466	4.9%
	Sacramento	3,890	22.0%	862	9.1%
	Yuba	6,052	34.2%	5,401	56.8%
	Yolo	2,267	12.8%	283	3.0%
	All Others	1,377	7.8%	522	5.5%
Yuba	Butte	672	4.9%	1,114	11.3%
	Colusa	118	0.9%	135	1.4%
	Nevada	476	3.5%	507	5.1%
	Placer	2,425	17.7%	809	8.2%
	Sacramento	3,100	22.6%	621	6.3%
	Sutter	5,401	39.4%	6,052	61.2%
	Yolo	602	4.4%	69	0.7%
	All Others	905	6.6%	582	5.9%

Source: Employment Development Department, Labor Market Information, Commuting Patterns. Retrieved June 22, 2017 from <http://www.labormarketinfo.edd.ca.gov/data/county-commute-patterns.html>

Population Trends & Growing Communities

Population trends information for the larger multi-county area served by the Yuba Community College District is located in the 2016 Fact Book published by the Yuba College Office of Research, Planning and Student Success. Although the Chancellor's Office does not, the College considers the institution to be a rural community college. Indeed, vast areas in the six counties served by the District are rural and undeveloped. The recent population trends in the non-urban places in most of these counties, except Yolo County, has declined since 2010 or has experienced very little growth.

Table 2.6: Rural Area Population Trends

Balance of County (Rural Areas)							2010 vs. 2015	Annual
	2010	2011	2012	2013	2014	2015	% Change	% Change
Colusa	10,325	10,287	10,252	10,247	10,249	10,351	0.25%	0.04%
Glenn	14,665	14,587	14,432	14,379	14,392	14,398	-1.82%	-0.30%
Lake	44,662	44,405	44,216	44,031	44,301	44,602	-0.13%	-0.02%
Sutter	21,420	20,596	20,603	20,707	20,814	20,991	-2.00%	-0.33%
Yolo	24,391	24,685	26,257	26,641	26,131	27,028	10.81%	1.80%
Yuba	56,627	56,967	57,300	57,616	58,168	58,551	3.40%	0.57%
Total	172,090	171,527	173,060	173,621	174,055	175,921	2.23%	0.37%

Source: Yuba College, Office of Research, Planning and Student Success. *2016 Fact Book*.

The 2016 Fact Book information and the zip code analysis developed for this Plan indicate that most of the students attending the College are from urban places (as defined by the U.S. Census). Those growth trends are explored in the following narrative.

Yuba City is the largest city (65,963 residents in 2016) in the two primary counties served by the College and represents roughly 70% of the 2016-estimated population for Sutter County. The change in population for Yuba City from 2010 to 2016 (1.7%) slightly trails the pace of Sutter County (2%). The next largest urban places in Sutter County are the City of Live Oak (an incorporated city) and Sutter (a census designated place or CDP). The 2010 to 2016 population change in the City of Live Oak has been a modest 0.9% while population change in Sutter has been a stunning 10%. The greatest gains were in the small CDPs of Meridian (39.7%) and Rio Oso (37.9%). Meridian is roughly 16 miles to the west of the Sutter County Center. Rio Oso is roughly 21 miles south of the Sutter County Center and 18 miles south of the main campus in Marysville.

Linda is the largest CDP (18,899 residents in 2016) in Yuba County and represents 25% of the 2016-estimated population for Yuba County. The change in population for Linda from 2010 to 2016 (2.7%) was a little more than half the population gain for Yuba County (4.3%). Other larger urban places in Yuba County are Olivehurst (a CDP) and Marysville (an incorporated city), each with over 12,000 inhabitants. Smaller communities in Yuba County include Plumas Lake with 6,400 residents, Wheatland with 3,559 inhabitants, and Loma Rica with almost 2,400 people in 2016. Of these six urban places in Yuba County, Olivehurst grew, from 2010-2016, 4.7%, a little ahead of the Yuba County growth. Marysville's population advanced a modest 0.7% but, the Plumas Lake population increased almost 12%, Loma Rica grew by 9%, and Wheatland population grew by 7.8% over that six-year period.

The community of Linda, as a census designated place, is effectively a suburb of Marysville and sits less than a mile to the west of the main campus. The community of Olivehurst is a mere 4 miles south from the main campus in Marysville while Plumas Lake is south by approximately 11 miles. Wheatland is roughly 14 miles southeast of Marysville while Loma Rica is a more distant 19 miles to the northeast of the main campus.

In all of the urban places that have experienced growth, the College has major facilities well positioned to accommodate the residents, as they are located within the state-standard of a 25-minute drive to a campus or center.

Table 2.7: Population Estimates in Sutter and Yuba Counties 2000 to 2016

County	Entity	Type	Population Estimates								Population Ranking	% Change			
			2000	2010	2011	2012	2013	2014	2015	2016		2000 - 2010	2010 - 2015/16		
Sutter	East Nicolaus	CDP	-	225	301	262	285	251	213						
Sutter	City of Live Oak	City	6,229	8,392	8,577	8,399	8,432	8,472	8,467	8,531	5		34.7%		0.9%
Sutter	Meridian	CDP	-	358	485	380	380	438	500						39.7%
Sutter	Nicolaus	CDP	-	211	183	166	183	205	213						0.9%
Sutter	Rio Oso	CDP	-	356	349	322	298	428	491						37.9%
Sutter	Robbins	CDP	-	323	285	305	323	355	334						3.4%
Sutter	South Yuba City	CDP	12,651	see Yuba City											
Sutter	Sutter	CDP	2,885	2,904	2,892	2,788	2,857	2,959	3,195	2,861	8		0.7%		10.0%
Sutter	Tierra Buena	CDP	4,587	see Yuba City											
Sutter	Trowbridge	CDP	-	226	112	180	120	184	220						-2.7%
Sutter	Yuba City	City	36,758	64,925	65,486	65,477	65,893	66,318	66,038	65,963	1		76.6%		1.7%
Sutter		County	76,930	94,737	94,614	94,362	94,801	95,236	95,978	96,651			23.1%		2.0%
Yuba	Beale AFB	CDP	5,115	1,319	1,818	1,581	1,486	1,342	1,143	1,542	10		-74.2%		-13.3%
Yuba	Camptonville	CDP	-	158	139	116	168	150	172						8.9%
Yuba	Challenge-Brownsville	CDP	1,069	1,148	1,479	1,449	920	952	788				7.4%		-31.4%
Yuba	Dobbins	CDP	-	624	280	258	260	658	689						10.4%
Yuba	Linda	CDP	13,474	17,773	17,883	17,901	18,442	18,634	18,256	18,899	2		31.9%		2.7%
Yuba	Loma Rica	CDP	2,075	2,368	2,648	2,565	2,727	2,537	2,584	2,391	9		14.1%		9.1%
Yuba	Marysville	City	12,268	12,072	12,106	12,139	12,184	12,216	12,161	12,529	4		-1.6%		0.7%
Yuba	Olivehurst	CDP	11,061	13,656	13,817	14,245	14,191	13,928	14,293	14,098	3		23.5%		4.7%
Yuba	Plumas Lake	CDP	-	5,853	5,834	6,141	6,058	6,380	6,548	6,457	6				11.9%
Yuba	Rackerby	CDP	-	204	254	278	249	139	96						-52.9%
Yuba	Smartsville	CDP	-	177	196	228	287	143	82						-53.7%
Yuba	Wheatland	City	2,275	3,456	3,497	3,507	3,492	3,499	3,725	3,559	7		51.9%		7.8%
Yuba		County	60,219	72,155	72,548	72,901	72,233	73,776	74,299	75,275			19.8%		4.3%

Source: U.S. Census Bureau, American Fact Finder. Retrieved May 22, 2017 from <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>; analysis by Cambridge West Partnership, LLC

Effective Service Area

The Yuba Community College District serves a six-county region but Yuba College provides instruction primarily to residents of Sutter and Yuba Counties. Seven other community college districts surround the Yuba Community College District, the three closest that share students with Yuba College are the Butte-Glenn District (Oroville), Sierra Joint District (Rocklin), and the massive Los Rios District (Sacramento). Additional details of travel times and miles are found in Appendix B: Yuba College Neighbors.

Historically, the College has offered instruction in the cities of Clearlake and Woodland; however, Woodland College was accredited as a separate institution in 2012. Therefore, Yuba College has been phasing out instruction in Clearlake as Woodland College now provides educational services in Woodland, Clearlake, and in Williams. However, as recently as fall 2016 184 students from Clearlake and 519 from Woodland enrolled at Yuba College.

Setting aside students who live in either Clearlake or Woodland, the zip code analysis documented that 70% of the Yuba College students were from seven zip codes representing six cities or CDPs. Among these urban places, enrollment losses have been greatest from Wheatland.

Although the portion of students attending Yuba College from zip codes associated with Woodland College has been decreasing from 2012 to 2016, the headcount has averaged 14% of all Yuba College students. Yuba College has continued to attract an average of 12.5% of the

headcount from students who live outside of the official boundaries of the Yuba Community College District. An analysis of the subjects in which those out-of-district students were enrolled will be addressed in the internal scan portion of this Plan.

Table 2.8: Distribution of Student Headcount

Yuba College Headcount Category	Distribution of Student Headcounts, Fall Terms					Average	Absolute Change
	2012	2013	2014	2015	2016		
In-District	86.7%	88.4%	87.1%	87.6%	87.5%	87.5%	0.8%
Out-of-District	13.3%	11.6%	12.9%	12.4%	12.5%	12.5%	-0.8%

Source: Chancellor's Office, Yuba College MIS Referential Files; analysis by Cambridge West Partnership, LLC

The effective service area geography is used to explore the social, economic, and demographic characteristics of the population served. As illustrated in the table, the effective service area accounts for 70% of the unduplicated student headcounts. This core geographic area has seen only a very modest gain of 0.2% from fall 2012 to fall 2016.

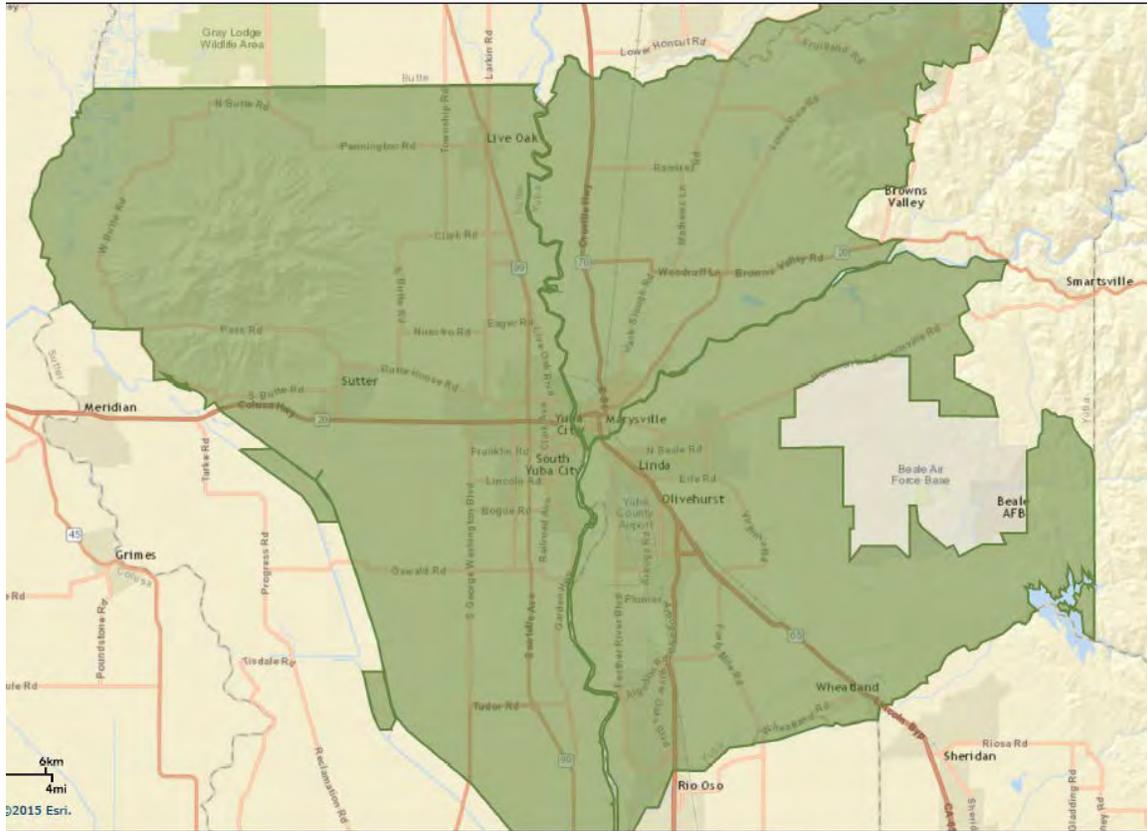
Table 2.9: Effective Service Area

Yuba College Unduplicated Headcounts, Fall Terms											
County	City	2012	2013	2014	2015	2016	Row Total	% of All Cities Total	Cumulative %	Average	% Change
Sutter	Yuba City	2,506	2,423	2,389	2,543	2,618	12,479	35.8%	35.8%	2,495.8	4.5%
Yuba	Marysville	1,164	1,200	1,081	1,112	1,077	5,634	16.1%	51.9%	1,126.8	-7.5%
Yuba	Olivehurst	870	882	917	930	899	4,498	12.9%	64.8%	899.6	3.3%
Sutter	City of Live Oak	205	213	203	196	191	1,008	2.9%	67.7%	201.6	-6.8%
Yuba	Wheatland	131	116	85	99	87	518	1.5%	69.2%	103.6	-33.6%
Sutter	Sutter	83	94	97	98	98	470	1.3%	70.5%	94.0	18.1%
Total These Cities		4,959	4,928	4,772	4,978	4,970	24,607	70.5%		4,921.4	0.2%
All Cities Total		7,373	7,007	6,796	7,063	6,666	34,905			6,981.0	-9.6%

Source: Chancellor's Office, Yuba College MIS Referential Files; analysis by Cambridge West Partnership, LLC

Over these fall terms the College has slowly withdrawn involvement in the Clear Lake Campus and at Woodland Community College. The decline of 9.6% in overall headcount reflects that withdrawal. While the numbers are small, there has been a sharp decline in the number of students attending the College from Wheatland and minor declines in headcount from both Marysville and Live Oak.

The following graphic illustrates the scope of the effective service area.



Source: Environmental Systems Research Institute (ESRI); analysis by Cambridge West Partnership, LLC

Demographic Trends

All of these urban places in Sutter and Yuba Counties, except Sutter as a census-designated place, are projected to experience growth between 2016 and 2021. The effective service area (ESA) represents the geographic portions of both counties in which 75% of the fall term student headcount (2012-2016) resided. The ESA population growth rate is a blend of the communities in both counties.

In Sutter County, only the City of Live Oak is expected to have a growth rate greater than the County as a whole. In addition to the dominant Yuba City urban area, the City of Live Oak may be an area for concentrated recruiting. However, two communities in Yuba County, Linda and Plumas Lake, are projected to experience population growth above both the County and State average. These urban places, in addition to Marysville and Olivehurst may be areas for concentrated recruiting.

The projected annual rate of growth was used to extend the population projection to 2027 for the counties, urban places, and the ESA.

Table 2.10: Population Trend Estimates and Projections for Sutter and Yuba Counties to 2027

County/Area	Estimated Census Population							Projection 2021	Annual Rate 2016-21	Pop. Rank	% Change		
	2000	2010	2011	2012	2013	2014	2015				2016	2000 - 2010	2010 - 2016
Sutter County	76,930	94,737	94,614	94,362	94,801	95,236	95,978	96,263	97,699	0.30%		23.1%	1.6%
City of Live Oak	6,229	8,392	8,577	8,399	8,432	8,472	8,467	8,702	8,902	0.46%	5	34.7%	3.7%
Sutter CDP	2,885	2,904	2,892	2,788	2,857	2,959	3,195	2,861	2,852	0.06%	8	0.7%	-1.5%
Yuba City	36,758	64,925	65,486	65,477	65,893	66,318	66,038	65,963	66,938	0.29%	1	76.6%	1.6%
Yuba County	60,219	72,155	72,548	72,901	72,233	73,776	74,299	75,729	78,767	0.79%		19.8%	5.0%
Beale AFB CDP	5,115	1,319	1,818	1,581	1,486	1,342	1,143	1,542	1,681		10	74.2%	16.9%
Linda CDP	13,474	17,773	17,883	17,901	18,442	18,634	18,256	18,899	19,781	0.92%	2	31.9%	6.3%
Loma Rica CDP	2,075	2,368	2,648	2,565	2,727	2,537	2,584	2,391	2,430	0.32%	9	14.1%	1.0%
Marysville City	12,268	12,072	12,106	12,139	12,184	12,216	12,161	12,529	12,931	0.32%	4	-1.6%	3.8%
Olivehurst CDP	11,061	13,656	13,817	14,245	14,191	13,928	14,293	14,098	14,535	0.61%	3	23.5%	3.2%
Plumas Lake CDP		5,853	5,834	6,141	6,058	6,380	6,548	6,457	6,901	1.34%	6		10.3%
Wheatland City	2,275	3,456	3,497	3,507	3,492	3,499	3,725	3,559	3,645	0.48%	7	51.9%	3.0%
Sutter & Yuba Counties	137,149	166,892	167,162	167,263	167,034	169,012	170,277	171,992	176,466			21.7%	3.1%
Effective Service Area	122,713	153,394						157,799	161,713	0.49%		25.0%	2.9%
State of California										0.87%			

Source: U.S. Census Bureau, American Fact Finder. Retrieved May 22, 2017 from <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>. Environmental Systems Research Institute (ESRI) Market Profiles; analysis by Cambridge West Partnership, LLC

Table 2.11: Extended Population Projections to 2027

County/Area	Extended Population Projection					
	2022	2023	2024	2025	2026	2027
Sutter County	97,992	98,286	98,581	98,877	99,173	99,471
City of Live Oak	8,943	8,984	9,025	9,067	9,109	9,151
Sutter CDP	2,850	2,849	2,847	2,845	2,843	2,842
Yuba City	67,132	67,327	67,522	67,718	67,914	68,111
Yuba County	79,389	80,016	80,649	81,286	81,928	82,575
Beale AFB CDP						
Linda CDP	19,963	20,147	20,332	20,519	20,708	20,898
Loma Rica CDP	2,438	2,446	2,453	2,461	2,469	2,477
Marysville City	12,972	13,014	13,056	13,097	13,139	13,181
Olivehurst CDP	14,624	14,713	14,803	14,893	14,984	15,075
Plumas Lake CDP	9,868	13,224	17,720	23,744	31,818	42,636
Wheatland City	3,662	3,680	3,698	3,715	3,733	3,751
Sutter & Yuba Counties	177,381	178,303	179,229	180,162	181,101	182,046
Effective Service Area	162,505	163,302	164,102	164,906	165,714	166,526

Source: U.S. Census Bureau, American Fact Finder. Retrieved May 22, 2017 from <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>. Environmental Systems Research Institute (ESRI) Market Profiles; analysis by Cambridge West Partnership, LLC

Median age analysis shows that Yuba County is younger than residents in Sutter County and that difference is projected to remain about the same in 2021. Among the ten urban places, Loma Rica has the oldest median age (48.7) while Beale Air Force Base Outreach Center has the youngest (22.5).

Table 2.12: Median Age, Sutter and Yuba County Communities

County/Area	Median Age		Projection	Absolute Change	
	2010	2016	2021	2010 - 2016	2010 - 2021
<i>Sutter County</i>	34.6	35.2	35.8	0.6	1.2
City of Live Oak	31.8	33.2	34.3	1.4	2.5
Sutter CDP	39.0	41.3	41.9	2.3	2.9
Yuba City	33.0	33.9	34.4	0.9	1.4
<i>Yuba County</i>	32.2	33.0	33.6	0.8	1.4
Beale AFB CDP	22.4	22.5	22.7	0.1	0.3
Linda CDP	28.0	29.1	29.7	1.1	1.7
Loma Rica CDP	47.3	48.7	50.2	1.4	2.9
Marysville City	32.6	33.3	34.0	0.7	1.4
Olivehurst CDP	29.9	30.7	31.5	0.8	1.6
Plumas Lake CDP	28.8	29.9	30.6	1.1	1.8
Wheatland City	33.4	35.7	35.8	2.3	2.4
<i>Effective Service Area</i>	32.9	33.6	34.2	0.7	1.3

Source: Environmental Systems Research Institute (ESRI) Market Profiles; analysis by Cambridge West Partnership, LLC

The portion of the population that is in the traditional college-going age range (18 to 24) throughout the effective service area is projected to shrink by one percent between 2016 and 2021. This age group is the largest in the Linda census designated place. The high school age subgroup is expected to remain about the same portion of the overall population in the service area. Combined, these two age subgroups represented 14% of the population in 2016 and are projected to represent 13% by 2021.

Table 2.13: Age Range Subgroups 2016 vs. 2021

Age/Age Range	Distribution of Age													
	Effective Service Area		Sutter County & Yuba City				Yuba County & Selected Urban Places							
	2016	2021	Sutter County		Yuba City		Yuba County		Linda CDP		Olivehurst CDP		Marysville City	
	2016	2021	2016	2021	2016	2021	2016	2021	2016	2021	2016	2021	2016	2021
15	1.4%	1.4%	1.4%	1.4%	1.3%	1.3%	1.4%	1.4%	1.5%	1.5%	1.6%	1.6%	1.2%	1.2%
16	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.3%	1.3%	1.5%	1.5%	1.7%	1.7%	1.3%	1.3%
17	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.5%	1.5%	1.5%	1.5%	1.2%	1.2%
<i>High School Subtotal</i>	4.2%	4.2%	4.2%	4.2%	4.1%	4.1%	4.1%	4.1%	4.5%	4.5%	4.8%	4.8%	3.7%	3.7%
18	1.3%	1.4%	1.3%	1.3%	1.3%	1.3%	1.4%	1.4%	1.5%	1.5%	1.7%	1.7%	1.3%	1.2%
19	1.3%	1.3%	1.3%	1.3%	1.3%	1.3%	1.4%	1.3%	1.4%	1.3%	1.6%	1.6%	1.3%	1.4%
20-24	7.2%	6.2%	7.0%	5.9%	7.3%	6.2%	7.5%	6.6%	7.7%	6.6%	1.4%	1.4%	1.5%	1.4%
<i>College Subtotal</i>	9.8%	8.9%	9.6%	8.5%	9.9%	8.8%	10.3%	9.3%	10.6%	9.4%	4.7%	4.7%	4.1%	4.0%
Total Population	157,799	161,713	96,263	97,699	65,964	66,941	75,726	78,767	18,898	19,781	14,095	14,535	12,526	12,933

Source: Environmental Systems Research Institute (ESRI) Detailed Age Profiles; analysis by Cambridge West Partnership, LLC

Additional analysis of population characteristics in the larger District service area is found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning and Student Success.

Income and Poverty

Except for three areas (Yuba City, Linda, and Olivehurst) the median household income in seven of the ten urban places identified in Sutter and Yuba Counties declined between 2010 and 2016. In 2016 Plumas Lake reported the highest median household income, \$85,478. Projections of household income to 2021 anticipate that incomes will increase in all except the City of Live Oak, Beale Air Force Base, Loma Rica, and Marysville.

Table 2.14: Median Household Incomes and Projections

County/Area	Median Household Income			Projection	2016	% Change	
	2010	2014	2016	2021	Wealth Rank	2010 - 2016	2016 - 2021
<i>Sutter County</i>	\$50,944	\$51,527	\$52,669	\$54,323		3.4%	3.1%
City of Live Oak	\$42,069	\$42,349	\$41,498	\$40,992	7	-1.4%	-1.2%
Sutter CDP	\$66,090	\$64,671	\$63,871	\$71,089	3	-3.4%	11.3%
Yuba City	\$49,500	\$50,494	\$50,661	\$51,119	5	2.3%	0.9%
<i>Yuba County</i>	\$46,807	\$45,470	\$48,494	\$48,272		3.6%	-0.5%
Beale AFB CDP	\$46,071	\$42,940	\$42,421	\$42,283	6	-7.9%	-0.3%
Linda CDP	\$34,710	\$36,063	\$37,395	\$38,003	9	7.7%	1.6%
Loma Rica CDP	\$85,536	\$64,615	\$74,311	\$81,620	2	-13.1%	9.8%
Marysville City	\$37,858	\$34,942	\$35,561	\$36,106	10	-6.1%	1.5%
Olivehurst CDP	\$37,096	\$43,044	\$39,160	\$39,036	8	5.6%	-0.3%
Plumas Lake CDP	\$89,792	\$78,333	\$85,478	\$94,734	1	-4.8%	10.8%
Wheatland City	\$60,213	\$61,370	\$59,706	\$69,559	4	-0.8%	16.5%
<i>Effective Service Area</i>			\$50,296	\$50,425			0.3%

Source: U.S. Census Bureau, American Fact Finder. Retrieved May 29, 2017 from <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>. Environmental Systems Research Institute (ESRI) Market Profiles; analysis by Cambridge West Partnership, LLC

The California Community College Chancellor’s Office has used analysis from the non-profit Insight Center for Community Economic Development, based in Oakland, California, as a reference source regarding county income levels for self-sufficiency. Their Family Economic Self-Sufficiency Standard measures the minimum income necessary to cover all of a non-elderly (under 65 years old) and non-disabled individual or family’s basic expenses - housing, food, childcare, health care, transportation, and taxes - without public or private assistance. For a family of four with two young children the 2014 calculated economic self-sufficiency income standards were:

- Yuba County- \$62,085
- Sutter County- \$63,581

The federal guidelines, which are uniform throughout the nation, use an annual income of \$23,850 for the poverty threshold for a family of four.

In the following table, household income range data from 2016 and a projection for 2021 suggest that if the insight Center income standard were applied, 50% of the households in the effective service area would not generate self-sufficient income. The level of poverty is generally

greater among communities in Yuba County, particularly Marysville City, as opposed to Sutter County.

Table 2.15: Household Income Distributions 2016 and 2021 Projections

Distribution of Household Income														
Household Income Range	Effective Service Area		Sutter County & Yuba City				Yuba County & Selected Urban Places							
	2016	2021	Sutter County		Yuba City		Yuba County		Linda CDP		Olivehurst CDP		Marysville City	
	2016	2021	2016	2021	2016	2021	2016	2021	2016	2021	2016	2021	2016	2021
<\$24,999	24.7%	24.7%	23.0%	22.9%	24.7%	24.7%	24.9%	25.0%	34.5%	34.9%	26.4%	26.4%	36.2%	36.4%
\$25-\$49,999	25.0%	25.0%	24.2%	24.0%	24.6%	24.5%	26.3%	26.4%	27.5%	27.2%	35.7%	37.0%	27.8%	29.9%
\$50-\$74,999	18.7%	13.5%	18.3%	13.2%	18.0%	13.2%	19.4%	13.8%	19.3%	14.9%	18.9%	14.7%	18.6%	13.3%
\$75-\$149,999	24.5%	28.4%	25.4%	28.9%	24.4%	27.7%	23.6%	27.8%	16.9%	20.8%	16.7%	19.0%	14.2%	16.6%
\$150,000+	7.1%	8.5%	9.1%	10.9%	8.3%	10.0%	5.8%	7.1%	1.7%	2.1%	2.3%	2.8%	3.1%	3.7%
Nbr of Households	51,779	52,848	31,751	32,079	21,722	21,925	25,341	26,277	5,763	6,020	4,217	4,331	4,835	4,991
Family of Four														
below federal level	24.7%	24.7%	23.0%	22.9%	24.7%	24.7%	24.9%	25.0%	34.5%	34.9%	26.4%	26.4%	36.2%	36.4%
clearly below	49.7%	49.7%	47.2%	46.9%	49.3%	49.2%	51.2%	51.4%	62.0%	62.1%	62.1%	63.4%	64.0%	66.3%
maybe below	18.7%	13.5%	18.3%	13.2%	18.0%	13.2%	19.4%	13.8%	19.3%	14.9%	18.9%	14.7%	18.6%	13.3%

Source: Environmental Systems Research Institute (ESRI) Market Profiles. U.S. Census Bureau. U.S. Department of Health and Human Services; analysis by Cambridge West Partnership, LLC

Additional analysis of poverty in the broader District service area is found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning and Student Success.

Ethnicity

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 portion of the population that identifies with Hispanic ethnicity is anticipated to increase by 2.5%. The overall population is expected to increase by 2.5% between 2016 and 2021.

Table 2.16: Race and Hispanic Ethnicity Trends and Projections

Race	Effective Service Area			2016-2021	
	2010	2016	2021	% Change	% Change
White	62.7%	59.7%	57.3%	-2.4%	
Black	2.6%	2.9%	3.0%	0.1%	
Asian*	14.0%	15.1%	15.9%	0.8%	
Some Other	14.4%	15.7%	16.7%	1.0%	
Two or More	6.3%	6.7%	7.1%	0.4%	
Ethnicity					
Hispanic Origin	28.3%	30.8%	33.3%	2.5%	
Population	153,393	157,799	161,713		2.5%
*Includes American Indian and Pacific Islander					

Source: Environmental Systems Research Institute (ESRI) Market Profiles; analysis by Cambridge West Partnership, LLC

An additional detailed analysis of ethnicity and gender in the broader District service area is found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning and Student Success.

Educational Attainment

Educational attainment data for 2016 indicate that across the effective service area 46.8% of the adults (age 25 or older) have less than a high school diploma or are only a high school graduate. Individuals with that lower level of educational attainment are concentrated in Olivehurst (62.3%) and Linda (56%).

Table 2.17: Educational Attainment Among Adults Age 25 or Older, 2016

Educational Attainment for Adults Age 25 or Older, 2016							
Adult Educational Attainment	Effective Service Area	Sutter County & Yuba City		Yuba County & Selected Urban Places			
		Sutter County	Yuba City	Yuba County	Linda CDP	Olivehurst CDP	Marysville City
Less Than High School	21.2%	20.7%	20.5%	19.5%	26.6%	33.1%	17.9%
High School Graduate	25.6%	24.9%	24.4%	26.1%	29.4%	29.2%	29.4%
Some College, No Degree	26.5%	24.8%	25.0%	29.3%	25.5%	25.2%	29.7%
Associate Degree	10.0%	10.4%	10.3%	10.3%	10.5%	6.3%	10.1%
Bachelor's Degree	11.7%	13.5%	14.1%	10.2%	6.3%	3.8%	7.9%
Graduate Degree	5.0%	5.7%	5.6%	4.5%	1.7%	2.4%	5.1%
Less Than HS & HS Graduate	46.8%	45.6%	44.9%	45.6%	56.0%	62.3%	47.3%
count of adults age 25 or older	98,976	61,971	41,791	46,799	10,800	8,301	7,971

Source: Environmental Systems Research Institute (ESRI) Market Profiles; analysis by Cambridge West Partnership, LLC

Additional analysis of educational attainment in the broader District service area is found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning and Student Success.

Adult Education Needs

In response to the AB86/104 Adult Education legislation, educational need indicator data was assembled to facilitate adult education program planning in the regional consortia area. The socio-economic data they received to support planning is displayed in the following table representing the educational needs of the most vulnerable citizens in the North Central Adult Education Consortium (NCAEC) region of which the Yuba Community College District is a member.

Table 2.18: Educational Needs of Adults in the NCAEC Region

Regional Consortia	Educational Needs of Adults					
	2014 Regional Population 18 years +	ESRI 2014 Data			5-Yr ACS 2009-2013 Data	
		Poverty	No High School Diploma	Unemployment	7th Grade Ed. Or Lower	ESL (English Language Learners)
Yuba CCD Regional Consortium	227,000	27,000	43,000	15,000	16,000	24,000
<i>Percent of 2014 Population</i>		12%	19%	7%	7%	11%

Sources: Environmental Systems Research Institute (ESRI), *Reports*; U.S. Census Bureau, *American Community Survey*; and U.S. Department of Education, National Center for Educational Statistics- *National Assessment on Adult Literacy*; analysis by the AB86 Work Group

Educational attainment is directly related to median annual earnings. The exception in the Sacramento region is the positions requiring a high school diploma or equivalent. Within the occupations requiring that level of education for entry jobs are a number of supervisory positions that bring up the median annual wage.

Table 2.19: Average Annual Openings Projection, By Education Level for Entry to Occupation

Average Annual Total Job Openings 2014-2024						Median Annual Wage 2016		
Entry Level Education	Yuba MSA*	Sacramento MSA**	Total	% of Total	% of Total	Yuba	Sacramento	Combined
Less than high school	690	13,703	14,393	36.5%		\$25,423	\$29,190	\$27,898
High school diploma or equivalent	467	11,073	11,540	29.3%		\$40,953	\$45,092	\$43,798
				<i>Subtotal</i>	66%			
<i>Some college, no degree</i>	27	472	499	1.3%		\$34,917	\$41,633	\$38,275
<i>Postsecondary certificate</i>	122	1,889	2,011	5.1%		\$42,171	\$49,647	\$47,155
<i>Associate's degree</i>	32	616	648	1.6%		\$52,037	\$62,798	\$60,698
				<i>Subtotal</i>	8%			
Bachelor's degree	265	8,568	8,833	22.4%		\$70,870	\$76,141	\$74,635
Master's degree	20	614	634	1.6%		\$87,514	\$77,179	\$79,846
Doctoral or professional degree	13	840	853	2.2%		\$122,573	\$100,868	\$104,295
				<i>Subtotal</i>	26%			
Totals	1,636	37,775	39,411					

*Sutter and Yuba Counties

**El Dorado, Placer, Sacramento, and Yolo Counties

Source: California Employment Development Department, Labor Market Information. Retrieved June 13, 2017 from <http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Long>; analysis by Cambridge West Partnership, LLC

Table 2.20: EDD Average Annual Occupational Openings Projections by Urban Center

EDD Average Annual Occupational Openings Projections 2014-2024 by Urban Center									
Entry Level Education	San Diego	Orange	Los Angeles	Santa Clara	San Francisco	Sacramento	Total	% of Total	% of Total
Less than high school	18,786	21,164	62,791	10,191	11,917	13,703	138,552	36%	
High school diploma or equivalent	16,550	17,882	45,405	8,543	8,432	11,073	107,885	28%	
								<i>Subtotal</i>	64%
<i>Some college, no degree</i>	729	867	2,246	623	538	472	5,584	1%	
<i>Postsecondary non-degree award</i>	2,527	2,450	8,474	1,352	1,095	1,889	17,787	5%	
<i>Associate's degree</i>	1,393	1,395	3,027	1,250	808	616	8,653	2%	
								<i>Subtotal</i>	8%
Bachelor's degree	13,366	13,619	33,126	13,920	11,495	8,568	94,094	24%	
Master's degree	940	738	2,769	507	575	614	6,143	2%	
Doctoral or professional degree	1,398	1,146	3,916	784	1,084	840	9,168	2%	
Total	55,689	59,261	161,754	37,170	35,944	37,775	387,866		
								<i>Subtotal</i>	28%

Source: California Employment Development Department, Labor Market Information. Retrieved from <http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Long>; analysis by Cambridge West Partnership, LLC

Opportunity Index

One of the major projects of the Social Science Research Council is the Measure of America/Opportunity Index that paints a portrait of wellbeing and access to opportunity in America's communities. The Opportunity Index national report stretches back to 2008-09 and has been a biennial report on human wellbeing in the United States. An annual report, which aggregates data at the county and state level, offers an overall opportunity score and three additional scores.

- Opportunity Score- A composite measure of opportunity in a state using 16 indicators or a county using 14 key economic, educational and civic factors.
- Economic Score- Includes seven indicators of a region's economic health: unemployment; median household income; portion of the population below the poverty line; income inequality (ratio of households at the 80th percentile to that at the 20th percentile); access to banking institutions, affordable housing (households spending less than 30% of income on housing), and percentage of households with access to high-speed Internet.
- Education Score- Includes three indicators of educational success: the percentage of 3- and 4-year-olds in preschool; the number of students who graduate from high school within four years; and the percentage of adults 25 and over who attain at least an associate's degree.
- Community Score- Includes up to six indicators of community health and civic life: percentage of adults 18 and over who are involved in social, civic, sports, or religious groups (state level only); percentage of adults 18 and over who did volunteer work in the prior year (states level only); the percentage of young people (ages 16-24) who are not in school or working; violent crime per 100,000 population; doctors per 100,000; and grocery stores and produce vendors per 10,000 population.

Details about the data sources and methods used to develop the scores are found at this URL <http://opportunityindex.org/methods-sources/>

The Opportunity Index data over the last five years demonstrates that access to upward mobility varies greatly by geography, and that some states and counties have wider opportunity gaps than others.

In all but the community score for Sutter County, all of the scores in both Yuba and Sutter counties improved from 2011 to 2016. All improvement scores in Yuba County greatly exceeded those of Sutter County and the statewide experience from 2011 to 2016.

Table 2.21: Opportunity Index Comparisons and Trends

Yuba							
Categories	2011	2012	2013	2014	2015	2016	% Change
Opportunity Score	31.2	31.1	35.9	37.2	38.5	41.5	33.0%
Economy Score	35.0	41.0	36.2	39.6	42.1	45.4	29.7%
Education Score	27.5	22.4	41.2	42.5	43.3	48.6	76.7%
Community Score	29.6	28.7	27.0	29.4	30.1	30.5	3.0%
Sutter							
Categories	2011	2012	2013	2014	2015	2016	% Change
Opportunity Score	44.4	43.4	45.6	43.6	45.4	46.3	4.3%
Economy Score	42.3	42.3	43.1	42.0	45.0	45.1	6.6%
Education Score	46.5	46.5	48.5	47.9	51.3	54.6	17.4%
Community Score	42.1	42.1	40.8	41.0	40.0	39.1	-7.1%
California							
Categories	2011	2012	2013	2014	2015	2016	% Change
Opportunity Score	47.2	47.6	49.7	51.5	51.7	52.3	10.8%
Economy Score	44.1	45.3	45.9	47.7	48.9	51.0	15.6%
Education Score	45.3	45.2	50.5	53.6	52.2	52.8	16.6%
Community Score	52.2	52.4	52.9	53.0	53.1	53.2	1.9%

Source: Social Science Research Council, Measures of America. *Opportunity Index*. Retrieved August 24, 2017 from <http://opportunityindex.org/#4.00/40.00/-97.00/>

High School Feeders

The College attracts recent high school graduates from a wide variety of public and private schools throughout the service area. However, the Yuba City Unified and Marysville Joint Union School Districts are the largest in the effective service area. A more comprehensive list of potential feeder high schools is located in Appendix C: High School Feeders. Table 2.22 describes the portion of high school graduates who had completed the UC/CSU A-G course requirements for admission to those public systems. That is an indicator of the college-going mindset at the high school.

Table 2.22: Portion of High School Graduates Completing UC/CSU Preparation Courses

District or High School Name/Area	Percentage of Graduates with UC/CSU Courses Completed					Average
	2011-12	2012-13	2013-14	2014-15	2015-16	
Yuba City Unified						
Albert Powell Continuation	4%	0%	0%	0%	0%	1%
River Valley High	39%	39%	46%	48%	47%	44%
Yuba City Charter	0%	0%	0%	81%	100%	36%
Yuba City High	38%	36%	35%	42%	44%	39%
Yuba City Unified Alternative	0%	0%	9%	4%	6%	4%
<i>District</i>	<i>35%</i>	<i>31%</i>	<i>35%</i>	<i>42%</i>	<i>42%</i>	<i>37%</i>
<i>Sutter County</i>	<i>29%</i>	<i>30%</i>	<i>30%</i>	<i>34%</i>	<i>37%</i>	<i>32%</i>
<i>State</i>	<i>38%</i>	<i>39%</i>	<i>42%</i>	<i>43%</i>	<i>45%</i>	<i>42%</i>
Marysville Joint Unified						
Abraham Lincoln Alternative	0%	0%	1%	0%	0%	0%
Lindhurst High	35%	37%	33%	30%	26%	32%
Marysville High	34%	25%	31%	29%	19%	28%
Marysville Charter Academy for the Arts	49%	50%	59%	73%	48%	56%
North Marysville Continuation	0%	0%	0%	0%	0%	0%
South Lindhurst Continuation	0%	0%	0%	0%	0%	0%
<i>District</i>	<i>28%</i>	<i>24%</i>	<i>25%</i>	<i>23%</i>	<i>24%</i>	<i>25%</i>
<i>Yuba County</i>	<i>27%</i>	<i>25%</i>	<i>29%</i>	<i>23%</i>	<i>26%</i>	<i>26%</i>
<i>State</i>	<i>38%</i>	<i>39%</i>	<i>42%</i>	<i>43%</i>	<i>45%</i>	<i>42%</i>

Source: California Department of Education, Data Quest, Retrieved June 13, 2017 from <http://data1.cde.ca.gov/dataquest/>; analysis by Cambridge West Partnership, LLC

Additional analysis of K-12 enrollment and high school graduation projections in the broader District service area is found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning and Student Success.

B. Scan of Conditions Internal to the College

Geographic Positioning

As the initial college has now become a multi-college district, Yuba College operates a main campus in Marysville and several satellite center locations. Woodland Community College was granted full accreditation as a second college in the District in 2012. However, Yuba College has offered classes in Woodland (Yolo County) and at the Clear Lake Campus (Lake County), but those offerings at both sites have been winding down since Woodland Community College was accredited. The realignment of responsibility for Clear Lake Campus from Yuba College to Woodland Community College is reflected in the 88% decrease in enrollments from 2012 to 2016.

Yuba College has operated an outreach center on the Beale Air Force Base (AFB) since 1960. The College has a memorandum of understanding with the Air Force that provides rent-free space at the Air Force base for general education classes that are commonly taught in a compressed format. The base has undergone a change in missions and realignments of personnel over the years. Interviews indicated that increasingly military personnel prefer to take distance education courses in which they can participate on during their own free time vs. face-to-face classes in a structured schedule format. Those considerations are associated with the 67% decline in enrollments from 2012 to 2016.

The College opened a major educational center in Yuba City (Sutter County) in 2012. Known as the Sutter County Center, the two-story 53,373 gross square feet facility holds 18 classrooms, a library, dining services, a bookstore, and offers a full range of student support services.

In addition to these major sites, the College has offered classes throughout the communities it services, primarily at high schools and in the Sutter Beauty College site in Yuba City where cosmetology is taught. Also, the College faculty members have been active in providing distance education instruction since 2001.

Trends in offerings at the primary locations are illustrated in the following table.

Table 2.23: Range of Locations and Offerings by Yuba College

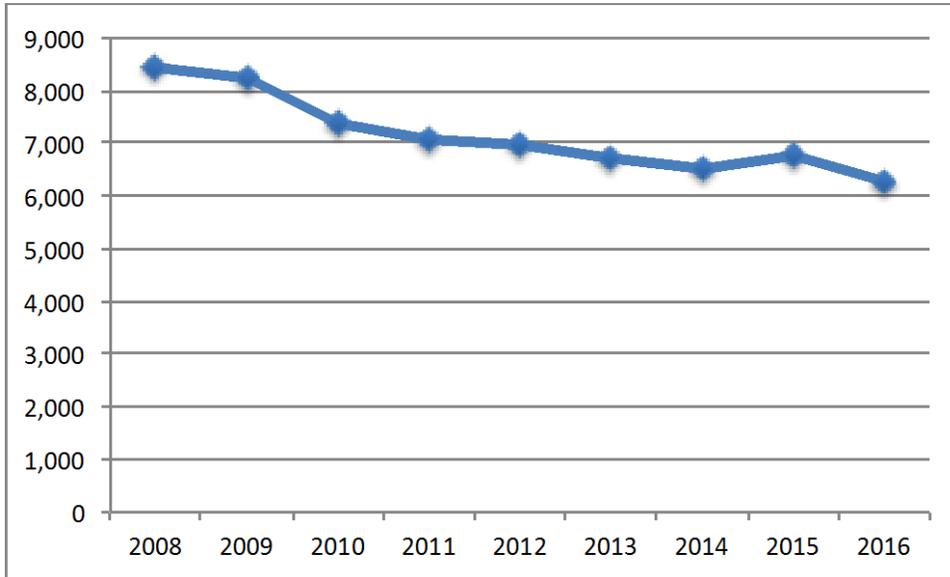
By Location	Fall Term Enrollment Numbers (seat counts)*						2012 vs. 2016	Annual
	2012	2013	2014	2015	2016	Average	% Change	% Change
Marysville	17,241	13,667	13,345	13,968	13,233	14,290.8	-23.2%	-4.6%
Beale AFB	548	397	230	150	181	301.2	-67.0%	-13.4%
Sutter County Center	2,767	4,605	4,971	5,044	5,265	4,530.4	90.3%	18.1%
Clear Lake Campus	2,317	2,287	2,198	2,481	275	1,911.6	-88.1%	-17.6%
Woodland CC	18	29	9	14	6	15.2	-66.7%	-13.3%
By Location	Fall Term Number of Sections*						2012 vs. 2016	Annual
	2012	2013	2014	2015	2016	Average	% Change	% Change
Marysville	653	585	557	574	577	589.2	-11.6%	-2.3%
Beale AFB	25	21	18	10	13	17.4	-48.0%	-9.6%
Sutter County Center	92	159	164	178	201	158.8	118.5%	23.7%
Clear Lake Campus	118	95	96	97	18	84.8	-84.7%	-16.9%
Woodland CC	2	2	1	2	1	1.6	-50.0%	-10.0%
*includes distance education offerings attributed to this location								
By Location	Fall Term Headcounts						2012 vs. 2016	Annual
	2012	2013	2014	2015	2016	Average	% Change	% Change
Marysville	5,679	4,876	4,691	4,933	4,750	4,985.8	-16.4%	-4.6%
Beale AFB	363	263	181	120	141	213.6	-61.2%	-12.2%
Sutter County Center	1,565	2,547	2,655	2,763	2,915	2,489.0	86.3%	18.1%
Clear Lake Campus	1,039	1,039	984	1,047	187	859.2	-82.0%	-17.6%
Woodland	17	25	9	14	6	14.2	-64.7%	-13.3%

Source: Yuba Community College District Information Technology

Institution From Within

From fall 2000 to fall 2007, the unduplicated student headcount at Yuba College underwent a decrease of 0.6% annually. Starting in fall 2008 student headcount for Woodland Center was reported separately. Therefore, the following chart reflects headcounts **only** for Yuba College. From fall 2008 to fall 2016 the student headcount attributed to Yuba College decreased 2.8% annually. The Yuba College alone peak fall term was 2008 (8,418 students).

Chart 2.24: Yuba College (All Locations) Recent Fall Terms, Unduplicated Student Headcount



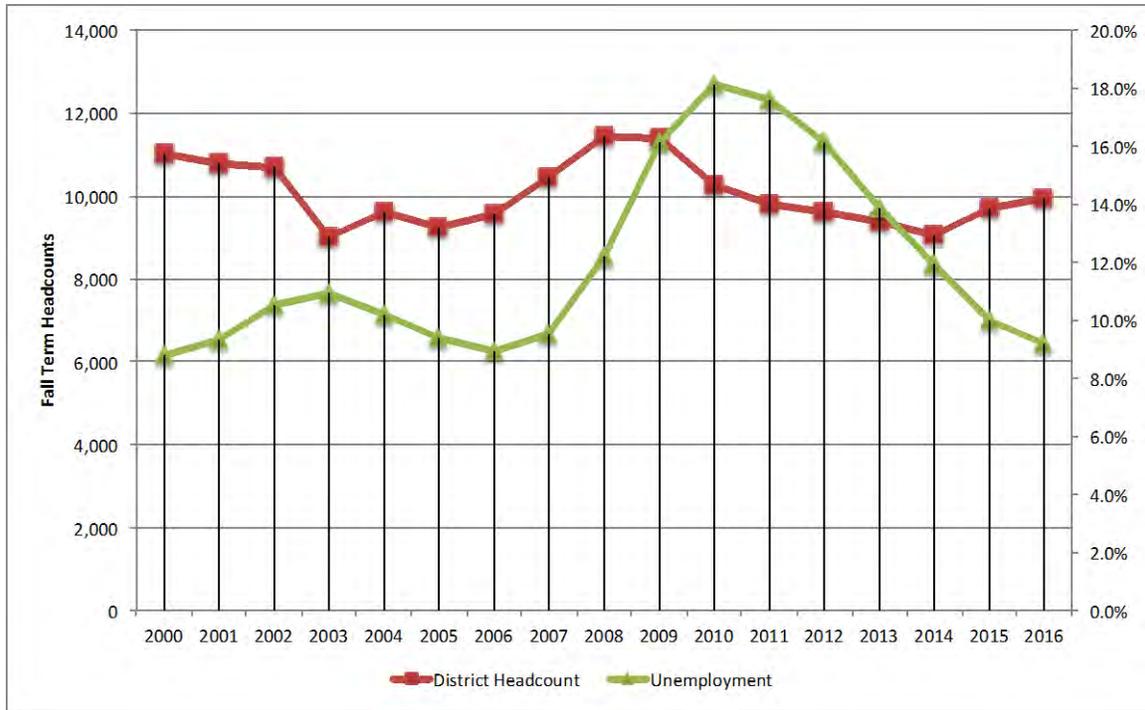
Source: California Community College Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

A detailed set of charts illustrating enrollment and headcount trends by term and county of origin is available in the 2016 Fact Book produced by the Yuba College Office of Research, Planning and Student Success.

From 2007-08 to 2010-11 budget cuts at the state level reduced community college funding by 4%.²² As a result, headcount across the state fell drastically during this same time period. In fall 2014 declining headcounts in the District bottomed out at 9,053.

Since fall 2014, unduplicated headcount has been gradually increasing, ending with an unduplicated District headcount of 9,927 in fall 2016.

Chart 2.25: District Fall Terms, Unduplicated Student Headcount

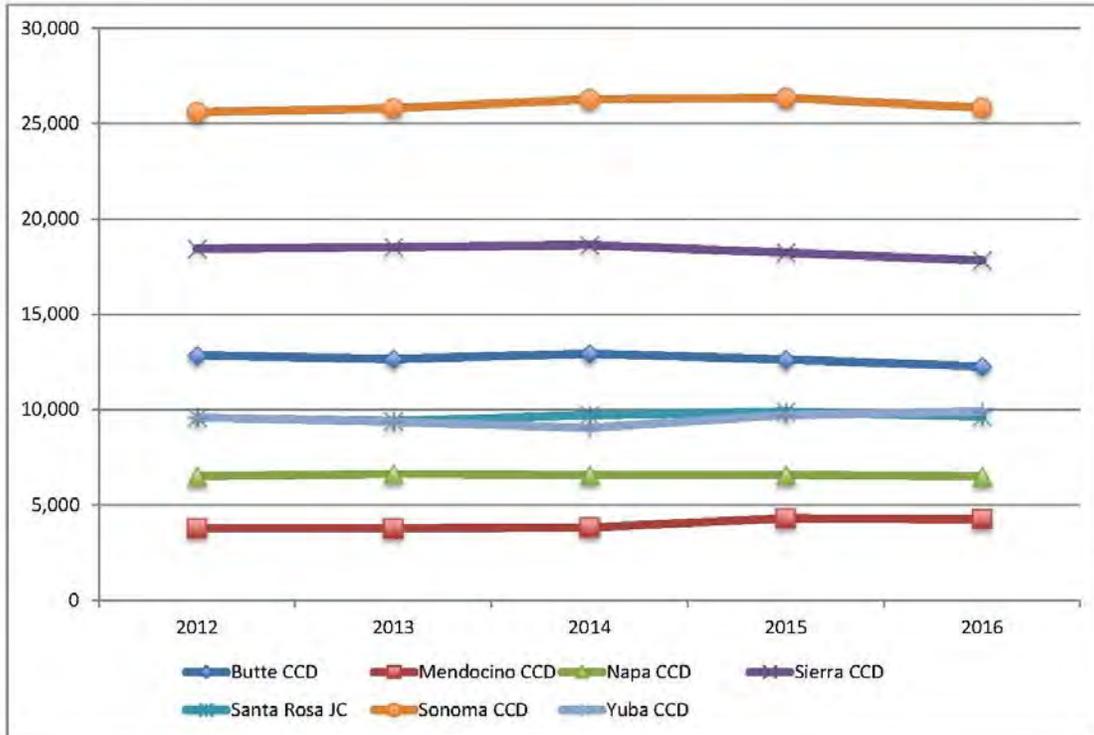


Source: California Community College Chancellor’s Office. *Data Mart* and Employment Development Department. *Labor Market Information*. Retrieved May 31, 2017 from <http://www.labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force-excel-data-tables.html>; analysis by Cambridge West Partnership, LLC

²² California Legislative Analyst’s Office. *Higher Education Budget in Context*. Retrieved January 28, 2017 from <http://www.lao.ca.gov/analysis/2011/highered>

This same trend in declining or modest growth in headcount after fall 2012 was also experienced in neighboring California community college districts. As of fall 2014, all districts except Mendocino and Yuba, had not regained much student headcount. Butte-Glenn and Sierra experienced the greatest losses if comparing fall 2012 to fall 2016. Due to its size, the multi-college Los Rios District is not included; however, the district also lost student headcount from fall 2012 to fall 2016.

Chart 2.26: Yuba and Neighboring Districts Fall Term Unduplicated Student Headcount



Source: California Community College Chancellor’s Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

A list of neighboring community colleges and distances from Yuba College locations is found in Appendix B: Yuba College Neighbors of this Plan. Additional detailed analysis of FTES trends is available in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning and Student Success.

All districts in the region have experienced some enrollment outflow of residents in their districts who attend a college in another district. The research staff at the California Community Colleges Chancellor’s Office has provided a swirl analysis for the fall terms of 2013 and 2014. Some students from out of the district area are enrolled in online courses offered by the College. Santa Rosa Junior College has experienced the largest portion of enrolled students attending their college or centers from outside the district service area. A portion of the Chancellor’s Office data is shown in the following table.

Table 2.27: Regional Enrollment Swirl

Fall 2013 and 2014 Student Headcounts For Districts					
District	In District Nbr.	In District %	Out District Nbr.*	Out District %	Total
Butte-Glenn CCD	21,666	85%	3,946	15%	25,612
Mendocino-Lake CCD	6,702	88%	912	12%	7,614
Sierra Joint CCD	30,032	81%	7,136	19%	37,168
Santa Rosa JC	46,538	89%	5,562	11%	52,100
Napa Valley CCD	9,428	71%	3,809	29%	13,237
Solano CCD	18,180	95%	949	5%	19,129
Los Rios CCD	132,257	90%	14,109	10%	146,366
Yuba CCD	16,657	90%	1,795	10%	18,452

*out-of-district includes out of state and unknown zip code cases

Source: California Community Colleges, Chancellor’s Office. Research, Analysis and Accountability Unit; analysis by Cambridge West Partnership, LLC.

Yuba College has offered some unique programs of study that have been “magnets” to attract students. A fall 2016 study determined that the following top three regions accounted for 90% of the students enrolled from outside of the District.

1. The Greater Sacramento region comprised of El Dorado, Nevada, Placer, Sacramento, and Yolo counties (474 students).
2. The North Inland region that includes Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Sierra, Siskiyou, and Tehama counties (197 students).
3. The North Bay region that is composed of Solano, Sonoma, and Napa counties (41 students).

The subjects that attracted the most out-of-district enrollments are documented in table 2.28. None of the enrollments are from students who live in a zip code that is associated with the Yuba Community College District.

Table 2.28: Fall 2016 Yuba Subjects, Enrollments from Out-of-District California Regions

Enrollments from Students in These Areas Only					
Subject	Total Enrl	Greater Sacramento	North Inland	North Bay	Rank
PE	291	242	40	9	1
NURS	242	204	28	10	2
AJ	174	66	106	2	3
MATH	121	79	40	2	4
ENGL	111	71	35	5	5
VETT	102	48	50	4	6
LEARN	94	58	33	3	7
BIOL	72	44	23	5	8
RADT	56	48	8		9
HLTH	52	36	10	6	10

Source: California Community Colleges, Chancellor's Office. *MIS Referential Files*; analysis by Cambridge West Partnership, LLC.

The top individual courses, taught face-to-face, are listed in the following table. None of the enrollments are from students who live in a zip code that is associated with the Yuba Community College District.

Table 2.29: Fall 2016 Yuba Courses Taught Face-to-Face, Enrollments from Out-of-District California Regions

Subject	Course	Enrollments from Students in These Areas Only				Rank
		Total Enrl	Greater Sacramento	North Inland	North Bay	
PE	PE-15R	136	128	4	4	1
AJ	AJ-54A	96	32	64		2
LEARN	LEARN-590	91	57	31	3	3
PE	PE-1.55R	84	72	10	2	4
AJ	AJ-54B	78	18	60		5
PE	PE-2.01R	54	42	12		6
AJ	AJ-70A	48	18	28	2	7
AJ	AJ-70B	48	18	28	2	8
BIOL	BIOL-15	40	26	14		9
ENGL	ENGL-1A	32	20	11	1	10

Source: California Community Colleges, Chancellor's Office. *MIS Referential Files*; analysis by Cambridge West Partnership, LLC.

The top individual courses, taught online, are listed in the following table. None of the enrollments are from students who live in a zip code that is associated with the Yuba Community College District.

Table 2.30: Fall 2016 Yuba Courses Taught Online, Enrollments from Out-of-District California Regions

Subject	Course	Enrollments from Students in These Areas Only				Rank
		Total Enrl	Greater Sacramento	North Inland	North Bay	
NURS	NURS-36	54	45	6	3	1
NURS	NURS-26	30	21	7	2	2
SOCIL	SOCIL-1	29	23	1	5	3
HLTH	HLTH-1	27	19	2	6	4
MATH	MATH-52	19	13	5	1	5
BCA	BCA-33A	14	8	6		6
NURS	NURS-18	12	12			7
VETT	VETT-6	12	8	3	1	8
BCA	BCA-15	11	8	3		9
MCOMM	MCOMM-2	11	9	1	1	10

Source: California Community Colleges, Chancellor's Office. *MIS Referential Files*; analysis by Cambridge West Partnership, LLC.

In recent years the College has increased its outreach efforts with the local high schools. The fall term and average yield rates from fall 2012 to fall 2016 are shown in the following table. The yield is calculated from the count of graduates (denominator) divided into the count of students who enroll at the College the following fall (numerator).

Table 2.31: High School Yield Rates

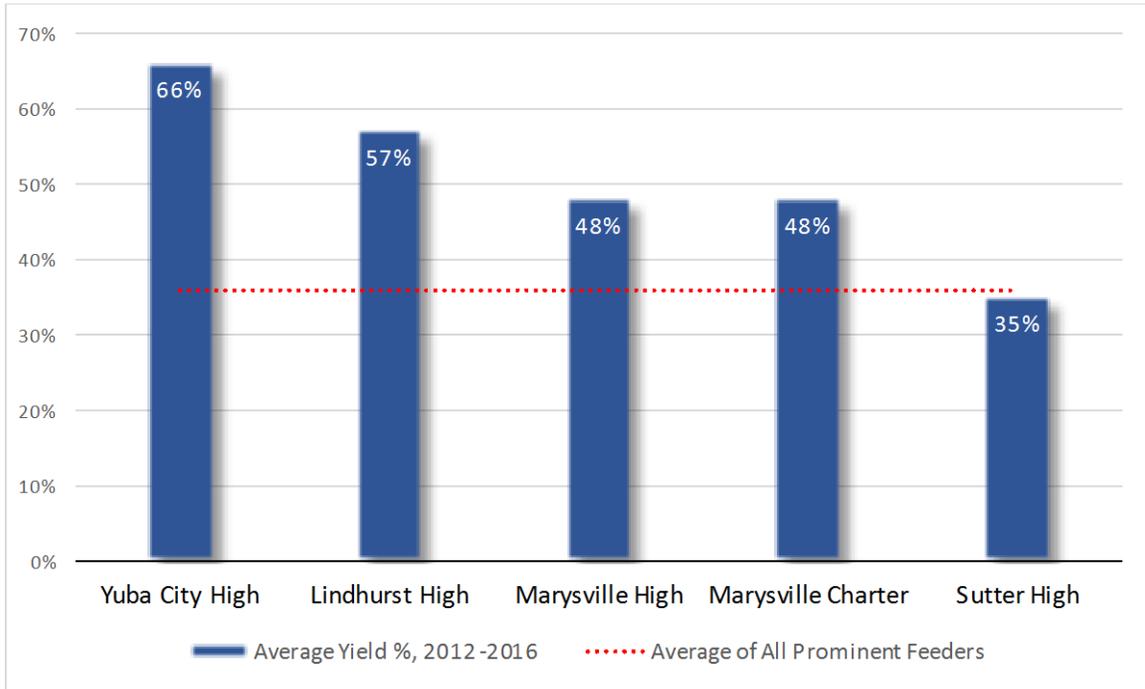
Sutter County						Average Yield %, 2012 - 2016	Change in Yield %, 2012 - 2016
	2012	2013	2014	2015	2016		
East Nicolaus High	20%	11%	23%	17%	22%	19%	2%
Live Oak High	17%	20%	21%	21%	18%	20%	1%
River Valley High	27%	26%	41%	37%	40%	34%	13%
Sutter High	31%	33%	36%	39%	34%	35%	3%
Yuba City High	62%	62%	70%	68%	69%	66%	7%
Yuba County							
Lindhurst High	47%	55%	66%	53%	62%	57%	14%
Marysville Charter Academy for the Arts	49%	41%	50%	49%	50%	48%	1%
Marysville High	47%	45%	50%	47%	49%	48%	2%
South Lindhurst Continuation	12%	0%	30%	32%	32%	21%	20%
Wheatland Union High	29%	26%	34%	30%	31%	30%	2%
Lake County							
Lower Lake High	20%	19%	21%	29%	23%	23%	3%
Overall Annual Average	33%	31%	40%	38%	39%	36%	6%

Sources: California Department of Education. *Data Quest*. and Chancellor's Office. *MIS Referential Files*; analysis by Cambridge West Partnership, LLC

The two leading high schools that send most of their graduates to the College are Yuba City and Lindhurst. Yuba City High demonstrates by far the highest yield among the schools in Sutter County, with 62 – 70% of its graduates attending Yuba College upon finishing high school. Over the 2012 – 2016 period Lindhurst High has emerged to have the highest yield to attend Yuba College from the schools in Yuba County, with a 62% yield in 2016. South Lindhurst Continuation has experienced a spike in its yield % in recent years.

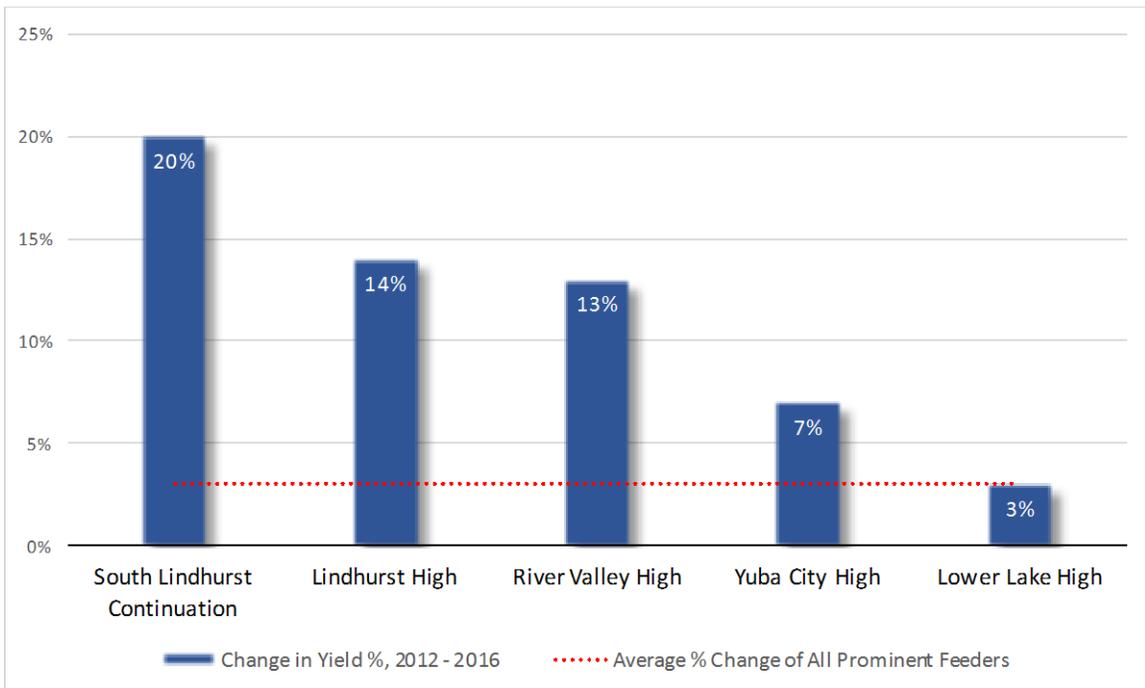
The following two charts show the five high schools with the highest 2012 – 2016 average yield percentages for Yuba College, compared against the average of all prominent feeder schools and the five high schools with the greatest increase in yield percentage to Yuba College from 2012 – 2016, compared against the average change of all prominent feeder schools.

Chart 2.32: Top Five Feeder Schools by 2012-16 Average Yield Percentages



Sources: California Department of Education. *Data Quest*. and Chancellor's Office. *MIS Referential Files*; analysis by Cambridge West Partnership, LLC

Chart 2.33: Top Five Feeder Schools by 2012-2016 Changes in Yield Percentage



Sources: California Department of Education. *Data Quest*. and Chancellor's Office. *MIS Referential Files*; analysis by Cambridge West Partnership, LLC

A more complete table of high schools and yield percentages is found in Appendix D: High School Yield History of this Plan.

Current Program of Instruction

The fall 2016 program of instruction was used as a baseline to define space needs for instructional and student support. The detailed analysis of the projected program of instruction is provided in the Projections for Future Growth chapter of this Plan. The available instructional space determines the institution's capacity to produce weekly student contact hours (WSCH). WSCH represents the average number of hours of student instruction in a week per class, i.e., 30 students enrolled in a class that meets 3 hours per week is 90 WSCH.

At the start of the 2016-17 academic year, the College was authorized to offer 108 credit instructional programs (67 degree programs of study and 41 certificates of achievement programs of study). Sixteen of the approved degree programs are new transfer model curriculum degrees and one additional program is in the process of being approved. Seven of these new transfer degrees are in fields of study previously approved and retained as associate degrees and therefore represent duplications. One additional field, Mass Communication, offers both an Associate of Arts and an Associate of Science degree. There are 28 degrees offered in disciplines that are considered within the liberal arts and 39 in fields of study that are considered career and technical. All 41 certificates of achievement are in disciplines considered to be career and technical. Ten of these certificates are "low unit" awards requiring less than 18 units to complete. Four of the disciplines offer two certificates, usually at the 15-unit level and a higher level close to 30 units.

The Community Education Department of Yuba College offers evening and weekend classes, workshops, and seminars to help residents meet their personal and professional goals. The classes are short-term, not-for-credit, and fee-based.

In addition to the programs of study (degrees and certificates of achievement) authorized by the Chancellor's Office and the low-unit certificates of training programs of study approved only by the Yuba CCD Board of Trustees, the College collaborates with CalRegional to offer short-term allied health training programs. CalRegional represents adult schools and community colleges throughout California that provide high-quality, affordable healthcare training programs to the communities they serve. Entry-level training is offered in phlebotomy technician, clinical medical assistant, and pharmacy technician occupations. The entry-level training experiences are commonly a combination of less than 200 hours of classroom instruction and an externship or an on-the-job training experience. The programs of study are approved by state agencies responsible for supervising programs of study in these fields. The certification exams associated with each program of study are provided by the National Center for Competency Testing (NCCT) and the fees are part of the program tuition. National licensing is granted to the students who pass the NCCT exam. State licensing for phlebotomists is processed by the agency that supervises those instructional programs, the California Department of Laboratory Field Services (LFS).

Community Education also collaborates with partners to provide:

- Online, open enrollment programs designed to teach the skills necessary to acquire professional level positions for many in-demand occupations. Gatlin Education Services is the partner.
- A variety of personal interest online classes that run six to eight weeks. Ed To Go is the partner.
- Online driver education on the rules of the road and strategies to be a safe driver. California Department of Motor Vehicles is the partner.
- School bus driver certification.

The fall 2016 program of instruction on the main campus in Marysville consisted of 473 sections (considering a set of combined classes as one class), which generated 1,425 credit full-time equivalent students (FTES).

Off-campus classes in Marysville and Yuba City accounted for 27 sections and 57 FTES. The Sutter County Center, located in Yuba City, hosted 122 sections with 384 FTES generated. The outreach facility at Beale Air Force Base offered 13 sections and generated 21 FTES. The College is phasing out classes at the Clear Lake Campus and in Woodland in favor of Woodland Community College. However, in fall 2016 thirteen sections offered at those sites created 26 FTES.

Distance education offerings accounted for 106 sections and generated 279 FTES.

The divisions of the College determined percentage shares of the WSCH attendance at the main campus in Marysville. Two divisions account for the largest portions of WSCH in the fall 2016 program of instruction: (1) STEM and Social Science (41%) and (2) Arts and Education (24%). At the Sutter Center the same two divisions dominated the WSCH generation. At that site STEM and Social Science accounted for 51% of the WSCH while Arts and Education generated 34% at the Center. The key characteristics of the fall 2016 program of instruction are reflected in the following tables. Combined class sections were considered in this analysis.

Table 2.34: Fall 2016 Key Measures for the Program of Instruction, Main Campus

Main Campus, Marysville Divisions	Sect.	% Sect.	WSCH	% WSCH	FTES
Applied Academics	48	10.1%	4,020	9.4%	134.00
Arts and Education	135	28.5%	10,428	24.4%	347.60
Athletics and Health	57	12.1%	3,920	9.2%	130.67
Nursing and Allied Health	48	10.1%	3,650	8.5%	121.67
Public Safety	32	6.8%	2,389	5.6%	79.63
STEM and Social Science	138	29.2%	17,345	40.6%	578.17
Counseling	15	3.2%	1,006	2.4%	33.53
<i>Marysville Campus Total</i>	473		42,758		1,425.27

Source: Yuba Community College District, Information Technology Department, analysis by Cambridge West Partnership, LLC

Table 2.35: Fall 2016 Key Measures for the Program of Instruction, Sutter Center

Sutter Center Divisions	Sect.	% Sect.	WSCH	% WSCH	FTES
Applied Academics	9	7.4%	649	6.2%	21.63
Arts and Education	45	36.9%	3,581	34.3%	119.37
Athletics and Health	6	4.9%	464	4.4%	15.47
Nursing and Allied Health	1	0.8%	102	1.0%	3.40
STEM and Social Science	57	46.7%	5,344	51.1%	178.13
Counseling	4	3.3%	312	3.0%	10.40
<i>Sutter Center Total</i>	122		10,452		348.40

Source: Yuba Community College District, Information Technology Department, analysis by Cambridge West Partnership, LLC

All of the divisions, except Public Safety, offer distance education classes. While the distribution of WSCH was more broadly distributed for online classes, the STEM and Social Science Division generated the most (37%) followed by the Applied Academics Division (22%). The distribution is reflected in the following table.

Table 2.36: Fall 2016 Key Measures for the Program of Instruction, Distance Education

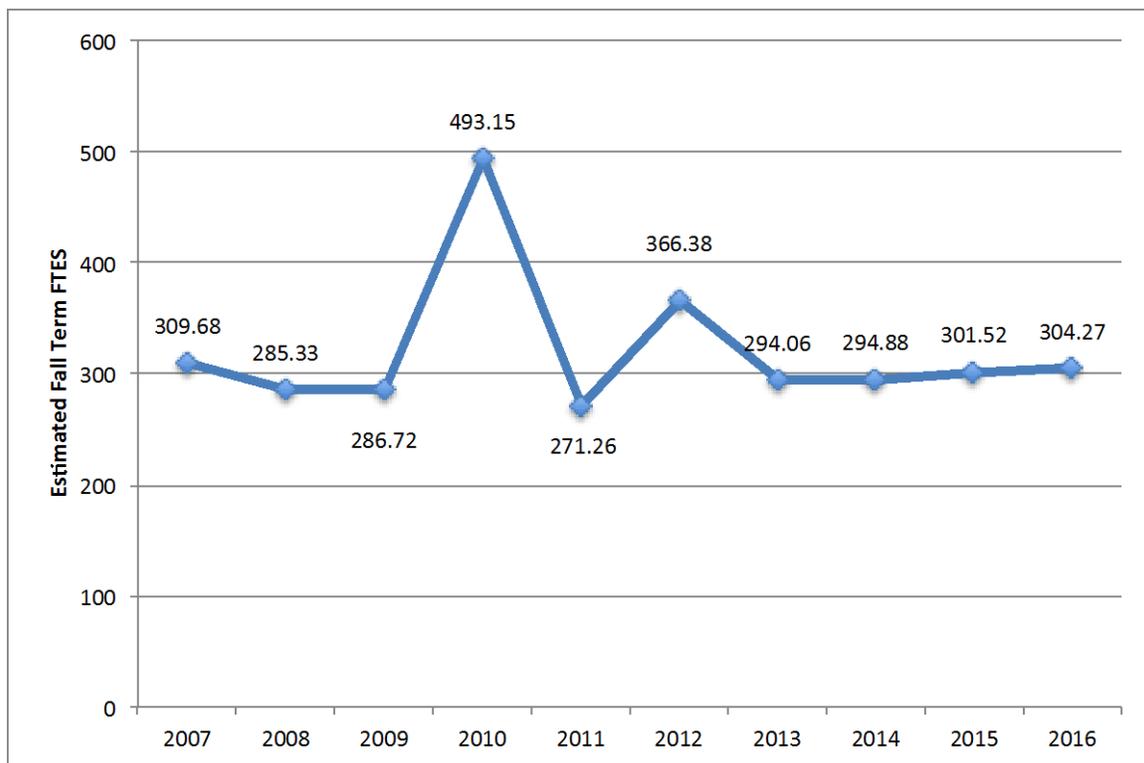
Distance Education Divisions	Sect.	% Sect.	WSCH	% WSCH	FTES
Applied Academics	28	26.4%	1,820	21.7%	60.67
Arts and Education	22	20.8%	1,533	18.3%	51.10
Athletics and Health	13	12.3%	942	11.2%	31.40
Nursing and Allied Health	8	7.5%	700	8.4%	23.33
STEM and Social Science	32	30.2%	3,111	37.1%	103.70
Counseling	3	2.8%	273	3.3%	9.10
<i>Distance Education Total</i>	106		8,379		279.30

Source: Yuba Community College District, Information Technology Department, analysis by Cambridge West Partnership, LLC

During the fall 2016 baseline term the College offered instruction in 61 different subject areas by scheduling 442 different courses at all locations and through distance education. Among the 442 courses, 32 of them accounted for fifty percent of all enrollments. Those 32 courses represent 20 different subjects, but the three subjects with the largest enrollments were English (5 courses), Math (4 courses) and Learning (1 course, LEARN 590- Supervised Tutoring). Other large enrollment subjects included Counseling, Health, and Psychology.

The College has offered some form of distance education since 2001; however, Internet-based instruction began in 2007. The *estimated* FTES peak year for Internet distance education was 2010 (493 FTES). The following chart illustrates the trend in fall term estimated FTES generated by Internet-based instruction. In 2012 the College opened the Sutter County Center. More online classes associated with the Center were added so that the new Center might have enough FTES to qualify for state fiscal support as a full Center.

Chart 2.37: Fall Terms, Estimated FTES From Internet-Based Instruction



Source: California Community Colleges, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

Students Who Attend the College

The Yuba College Office of Research, Planning, and Student Success has developed a very sophisticated and extensive 2016 Fact Book that provides many details about the demographics and enrollment behavior of students attending the College. The bulleted list below provides a summary profile of the students.

Gender

- In fall 2016, there were 3,773 female students and 2,485 male students at the College.
- The proportion of female to male students has stayed consistent from 2010 to 2016, with 60% female and 40% male.

Age

- In 2016, **the traditional-age college student (18 – 24) comprised 64% of the student population**, up from 58% of students in 2010.
- The total number of students has decreased from 7,390 in 2010 to 6,281 in 2016, a 15% decrease (Table 2.38). The only age group whose number of students has increased over the period is the 19 or less group. The greatest decrease in students was among those 35 years or older (-40%).

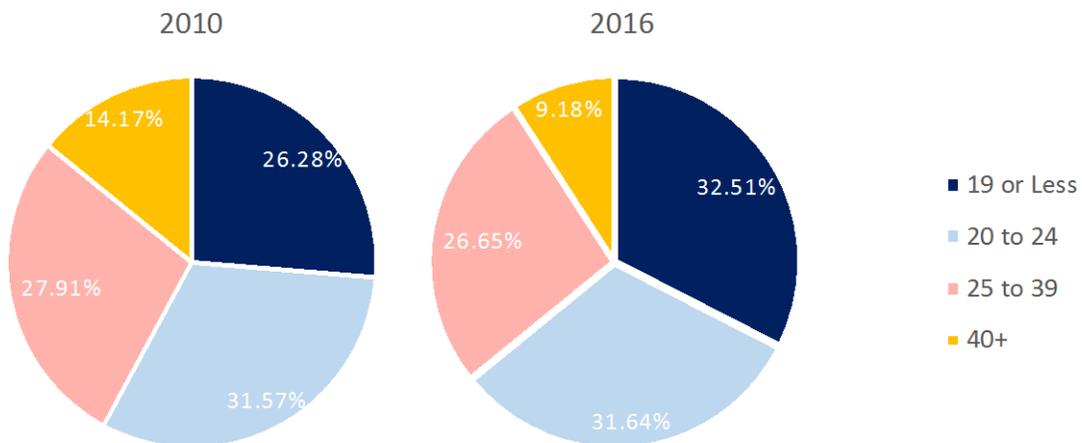
Table 2.38: Number of Students by Age Group Fall terms 2010-2016

Age Group	2010	2017	Absolute Change	% Change
19 or less	1,942	2,042	100	5%
20 to 24	2,333	1,987	-346	-15%
25 to 34	1,641	1,351	-290	-18%
35+	1,474	901	-573	-39%
Total Student Population	7,390	6,281	-1,109	-15%

Source: California Community College, Chancellor’s Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

- From 2010 to 2016, the percentage of students 19 years or younger grew from 26% to 33% (Chart 2.39). The age groups 20 to 24 and 25 to 29 years old stayed the same, while the group 40 + shrunk from 14% to 9%.

Chart 2.39: Composition of Students by Age Group, Fall 2010-2016

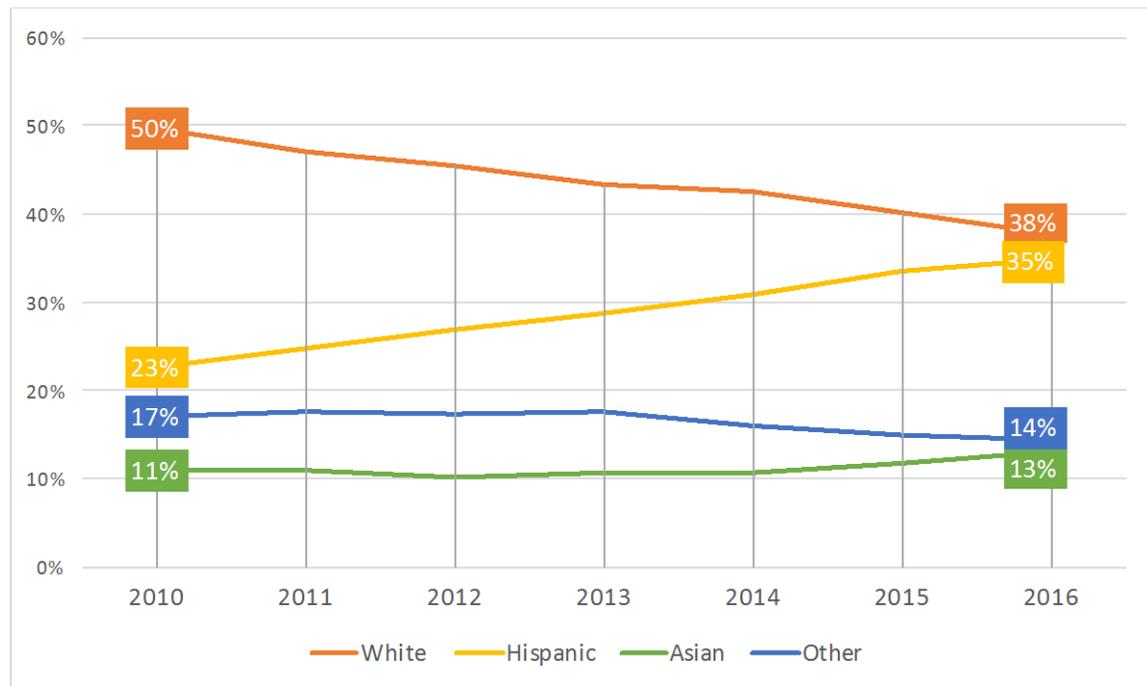


Source: California Community College, Chancellor’s Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

Race/Ethnicity

- On average, the most represented race at the College was **non-Hispanic White group, comprising 44% of the student body from 2010-2016**. Next highest was the Hispanic ethnicity group at 29%, and then Asian students at 11%.
- Over the period, **the percentage of the student body that is White non-Hispanic has fallen from 50% to 38%**, or from 3,664 to 2,361 students. At the same time, the Hispanic group has grown from 23% to 35% of the student body, or from 1,665 to 2,187 students. Asian groups have experienced modest decreases while other groups have had small increases.

Chart 2.40: Composition of Students by Ethnic Group Fall 2010-2016



Source: California Community College, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

Enrollment/Education Status

- 2010 to 2016, the average percentage of students attending daytime classes was 78%, while 13% of students attended evening classes. These numbers did not vary greatly year to year over the period.
- From 2010 to 2016, **on average 59% of students attended class part-time, while 40% were full time students**. 2016 saw the largest disparity between the two groups, with part-time and full-time students at 61% and 36%, respectively. Over the period, the number of students studying **part-time shrunk by 8%**, from 4,187 students in 2010 to 3,847 students in 2016. **Full-time students shrunk by 27%**, from 3,121 students in 2010 to 2,289 students in 2016. The number of noncredit students on average was only 105.
- **On average from 2010 to 2016, most students (65%) were continuing their studies at the College**, while 14% were first-time students, 11% were returning students, and 6% were students transferring from another higher education institution. Notably, over the

period the **percentage of returning students fell from 17% in 2010 to only 1% of all students in 2016, while first-time students nearly tripled, from 352 to 1,395 students.** Also, first time transfer students grew 69%, from 374 to 633 students, and continuing students fell 24%, from 5,162 to 3,909 students.

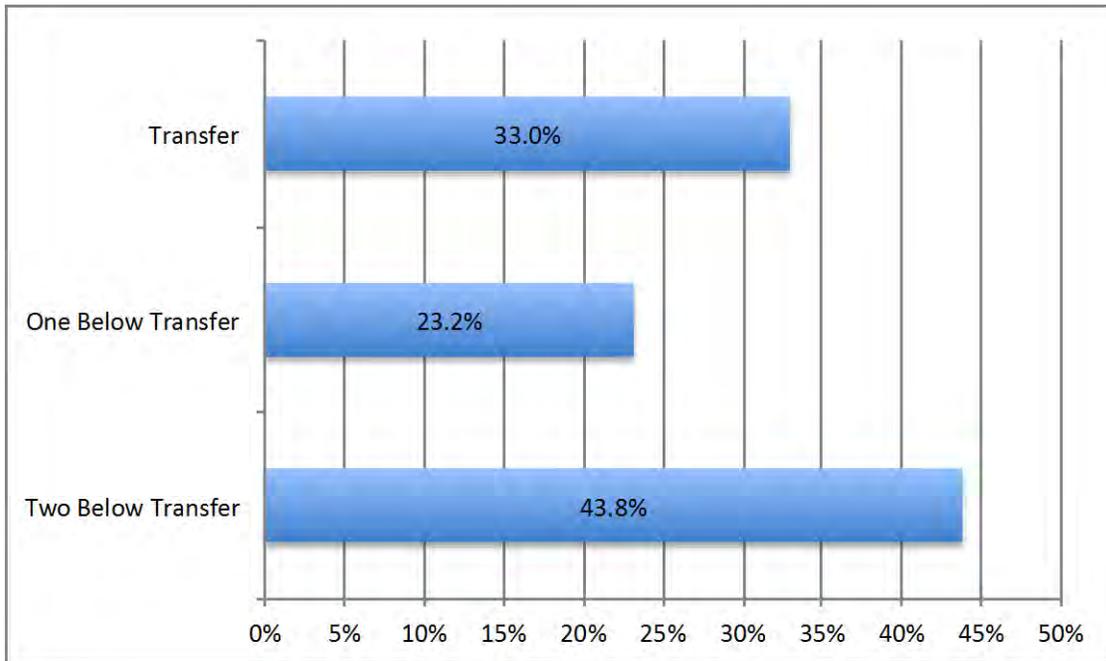
- From 2010 to 2016, the large majority of students **(82%) were high school graduates without a college degree.** Notably, over the period students who already had a college degree grew from 0% in 2010 to 15%, or 916 students, in 2016.

A detailed set of charts illustrating trends for various student demographic attributes and enrollment experiences at the College is available in the 2016 Fact Book produced by the Yuba College Office of Research, Planning and Student Success.

The College provides placement assessment experiences for students in the disciplines of reading, writing, and math. For those students participating in the placement experience from fall 2010 to fall 2016 the results draw a portrait regarding the extent to which the students were prepared for a college-level curriculum. The placement information described in the following narrative includes students from Beale Air Force Base Outreach Center, Sutter County Center, and the main campus in Marysville.

Of the 10,891 placement exams to test writing skills between academic years 2013-14 to 2015-16, 43% of the students were placed into a curriculum two levels below the transfer level. Another 23% were placed into a composition course one level below transfer. The minority, 33% were placed into ENGL 1A, Freshman Composition.

Chart 2.41: Composition Placement Results, AY 2013-14 to 2015-16

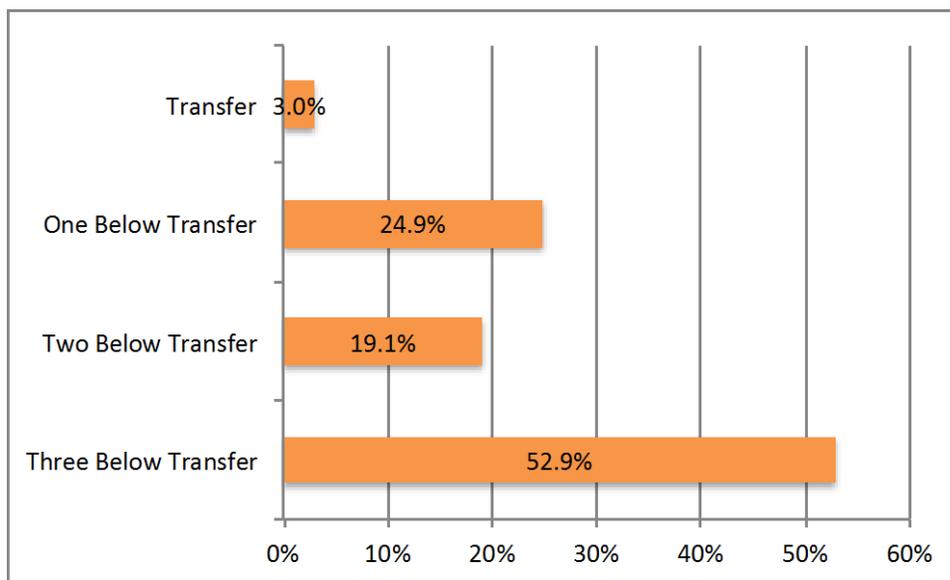


Source: Yuba College Office of Research, Planning and Student Success

Additional details and analysis regarding the composition placement recommendations by race/ethnicity are found in the 2016 Fact Book published by the Yuba College Office of Research, Planning and Student Success.

Of the 11,187 math placement exams between academic years 2013-14 and 2015-16, 53% of the students were placed into a curriculum three levels below the transfer level. Another 19% were recommended to math curriculum that was two levels below transfer. Twenty-five percent of the assessed students were recognized as having math competence at the minimum level for an Associate Degree (Intermediate Algebra). Only 3% of the students placed into a transfer level math course.

Chart 2.42: Math Placement Results, AY 2013-14 to 2015-16



Source: Yuba College Office of Research, Planning and Student Success

Additional details and analysis regarding the math placement recommendations by race/ethnicity are found in the 2016 Fact Book published by the Yuba College Office of Research, Planning and Student Success.

Institution-wide Supports for Learning

Library

The mission of the library and its staff is to support the diverse needs of Yuba College students and employees. The library is thus continually updating its holdings and its subscription databases following current and future trends, so that its students and employees will be best served in a changing economic and technological world. The library provides orientations and workshops for students, with faculty and staff to support the curricula offered by the College.

One full-time librarian, two part-time librarians, and two classified staff members, including two stationed at the Sutter County Center, work to establish the library as:

- a center for higher education exploration, preparation, and research, online and in the library;

- an organizational site for the cultural, educational, and personal intellectual development of its members;
- an open environment for intellectual collaboration, valuing its underpinnings of mutual respect, personal integrity, and critical thinking; and,
- a partner in the fostering of academic excellence and collegial vitality, seeking to create valuable relationships with all of the school's departments, faculty, staff, and students.

The Yuba College Library offers a modern, innovative, and exciting place for students to study and do research. The Marysville campus Library has a 30-seat classroom for library instruction, nine group-study rooms, over 40 computers for student research, and offers wireless capability throughout. There are 636 seats in the library. The Sutter County Center library offers 16 computers, four study rooms, and 30 seats for student use.

The Yuba College Library currently has over 35,000 titles, including required textbooks on reserve, 100 print periodical subscriptions, and 2 newspaper subscriptions. This collection includes over 10,000 electronic books and subscriptions to 40 electronic databases, which provide access to over 15,000 full-text periodicals. Online databases and e-books are accessible off campus. Research assistance is usually available during normal operating hours.

The library's entire catalog is searchable online through an intuitive and easy-to-use link on the library website. Students can search for resources using a number of different filters, at not only Yuba College, but at neighboring colleges as well. An interlibrary loan program exists through which students can attain resources that are not available by borrowing from other colleges' libraries. The library also has a reserve collection that contains textbooks and other materials made accessible at the request of faculty to support students in their classwork.

Research assistants are present to assist students at the library, either by drop in or appointment. There are also web resources posted on the library webpage, which direct students to helpful links such as citation guidelines, databases, or research tools sorted by discipline of interest. Finally, the new Learning Resources Center contains a computer lab, laptop rentals, and group study rooms that are available to students.

All members of the public are welcome to use the library facilities during normal operating hours.

The library also provides several services to College faculty. The faculty members are invited to provide input into the collection development of the library, and can request personalized orientation tours for them and their classes. Faculty can also use the collection with a high level of freedom, including the interlibrary loan program and the ability to place items on reserve.

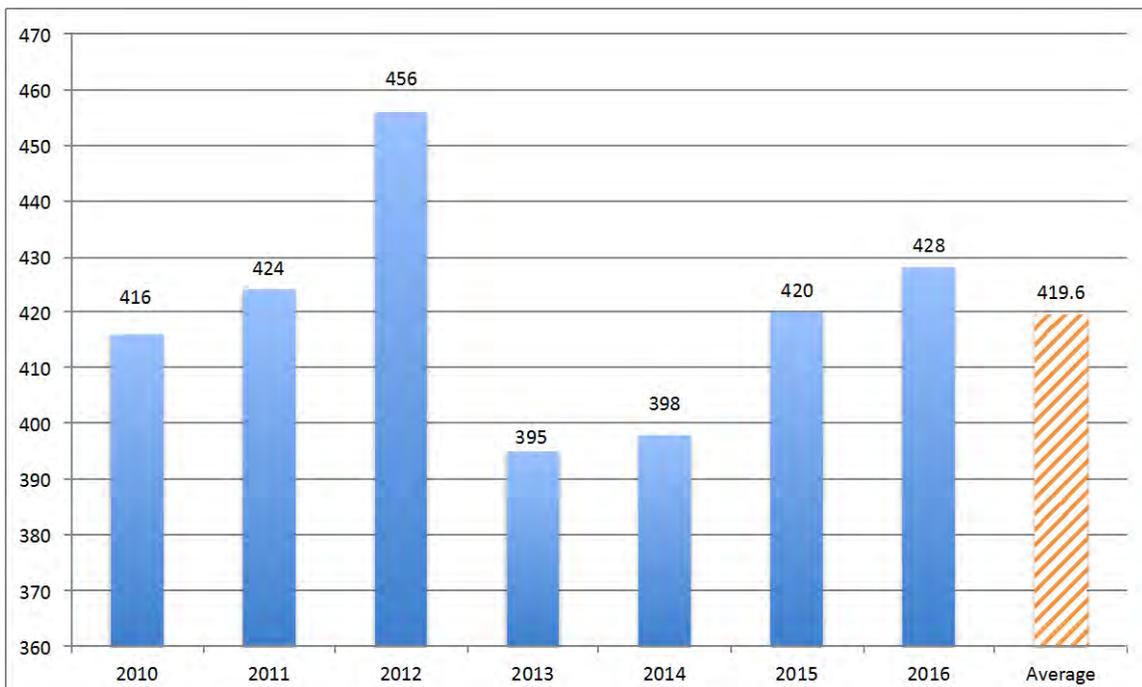
Finally, the library is devoted to growing students' informational literacy and offers a 1-unit LIBSC 1 course that prepares students to begin to develop information literacy skills and to understand the research process. By means of links on its website the library also provides other informational literacy resources to college faculty.

Staffing

Yuba College has experienced a 2.9% increase in the total workforce headcount between fall 2010 and fall 2016, from 416 to 428 employees. Fall 2012 was the peak year followed by a sharp drop in fall 2013, then a gradual increase.

Between fall 2010 and fall 2016 the numbers of educational administrators, full-time tenured faculty, and classified personnel experienced reductions. The adjunct faculty headcount rose by 42.6% from 2010 to 2016.

Chart 2.43: Yuba College Employee Headcounts, Fall 2010 to Fall 2016



Source: California Community Colleges Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC

A second analysis of the fall 2016 workforce, grouped by age ranges was completed. With respect to *educational administrator headcounts* none had reached the typical retirement age of 60 to 64 years old, but one is beyond the typical retirement age range of 65 years and older. An additional two of the 11 administrators will reach retirement age over the next six years.

Twelve of 72 tenured faculty members are now working within the typical retirement age range (60-64), and an additional five are working beyond that age range. These combined 17 instructors (24% of the 72) are working at or beyond the retirement age. However, another 16 tenured faculty members will be reaching the typical retirement age within the next six years.

While temporary academic faculty members are "at will" employees, they represent a large portion of the workforce at a headcount of 251, nearly 60% of the total Yuba College staff in fall 2016. For this group, 17 (7%) are in the typical retirement age range, but 43 (17%) are working beyond this range. Over the next six years an additional 27 of the temporary faculty members will reach retirement age.

Given that 24% of temporary academic faculty and 24% of tenured faculty are at or beyond typical retirement age, with an additional 22% of the latter reaching retirement age within the next six years, it may be prudent for the College to start considering strategies for the replacement of teaching personnel.

For classified employees, the normal eligibility age for retirement from CalPERS is 50 years of age with five years of service. Unlike administrators and academic faculty, 16 (17%) classified staff members are at the retirement eligible age, and another 35 (37%) are working beyond the typical retirement age. An additional 8 (9%) classified employees will reach retirement age within the next six years. Given such large numbers for potential retirement, Yuba College may need to consider decisions about replacing some of these skilled individuals in order to retain the essential support services they provide.

Table 2.44: Employee Groups by Age Ranges, Fall 2016

Employee Classification	Fall 2016 Distribution by Age Range									
	Total	18 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70+
Educational Administrator	11		1	5	1	1	2		1	
Academic, Tenured/Tenure Track	72	3	6	8	10	12	16	12	2	3
Academic, Temporary	251	43	33	29	33	26	27	17	24	19
Classified	94	11	10	14	8	16	19	12	4	
Employee Headcount	428	57	50	56	52	55	64	41	31	22

Source: Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC

C. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

During the fall 2016 semester three Compression Planning Sessions were held generating in-depth discussions and analysis regarding the College’s strengths, weaknesses and areas of opportunity. From the work done in the Compression Planning working sessions, College Council created a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis. This analysis was foundational to the development of the College’s new mission statement and informed the objectives and actions that have been developed for the upcoming three-year period. The SWOT analysis helped the College evaluate courses of action and was instrumental in informing the creation of actionable strategies that will allow the College to achieve its mission and the District vision. The College SWOT analysis consists of two main scans: the internal scan, Strengths and Weaknesses, and the external scan, Opportunities and Threats. As part of the analysis, College Council evaluated the organizational culture, resources, reputation, faculty and staff skills, organizational systems, social and demographic trends, political, legal, and technological factors. The following graphic captures a summary of those insights.

	Helpful	Harmful
Internal Factors	<p>Strengths</p> <ul style="list-style-type: none"> History of Yuba College Geographic isolation Strong CTE portfolio Affordability Sutter Center Dedicated faculty, staff, and administrators Emerging innovative practices Diverse academic programs New leadership team Faculty and staff Alumni New facilities 	<p>Weaknesses</p> <ul style="list-style-type: none"> Aged facilities and technology Clear pathways not defined Decline in full-time students Currency of curriculum, degrees, and certificates Lack of time for governance and planning Technology infrastructure Employee turnover Unstructured connection to the community Low fill rates Not enough full-time faculty, adjunct faculty, staff and managers Enrollment management Inadequate District service support District governance processes and support not transparent and in alignment with College needs Campus security and emergency preparedness Lack of student completion
External Factors	<p>Opportunities</p> <ul style="list-style-type: none"> Dual enrollment High school population Military and veterans 59% of student education plans indicated transfer goal Professional development Expanded noncredit offerings Alumni Expand TRiO Expand online offerings Partnerships with K-12/Colleges/Universities Partnerships with industry Adoption of Completion by Design Classes at other regional locations District grant writer CTE- Strong Workforce Plumas Lake community Increased focus on accountability 	<p>Threats</p> <ul style="list-style-type: none"> Funding model increasingly tied to performance Cambridge Junior College and other competitors Declining enrollment at the Beale AFB Center Declining resources Declining/flat enrollment at the Marysville Campus Lack of resources to meet federal, state, and accreditation standards Declining regional household income

3. Institutional Effectiveness

A. Institutional Performance Expectations

Institutional Mission and Effectiveness Scorecard

The mission of Yuba College is to prepare a diverse student population to excel in a rapidly changing, interdependent world. The quality instructional programs and student services that are offered empower students to achieve their educational and life goals by providing counseling, transfer preparation, basic skills instruction, and opportunities for lifelong learning. The College responds to the diverse educational, cultural, and economic needs of the community by promoting individual potential through effective teaching and learning in an inclusive environment. The College periodically evaluates data about its performance with respect to its mission and goals that it has established, and the accountability framework used by the community college system.²³

The outgrowth of the California Community College system's Student Success Task Force (SSTF) initiative was the 2012 legislation that fine-tuned an earlier accountability framework into what has been renamed the Scorecard. The Scorecard outcomes for Student Progress and Attainment Rate (SPAR), persistence, and 30-units completed, places a student into the cohort if the student:

- Is a first-time student in the academic year
- Has completed six units
- Attempts any level math or English

The Scorecard restricts the students to three years in order to complete the behavior that qualifies them to be in the cohort. Those that do meet the criteria are placed into the denominator used to calculate the various outcome rates. The Scorecard also emphasizes milestones or momentum points in a student's college experience and expects the colleges to use final outcome measures when planning activities to improve institutional performance. The Scorecard reports student outcomes in these outcome and milestone metrics:

1. Student Progress and Attainment Rate (SPAR)
 - a. Earned an AA, AS or certificate of achievement, or
 - b. Transferred to a four-year institution, or
 - c. Transfer-prepared (earned 60 transferable units with a 2.0 GPA)
2. 30 Unit Completion Rate
 - a. Earned at least 30 units anywhere in the California community college system
3. Persistence Rate
 - a. Earned six units,
 - b. Attempted math or English, and
 - c. Enrolled in credit courses three consecutive primary terms anywhere in the California community college system

²³ Yuba College Effectiveness and Accreditation Committee. *Institutional Effectiveness Review and Report 2015-16*. Roger Clague. *Student Success 2017 Scorecard*. April 13, 2017. Yuba College Office of Research, Planning and Student Success. *2016 Fact Book*. Aspen Institute College Excellence Program. *Feedback Report Prepared for Yuba College*. September 2016. Yuba College. *Committee Objectives Reports (COR) and Committee Self-Assessment Reports (CSAR)*.

4. Remedial Progress Rate (math, English, ESL)
 - a. Attempted a below-transfer-level English, ESL or math course and successfully completed a college-level course in the same subject area
5. Career and Technical Education (CTE) Completion Rate
 - a. Completed more than 8 units in a three-year period in the same CTE discipline, and
 - b. Earned an AA, AS or certificate of achievement, or
 - c. Transferred to a four-year institution, or
 - d. Became transfer-prepared
6. Career Skills Builder Students
 - a. Annual inflation adjusted median percentage change in earnings (1 year before to 1 year after) for all students who completed a limited number of CTE courses but did not earn a certificate, degree, or transfer to a four-year college.
7. Career Development and College Preparation (CDCP) Completion Rate
 - a. Attempted two or more CDCP courses within three years, and
 - b. Earned a CDCP certificate, or
 - c. Earned AA/AS or Chancellor's Office approved certificate, or
 - d. Transferred to a four-year institution, or
 - e. Achieved transfer prepared status.
8. Transfer Level Math and English Achievement Rate
 - a. Completed a transfer-level math or English course in their first or second year.

Students who were qualified to be in the cohort and who also achieved one of the outcomes listed above were counted in the numerator used to calculate the various rates.

Institutional Effectiveness and Program Improvement Goals Framework

Legislation enacted in 2014 (Education Code section 84754.6) required the Board of Governors for the California Community College system to adopt a goals framework that will encourage improvement in institutional effectiveness among the colleges. The statute also requires that, as a condition of receiving Student Success and Support Program funds, each college must develop, adopt and post a goals framework that addresses the following four identified areas: (1) student performance outcomes, (2) accreditation status, (3) fiscal viability, and (4) programmatic compliance with state and federal guidelines. Other categories may be designated in the future. The overall framework is summarized as follows.

District Fiscal Viability Indicators

1. Fund balance (required)
2. Salary and benefits (optional)
3. Annual operating excess deficiency (optional)
4. Cash balance (optional)
5. Other post employment benefits (OPEB) liability (goal setting optional, historical data required)
6. District participation rate for the 18-24 year old population (optional)

District Programmatic Compliance with State and Federal Guidelines Indicators are audit findings of

7. Financial statements (required)
8. State compliance reports (required)
9. Federal award/compliance reports (required)

College Student Performance and Outcomes

10. Completion rate- college-prepared students (optional)
11. Completion rate- unprepared students (optional)
12. Completion rate- overall (optional)
13. Remedial rate- math (optional)
14. Remedial rate- English (optional)
15. Remedial rate- ESL (optional)
16. Career technical education rate (optional)
17. Successful course completion (required)
18. Completion of degrees (optional)
19. Completion of certificates (optional)
20. Transfers to four-year institutions (information item only)
21. Transfer-level math year one (optional)
22. Transfer-level math year two (optional)
23. Transfer-level English year one (optional)
24. Transfer-level English year two (optional)
25. Number of low-unit certificates (optional)
26. Median time to degree (optional)
27. Number of career development and college preparation awards (optional)
28. Career Technical Education (CTE) Skills Builder median wage change (optional)

College Accreditation Indicator

29. Status (required)

College Fiscal Viability Indicators

30. Full-time equivalent students (optional)

College Choice Indicators

31. College choice student achievement (one required)
 - Completion rate- unprepared students
 - Remedial rate- math (Yuba College selected this indicator)
 - Remedial rate- English
 - Remedial rate- ESL

Optional College Choice Indicator

32. College may self-identify an indicator related to any topic. Yuba College elected to work to increase the rate of SLO/SAO submissions from 95% minimum with a long-term goal of 100%.
33. Noncredit College Choice (optional)
 - Colleges may self-identify an indicator related to noncredit students.

In spring 2017 five years of appropriate historical data was provided to support a goal declaration in June 2017 for academic year 2017-18 and for a longer-term six-year goal. That history can be found at this URL <https://misweb.cccco.edu/ie/DistrictSelect.aspx>. In accordance with this mandate, Yuba College has adopted the required and optional goals.

Institutional Set Standards

In response to U.S. Department of Education requirements and ACCJC expectations the College has set a series of minimum student achievement performance standards for the institution as a whole. In the spring 2017 Yuba College submitted its annual report to ACCJC. The College's performance standards are reflected in the tables below.

Table 3.1: Institutional Set Standards and Results

#	Student Achievement Institutional-Set Standard Topic	2015-16 Standard & Results	2014-15 Standard & Results	2013-14 Standard & Results
12a	Rate of Successful Course Completion Standard	67%	67%	67%
12b	Successful Course Completion rate for fall 2016	71%	70%	69%
13b	Number of Degrees Awarded Per Year Standard	649	649	649
13c	# of Students Who Received a Degree in 2015-16	657	654	546
14b	Number of Certificates Awarded Per Year Standard	75	75	75
14c	# of Students Who Received a Certificate in 2015-16	176	221	161
	Number of Degrees and Certificates Awarded Each Year Standard	724	724	724
	# of Students Who Received a Degree or Certificate in 2015-16	833	875	707
15b	Number of Students Who Transferred to a 4-Year School Each Year Standard	450	450	450
15c	# of Students Who Transferred to a 4-Year School in 2015-16	489	534	465
16	Number of CTE Degrees and Certificates w/ Standard for Licensure Passage Rates	4	4	4
17	Number of CTE Degrees and Certificates w/ Graduate Employment Rates	12	12	12

Licensure Examination Standards and Pass Rates				
Program	Institution Set Standard	2015 Pass Rate	2014 Pass Rate	2013 Pass Rate
Radiology Technician	75%	94%	100%	97%
Veterinary Technician	75%	92%	100%	86%
Registered Nurse	75%	82%	90%	84%
Cosmetology	50%	74%	70%	84%

Job Placement Standards and Results				
Program	Institution Set Standard	2015 Placement Rate	2014 Placement Rate	2013 Placement Rate
Radiology Technician	50%	83%	96%	91%
Veterinary Technician	50%	83%	67%	83%
Registered Nurse	50%	87%	85%	92%
Cosmetology	50%	87%	85%	92%

Source: Yuba College, 2017 ACCJC Annual Report

Independent of the State scorecard or other accountability frameworks, in 2014 the **Board of Trustees** adopted a set of strategic goals, objectives, key predictive indicators (KPIs), and strategies for the District and both colleges. The entire set of **District** strategies and goals are found at the **District** planning documents web page <http://planning.yccd.edu/planning-documents>. The **District** strategic goals that are most closely related to the Yuba College Educational Master Plan include:

Goal #1: Increase student success and maximize the student experience through learner-centered programs and services designed to enhance student learning and completion²⁴

Goal #2: Integrate planning and institutional effectiveness processes within a culture of evidence.

Goal #3: Strengthen the CORE (communication, organization, responsibility, and evaluation) as a 21st-century, learning-centered organization; employ, develop, and sustain highly professional, qualified faculty and staff.

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

A detailed listing of College objectives has been provided in Chapter 1 of this Plan. A listing of the College's key action steps to advance the objectives is located in Chapter 5 of this Plan.

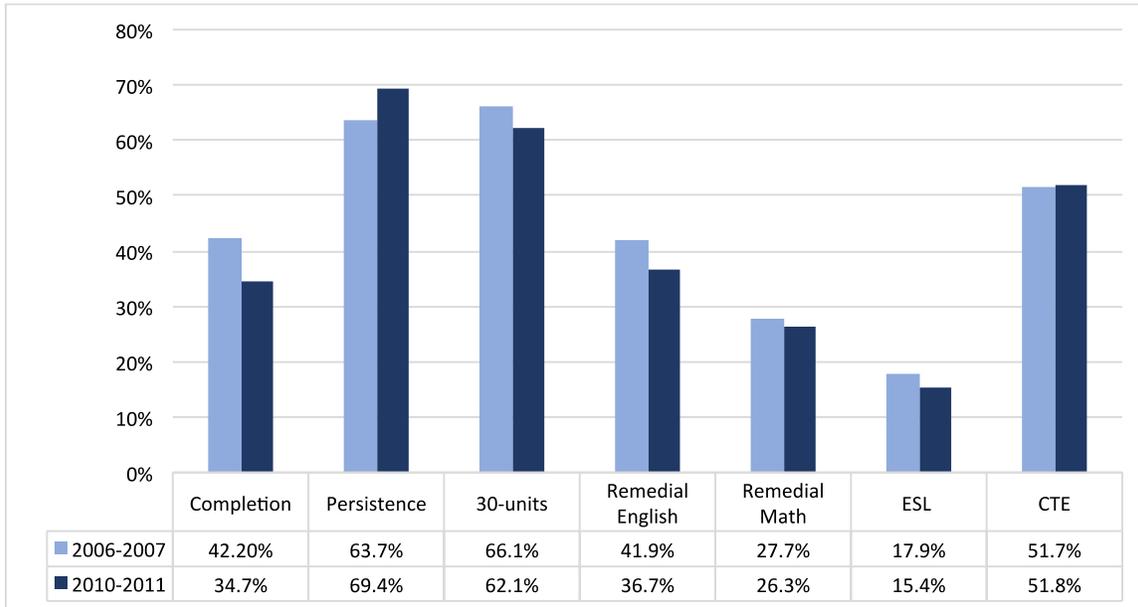
B. Institutional Performance

Each pair of columns in the graphic below represents students who enrolled at Yuba College during the identified academic year. To be included in the cohort these students, within the first three years of enrollment, complete six units of credit and attempt any level of math or English. The students were followed for a period of six years. They are included in the numerator of the completion rate calculation if they achieved one of four outcomes for the SPAR metric: (1) transfer to a four-year institution; (2) earn an Associate Degree; (3) earn a Certificate of Achievement; or (4) become transfer-prepared in terms of GPA by completing 60 transferable units.

Because student cohorts are being followed for a period of six academic years, the most recent data is the cohort of students that entered Yuba College in 2010-11 and were followed through academic year 2015-16. The earlier cohort of students entered Yuba College in 2006 - 2007 and was followed through academic year 2011 – 2012. The outcomes metrics of overall completion, 30-units attainment, remedial English progress rate, remedial math progress rate, and ESL progress rate between these two cohorts have fallen slightly. The persistence rate has risen over this period of time.

²⁴ Yuba Community College District. *Strategic Goals with Objectives, Key Predictive Indicators (KPIs), and Strategies*. November 13, 2014

Chart 3.2: Comparative Scorecard Rates



Source: California Community College Chancellor’s Office, *2017 Scorecard Report*; analysis by Cambridge West Partnership, LLC

Additional details and trend lines are found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning, and Student Success.

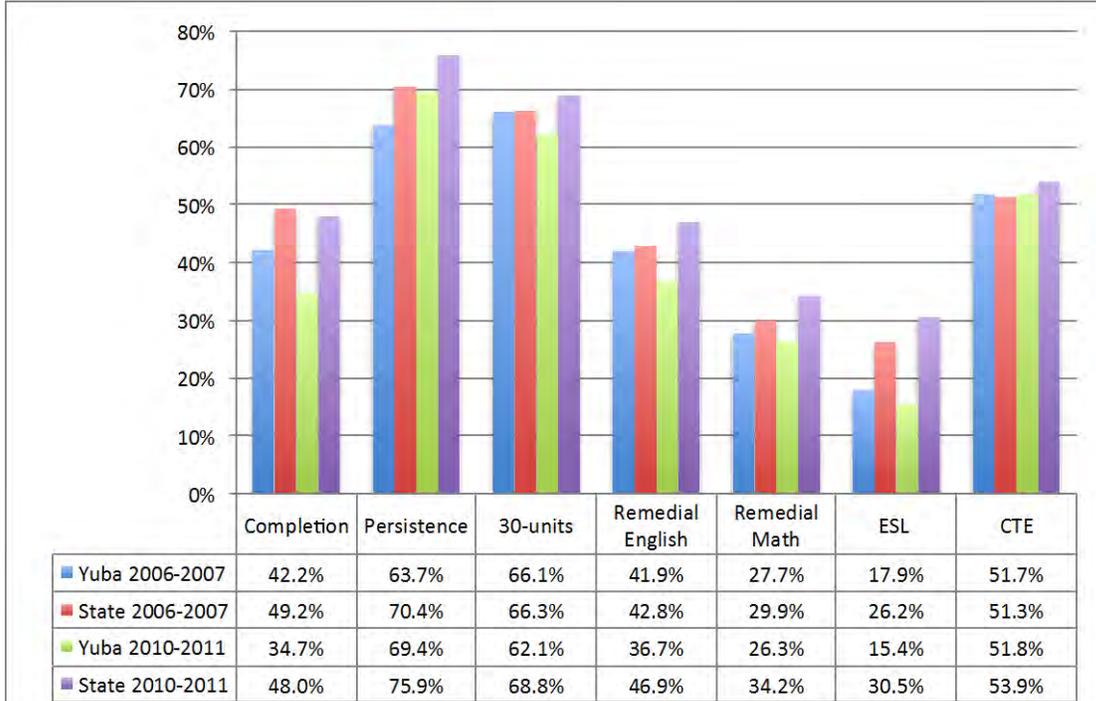
In completion, persistence, remedial math, and ESL outcomes, the College trailed the statewide performance for the 2006-07 and 2010-11 entering cohorts. Although the College and statewide 30-unit accumulation and CTE outcomes were close for the 2006-07 cohort, the College fell behind the statewide outcomes for the 2010-11 entering cohort.

Table 3.3: Yuba College and Statewide Overall Outcomes Compared

Cohort Year	Overall Outcomes- Statewide Values Minus Yuba College Values						
	Completion	Persistence	30-units	Remedial English	Remedial Math	ESL	CTE
2006-2007 differ	7.0%	6.7%	0.2%	0.9%	2.2%	8.3%	-0.4%
2010-2011 differ	13.3%	6.5%	6.7%	10.2%	7.9%	15.1%	2.1%

Source: California Community College Chancellor’s Office, *2017 Scorecard Report*; analysis by Cambridge West Partnership, LLC

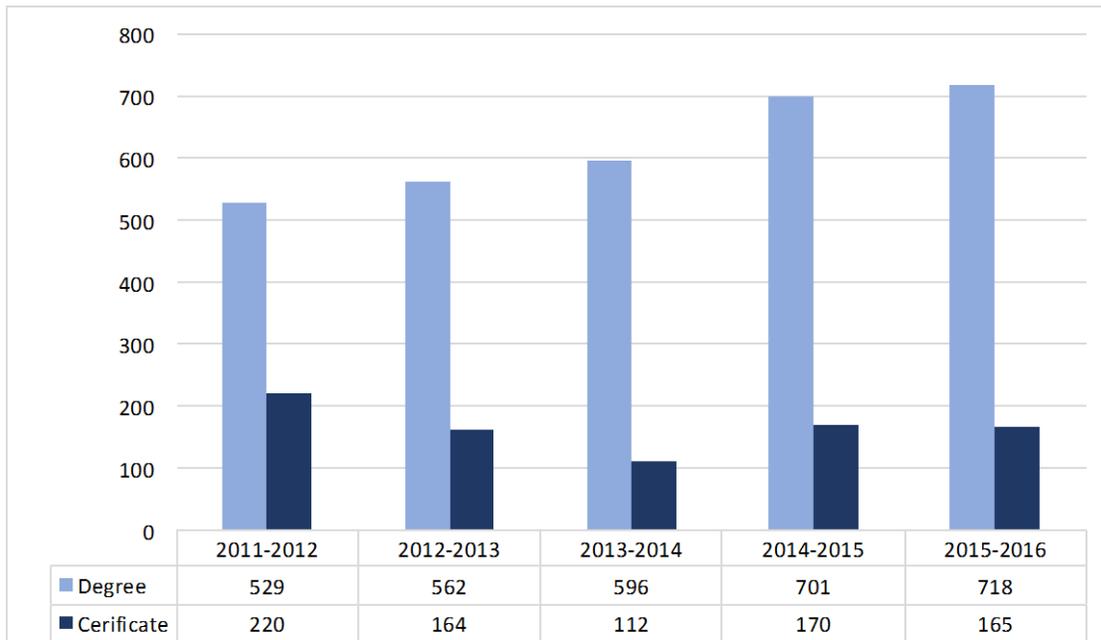
Chart 3.4: Yuba College and Statewide Outcomes Details



Source: California Community College Chancellor’s Office, *2017 Scorecard Report*; analysis by Cambridge West Partnership, LLC

The number of program awards, degrees and certificates of achievement, can be identified on an annual basis. These are important final outcome indicators monitored by the College. The numbers of awards has *increased* from 2011-12 to 2015-16 by 18%. While degrees awarded have *increased* by 36%, the number of certificates awarded has *decreased* by 25%.

Chart 3.5: Degrees and Certificates of Achievement Awarded



Source: California Community Colleges, Chancellor's Office. *Data Mart*; analysis by Cambridge West Partnership, LLC

Additional details about awards are available in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning, and Student Success.

The broad discipline area in which the college has made these awards is illustrated in the table 3.5. In the past, a broadly defined program of study, Social and Behavioral Sciences, was the degree of choice for students who wanted general preparation for transfer. As more discipline-specific Associate Degrees for Transfer are implemented, consistent with the SB 1440 legal framework for transfer to the CSU system, the awards in discipline-specific curriculum areas are likely to increase. Additional details on awards granted can be found in the 2016 Fact Book produced by the Yuba College Office of Research, Planning, and Student Success. A detailed analysis of the awards history (2011-12 to 2015-16) for each program is located in Appendix E: Award History 2011-12 to 2015-16 of this Plan.

From 2011-12 to 2015-16, the most awarded degrees and certificates have been: Interdisciplinary Studies, Business and Management, Social Sciences, Health, and Public and Protective Services. Social Science awards have grown in number particularly fast over the period.

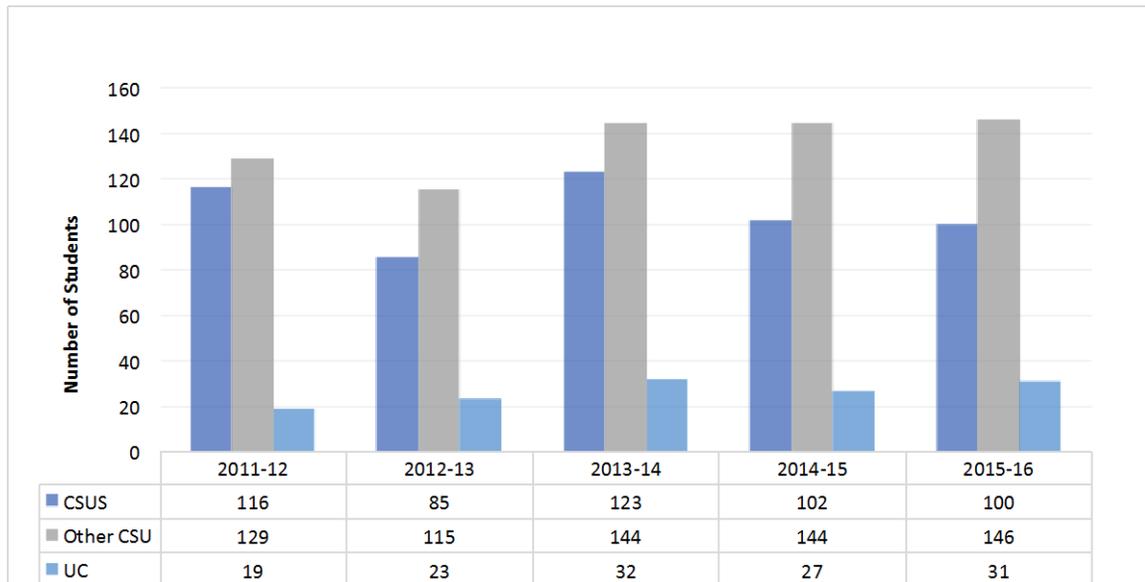
Table 3.5: Details of the Most Often Awarded Degrees and Certificates

Program Type	Annual Awards of Degrees and Certificates						2011-12 to 2015-16	
	TOP2	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total	Overall %
Interdisciplinary Studies	49	143	150	149	194	192	828	21%
Business and Management	05	143	134	107	164	179	727	18%
Social Sciences	22	77	113	113	165	147	615	16%
Health	12	99	80	85	62	66	392	10%
Public and Protective Services	21	99	63	58	65	57	342	9%
Family and Consumer Sciences	13	53	54	56	83	89	335	8%
Psychology	20	24	21	29	25	36	135	3%
Commercial Services	30	49	26	36	22	1	134	3%
Engineering and Industrial Technologies	09	23	30	16	22	43	134	3%
Agriculture and Natural Resources	01	13	12	13	15	24	77	2%
Fine and Applied Arts	10	3	8	13	15	11	50	1%
Humanities (Letters)	15	3	9	4	13	19	48	1%
Information Technology	07	8	14	3	6	7	38	1%
Mathematics	17	10	3	7	7	9	36	1%
Biological Sciences	04		3	9	7	10	29	1%
Media and Communications	06	2	4	5	7	2	20	1%
Physical Sciences	19		1	5	5	4	15	0%
Education	08		1			2	3	0%
Total		749	726	708	877	898	3,958	

Source: California Community College Chancellor's Office, *Data Mart*; analysis by Cambridge West Partnership, LLC

From 2012 to 2016, on average 105 students per year transferred from Yuba College to California State University, Sacramento (CSUS), while 136 on average transferred to other CSU campuses. 26 students on average transferred to the University of California. Whereas in 2012 the difference between CSUS transfers and other CSU transfers was only 11%, in the last two years the difference has increased to 46% with more students transferring to other CSU campuses than those going to Sacramento. Also, over the period the number of UC transfers has grown steadily, from 19 to 31 students, 63% growth. Fiscal constraints prompted both public university systems to curtail transfer student acceptances, which in turn adversely impacted the numbers shown in the graphic below. Additional details are found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning, and Student Success.

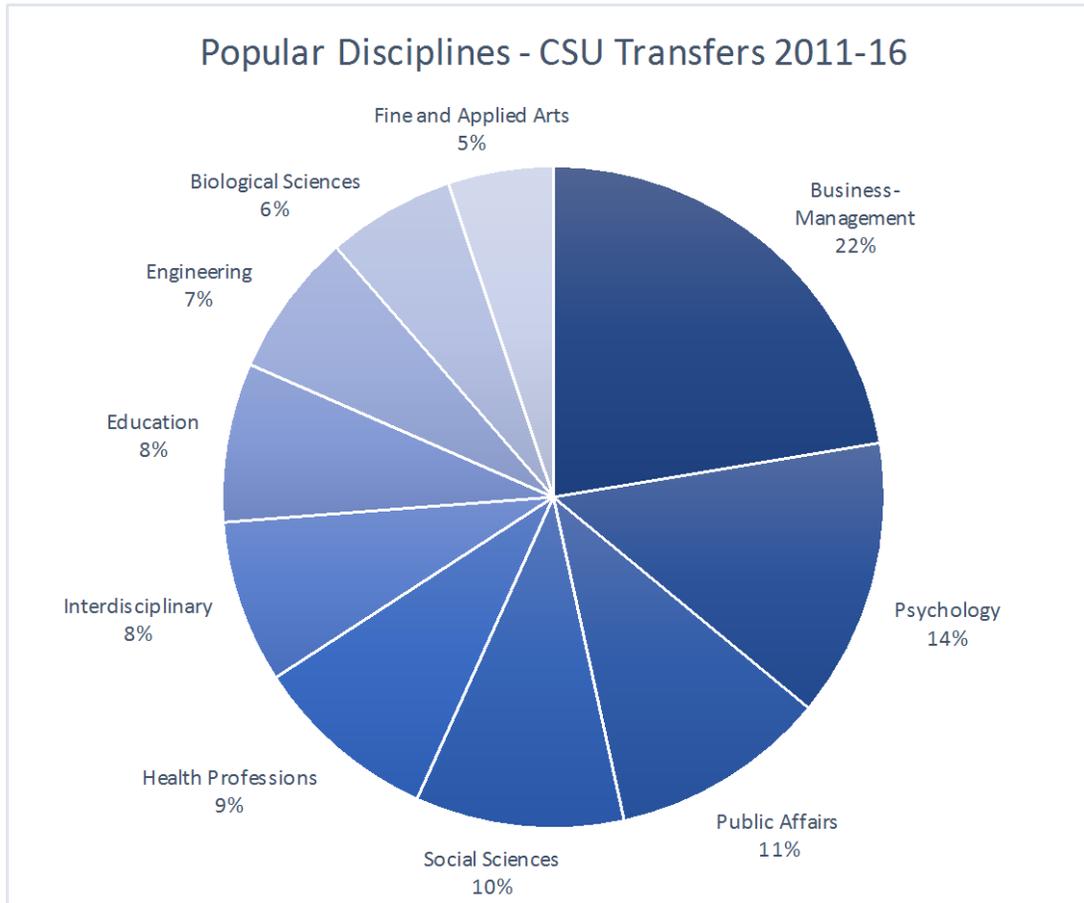
Chart 3.6: Annual, Full-year Transfers to CSU and UC



Source: UC Student Source Files, CSU Student Source Reports; analysis by Cambridge West Partnership, LLC

For the students transferring to the CSU system from 2011 - 2016, the most popular discipline of study was Business-Management, with 22% of transfers majoring in the field. Nearly half of all transfers to the CSU system pursued the disciplines of Business-Management, Psychology, or Public Affairs. Other popular disciplines were the Social Sciences and Health Professions.

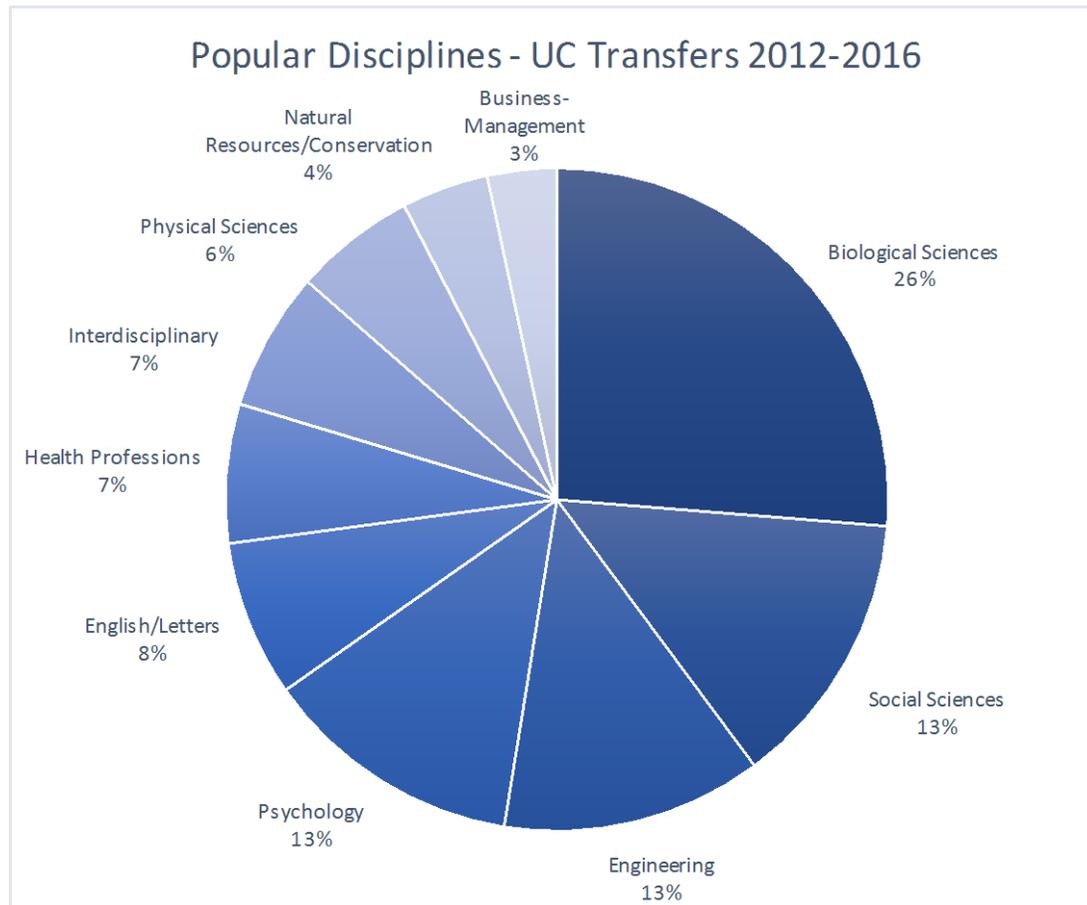
Chart 3.7: Most Popular Majors, CSU Transfers from Yuba College



Source: CSU Student Source Reports; analysis by Cambridge West Partnership, LLC

For the students transferring to the UC system for 2012 - 2016, the most popular discipline of study was Biological Sciences, with 26% of transfers majoring in the field. Over half were studying Biological Sciences, Social Sciences, and Engineering. Other popular disciplines were Psychology and English.

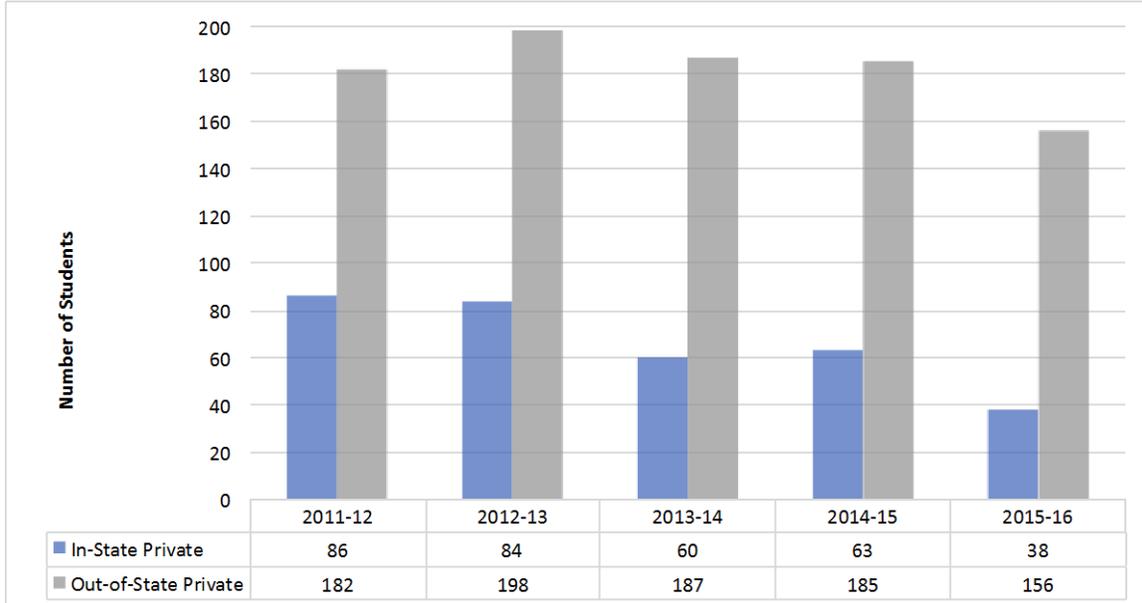
Chart 3.8: Most Popular Majors, UC Transfers from Yuba College



Source: UC Student Source Files; analysis by Cambridge West Partnership, LLC

From 2011-12 to 2015-16, on average 66 students per year transferred from Yuba College to in-state private institutions, while 182 on average transferred to out-of-state private institutions. Both groups of transferring students have decreased over the period; in-state private transfers have fallen by 56%, from 86 to 38 students, and out-of-state private transfers have shrunk by 17%, from 182 to 156 students. The analysis below considers the transfer event from the perspective of a transition year in which the Yuba College student affects the transfer to a four-year institution by *enrolling* at the senior institution. The analysis does not consider the length of time it took the student to complete the preparation to transfer or to make the actual transfer. Far and away the most popular in-state private schools have been Brandman University and Ashford University. Brandman University has an operation in Yuba City and rents some instructional spaces from Yuba College. The University of Phoenix is far and away the most popular out-of-state institution.

Chart 3.9: Full-year Transfers to Out-of-State (OOS) and In-State Private (ISP) Schools



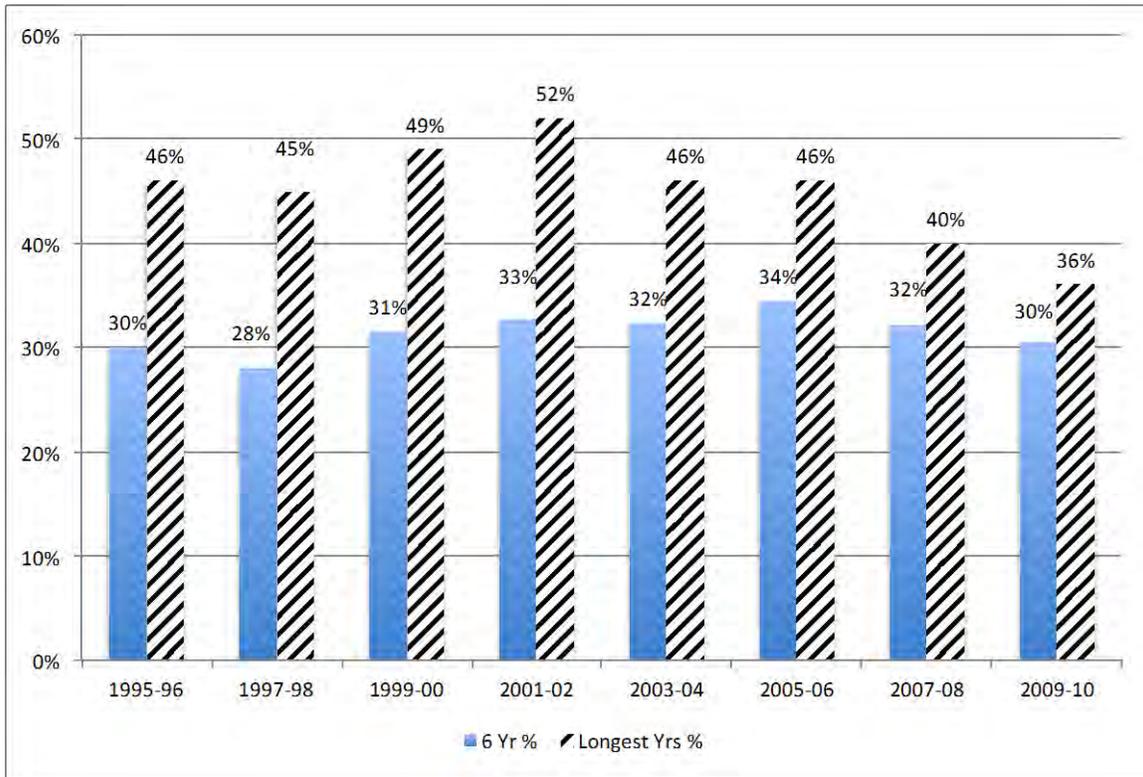
Source: California Community College Chancellor’s Office, Data Mart; analysis by Cambridge West Partnership, LLC

A transfer cohort methodology has been developed by the Chancellor’s Office. The method tracks groups of first-time students for six years to determine if they show a “behavioral intent to transfer.” In this methodology students are assigned a cohort year based on the year they first enroll in a California community college and they are attributed to the community college where they earned the most units of credit.

The initial cohort of students is tracked for six years after the initial enrollment to determine if they have completed twelve units of credit and attempted transfer-level math or English. If they have, the student is placed into the cohort and their transfer outcome is considered over a variety of time frames up to sixteen years. The outcome of transfer is monitored through a data match with the National Student Clearinghouse (NSC), UC and CSU.

Past research by the Chancellor’s Office has concluded that most students complete the transfer process by the sixth year after initial enrollment. An extended analysis of Yuba College transfer data suggests that indeed after the sixth year, the trend of steady increases in the numbers of students who transfer does drop off. However, some students from those initial cohorts do continue to transfer and they drive the transfer rate higher than is generally acknowledged. As illustrated below, when students are followed for an extended period of time, on average 45% of the cohort does transfer.

Chart 3.10: Extended Transfer Rates, Students Who Start in Selected Cohorts from 1995-96 to 2009-10



Source: California Community College Chancellor's Office, *Data Mart*; analysis by Cambridge West Partnership, LLC

For students who intend to transfer, completing 30 units is an important and momentous milestone because it indicates that they are halfway to the transfer point. For career and technical education students who neither transfer to a four-year institution nor receive an award from the College, the completion of 30 units translates to substantial gains in wages upon leaving college. Two years after leaving the community college these students have been shown to earn about as much as the vocational student who completes an occupational degree or certificate. For these reasons the accumulation of 30 units of credit was included in the Scorecard as a milestone progress marker.

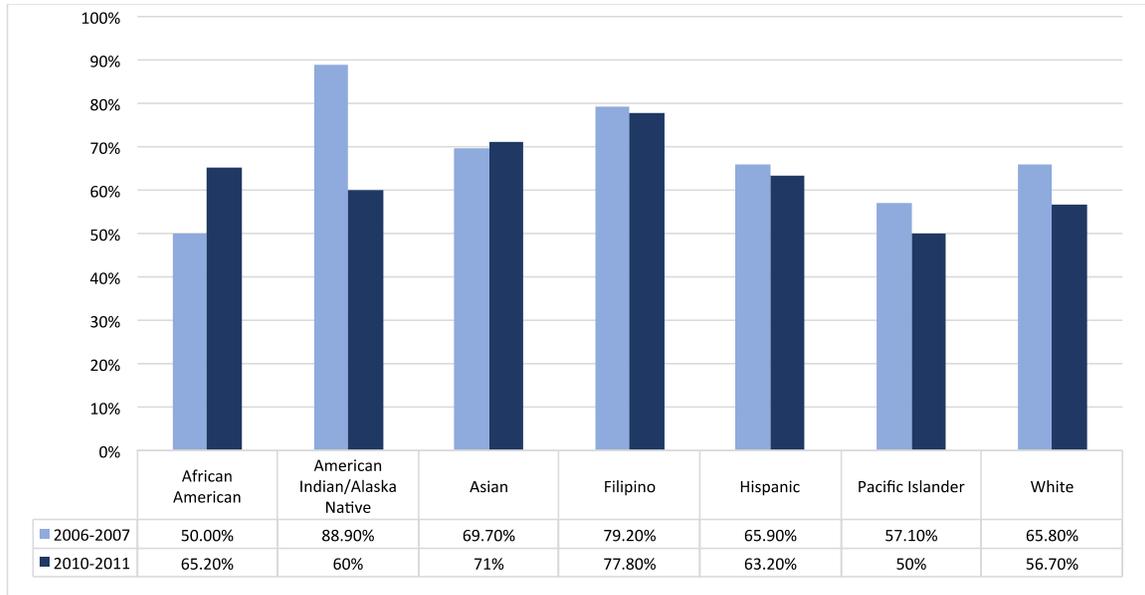
In the cohorts of students entering the College in 2006-07 and 2010-11 there are documented differences among the racial/ethnic subpopulations of students who achieved the outcome of completing 30 units of credit. However, insufficient numbers of students do not allow meaningful comparisons for American Indian/Alaskan Native and Pacific Islander students.

From 2006-07 to 2010-11, notably the African American 30-unit success percentage has risen 15 percentage points to 65.2%, overtaking the rates of the Hispanic and White populations, both of which have fallen over the period.

In this analysis the years represent the academic year in which the student entered a community college for the first time. To qualify into the cohort a student must, within three

years, complete six units and attempt any level of math or English. Those qualified students are tracked for six years. The numerator in the rate calculation is the number of those qualified students who accumulated 30 units of credit within six years of entering a community college. Because student cohorts are being followed for a period of six academic years, the most recent data is the cohort that entered college in 2010-11. Additional details and trend lines are found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning, and Student Success.

Chart 3.11: Percentages of Students Who Earned at Least 30 Units, Overall Rates



Source: California Community College Chancellor’s Office, *2017 Scorecard Report*; analysis by Cambridge West Partnership, LLC

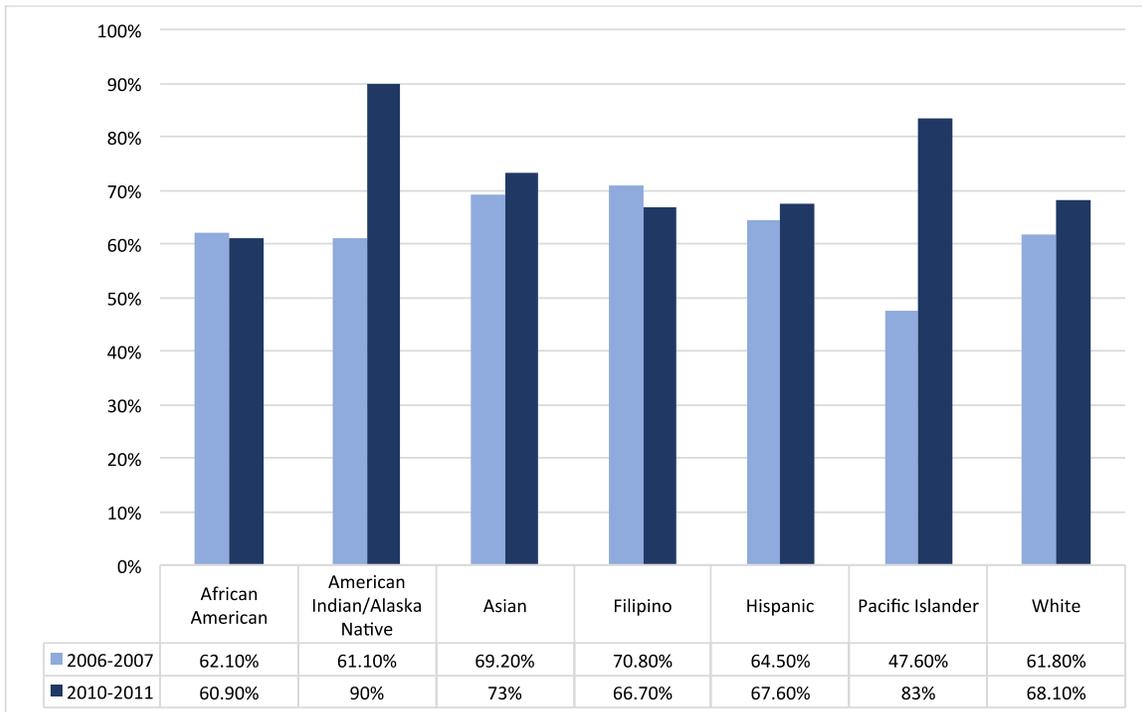
Completing 30 units is an outcome from persistent re-enrollment. The Scorecard and the College are interested in promoting student persistence for at least three consecutive terms. In the graphic below there are persistence differences among five of the seven racial/ethnic groups of students, but insufficient numbers of students preclude meaningful comparisons for American Indian/Alaska Native and Pacific Islander students.

Persistence rates have slightly risen or remained unchanged for all racial/ethnic groups, except for African Americans, who have shown a slight decrease.

Again, in this analysis the years represent the academic year in which the student entered a community college for the first time. To qualify into the cohort a student must, within three years, complete six units and attempt any level of math or English. The numerator in the rate calculation is the number of those qualified students who in fact persisted in enrollments during three consecutive terms.

Because student cohorts are being followed for a period of six academic years, the most recent data is the cohort that entered college in 2010-11. Additional details and trend lines are found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning, and Student Success.

Chart 3.12: Persistence Over Three Consecutive Terms (fall through the following fall term)

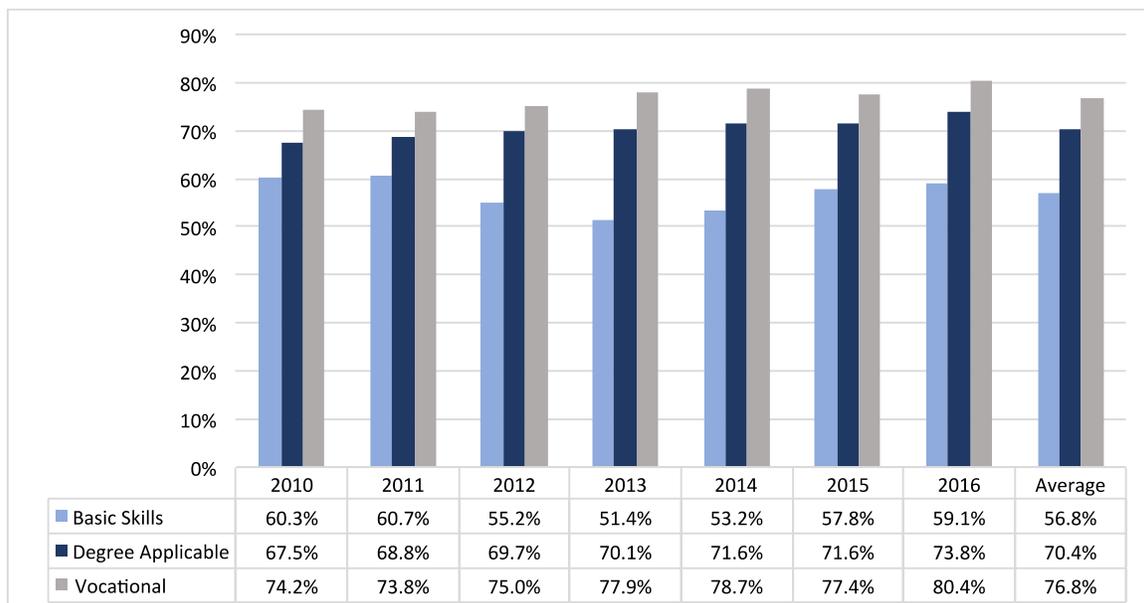


Source: California Community College Chancellor's Office, *2017 Scorecard Report*; analysis by Cambridge West Partnership, LLC

A common measure of organizational performance that stimulates persistence and the accumulation of credit units is the success rate of students enrolled in the different categories of credit curriculum. The rate is calculated by comparing the number of students who earned a grade of C or better to the number of all students who were still enrolled in the course after the normal add and drop period ended.

Over the last seven fall semesters student success rates have *decreased* and then *increased* back to their original level in the basic skills category of curriculum offered in a face-to-face modality. Success rates have *increased* for face-to-face classes in both the degree-applicable and vocational categories. The average success rate for each category of curriculum is shown in the final set of columns on the right. The graphic below represents enrollments in the fall terms identified and is not a cohort study. Additional details and trend lines are found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning, and Student Success.

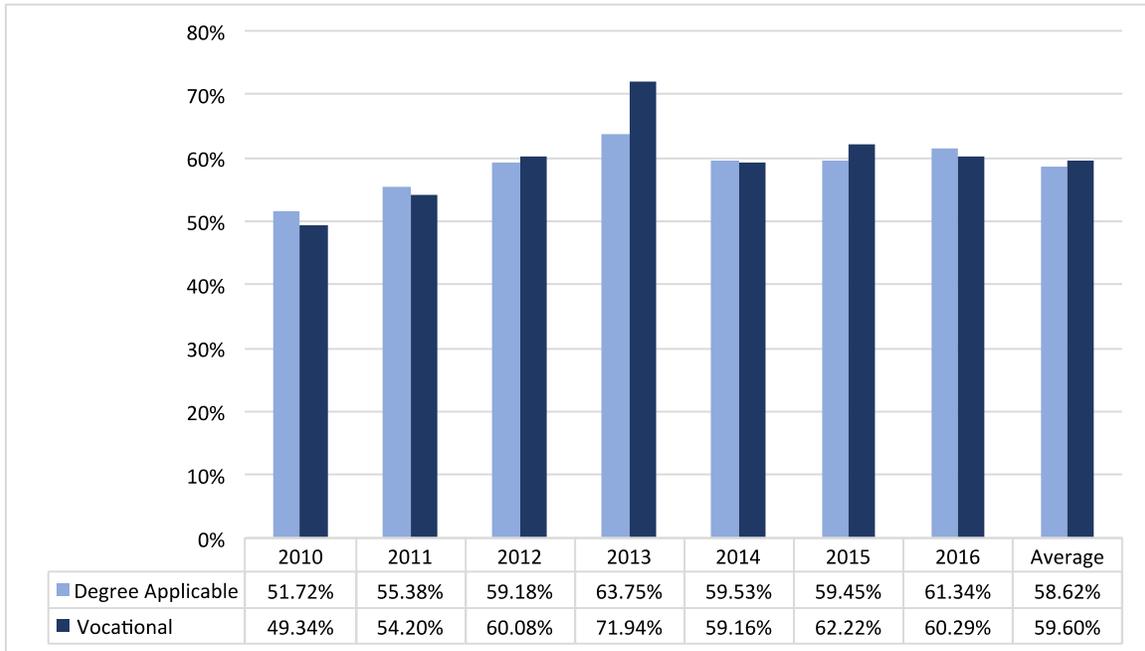
Chart 3.13: Fall Term Student Success Rates by Type of Course, Face-to-Face Instruction



Source: California Community College Chancellor’s Office, *Data Mart*; analysis by Cambridge West Partnership, LLC

A similar fall term analysis was completed for courses offered through distance education. From 2010 to 2016 both vocational and degree-applicable courses saw success rate *increases* of around 10%. The average success rate for each category of curriculum is shown in the final set of columns on the right. The graphic below represents enrollments in the fall terms identified and is not a cohort study. Additional details and trend lines are found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning, and Student Success.

Chart 3.14: Fall Term Student Success Rates by Type of Course, Distance Education



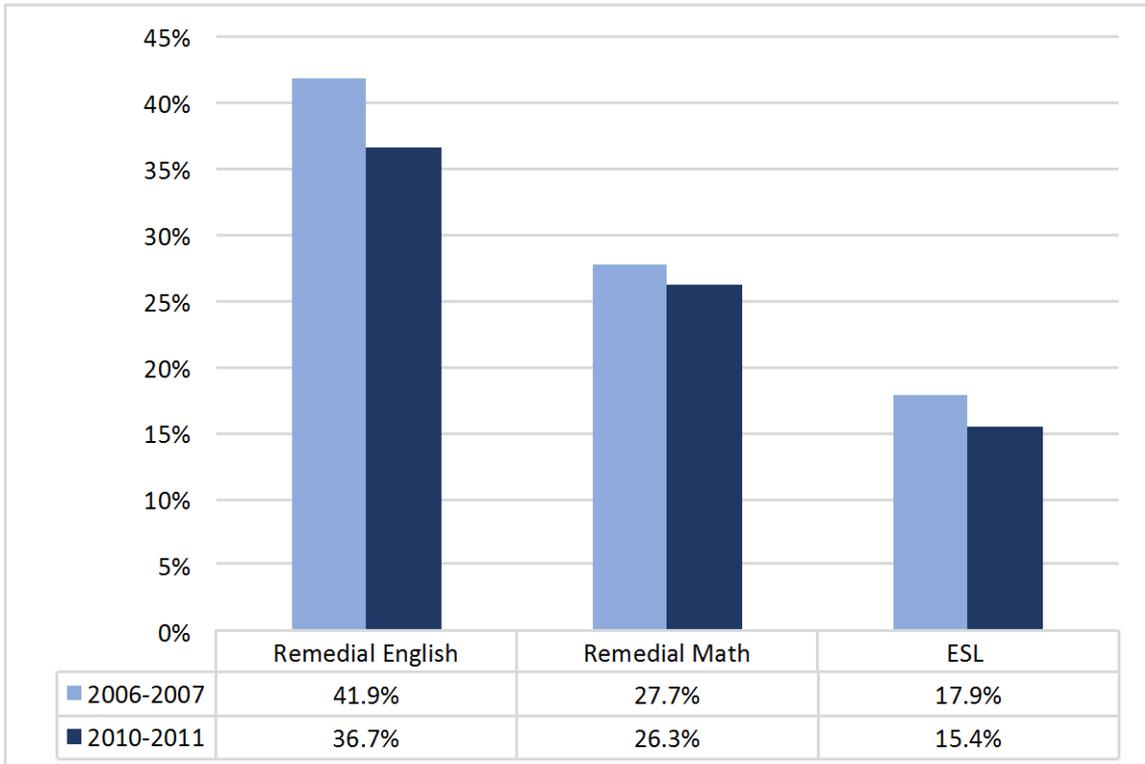
Source: California Community College Chancellor’s Office, *Data Mart*; analysis by Cambridge West Partnership, LLC

Additional analysis of course success and retention can be found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning, and Student Success.

The basic skills curriculum is of particular interest to the College and the Scorecard because so many students begin their college experience in that curriculum. In the Scorecard analysis the years represent the academic year in which the student entered a community college for the first time. To qualify into the basic skills cohort a student must, within six years, attempt a math, English or ESL course below transfer level (2-4 levels below for math). The numerator in the rate calculation is the number of those qualified students who, within six years, complete a higher-level course in the same discipline. For English composition it includes completion of a college-level English course. For math the students must complete a college-level math course or a math course that is one level below transfer. The ESL students must complete the ESL sequence or a college-level ESL course.

The experience of basic skills students in English composition, math, and ESL is captured in the graphic below. Success rates in remedial English, math, and ESL have all slightly decreased from 2006-07 to 2010-11. Additional details and trend lines are found in the 2016 Fact Book prepared by the Yuba College Office of Research, Planning, and Student Success.

Chart 3.15: Basic Skills Student Migration Success



Source: California Community College Chancellor's Office, *2017 Scorecard Report*; analysis by Cambridge West Partnership, LLC

In the 2017 Scorecard colleges were provided with some insights with a new way to measure, the transfer-level curriculum achievement rate. The metric determines which students qualify for the Scorecard completion cohort in their first year of college and then complete a transfer level math or English course during a fixed time period of one or two years. To be in this cohort, and therefore counted in the denominator, a student must be first time to college and complete six credits plus attempt any level of math or English in the first year. To be counted in the numerator a student must complete a transferable math or English course within the first two years. The metric is one way to evaluate the success of both course-level reforms (e.g., acceleration, wrap-around services) and changes in course placement procedures.

As illustrated in the following table, over the period of five cohorts (initial years of 2010-11 to 2014-15) there have been improvements in the success rates at both the first and second year in college. Success in English composition is considerably higher than in transfer math.

Table 3.16: Transfer Achievement Rates

Discipline/Yrs.	Starting Year Cohorts and Rates of Success					2010-11 v. 2014-15	
	2010-11	2011-12	2012-13	2013-14	2014-15	Average	Absolute Change
English							
One Year	35.1%	34.0%	38.6%	42.0%	42.0%	38.3%	6.9%
Two Years	48.7%	54.6%	59.7%	64.3%	63.2%	58.1%	14.5%
Math							
One Year	8.1%	11.8%	10.8%	14.3%	13.6%	11.7%	5.5%
Two Years	19.5%	24.3%	22.2%	25.2%	24.6%	23.2%	5.1%

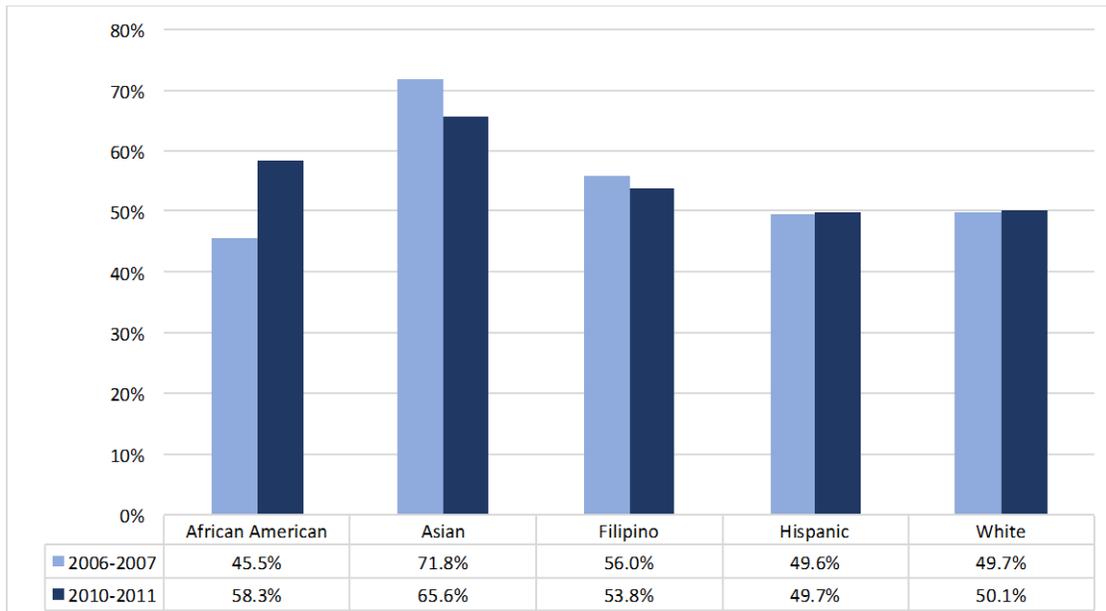
Source: California Community College Chancellor's Office, *2017 Scorecard Report*; analysis by Cambridge West Partnership, LLC

A separate metric was created for career and technical education (CTE) when the accountability framework was redesigned to become the Scorecard.

In this analysis the years represent the academic year in which the student entered a community college for the first time. To qualify into the cohort a CTE student must, within three years, complete a CTE course for the first time and then complete more than eight units in a single discipline over the next three years. The numerator in the rate calculation is the number of those qualified students who within six years of entering a community college achieve any one of the following: (1) earn a Certificate of Achievement; (2) earn an Associate Degree; (3) complete a transfer to a four-year institution; or (4) become transfer prepared by GPA and earning 60 transferable units.

For CTE students the success rate between these two cohorts has changed little, except for the small number of African American students, whose CTE success rate has grown by 13%.

Chart 3.17: Career and Technical Education Student Success



Source: California Community College Chancellor’s Office, *2017 Scorecard Report*; analysis by Cambridge West Partnership, LLC

Particularly for the CTE students, but also for all students the aspiration to attend and succeed in the college experience is in part related to improving the prospects of entering the workforce employed in a field of endeavor that is desired by the student. Although it is not part of the Scorecard framework, the California community college system has developed a reporting tool to demonstrate the efficacy of attending and completing a program of study. The methodology uses the California Employment Development Department Unemployment Insurance (UI) wage data combined with the community college system student records of awards conferred upon students.

Students included in the reporting have received an award anytime over eight consecutive academic years (2002-03 to 2009-10). In addition, the students could not have transferred to a four-year institution, must be older than 21 at the time of the award, and could not be enrolled anywhere in the California community college system after receiving an award.

After combining the eight award cohorts into a single group, the median wage was calculated for the combined cohort by TOP code representing their field of study. The median wages do not represent any single year. Instead, it is the combined median wages for multiple award cohorts. The median wages at three years after completing the award, adjusted for inflation, are displayed in the following table.

In assembling this data the Chancellor’s Office acknowledges that students whose employment is not covered by the California EDD UI system are not included nor are students who do not have an SSN. Also, the number of hours an individual worked (full-time vs. part-time) is not known. Nevertheless, the table below provides some insight as to the success of those former Yuba College students who completed an award and “transferred to work.”

Table 3.18: Yuba College Students with An Award Who Go Directly To Work

Top6 Title & Code	Award Categories	Award Year 2002-2003 - 2009-2010		
		Median Wage 3 Years After Award	Total Awards	Award to Wage Match Rate
Accounting-050200	AA/AS Degree Recipient	\$31,180	31	58%
Administration of Justice-210500	AA/AS Degree Recipient	\$37,850	31	87%
Alcohol and Controlled Substances-210440	AA/AS Degree Recipient	\$29,933	30	60%
Alcohol and Controlled Substances-210440	Chancellor's Office Approved Certificates Recipient	\$32,423	23	74%
Alcohol and Controlled Substances-210440	Locally Approved Certificates Recipient	\$32,035	26	65%
Child Development/Early Care and Education-130500	AA/AS Degree Recipient	\$23,442	52	62%
Child Development/Early Care and Education-130500	Locally Approved Certificates Recipient	\$17,273	79	65%
Cosmetology and Barbering-300700	Chancellor's Office Approved Certificates Recipient	\$16,922	116	51%
Cosmetology and Barbering-300700	Locally Approved Certificates Recipient	\$14,339	41	56%
Fire Academy-213350	Chancellor's Office Approved Certificates Recipient	\$27,988	15	80%
Liberal Arts and Sciences, General-490100	AA/AS Degree Recipient	\$34,012	395	72%
Office Technology/Office Computer Applications-051400	AA/AS Degree Recipient	\$31,875	22	68%
Radiologic Technology-122500	AA/AS Degree Recipient	\$69,257	71	92%
Registered Nursing-123010	AA/AS Degree Recipient	\$84,226	170	95%
Veterinary Technician (Licensed)-010210	AA/AS Degree Recipient	\$29,797	39	74%

Source: California Community College Chancellor's Office, *College Wage Tracker*; analysis by Cambridge West Partnership, LLC

Some students attending the College are already established in their occupations, but believe they need or want some additional education. Those students enroll at the College for only a few courses and have become known as skill-builder students. The median percentage change in wages for students who completed higher level CTE coursework then left the system without receiving any type of traditional outcome such as transfer to a four-year college or completion of a degree or certificate has been used as another outcome measure of institutional effectiveness. In the following table the data on these former Yuba College CTE students is displayed.

The College was selected, through a competitive application process, to participate in the three-year, grant-funded California Guided Pathways Initiative. As a participating institution the College team has reviewed key performance indicators that had been calculated based on data that was submitted to the Chancellor's Office through the Management Information System process. The details of that data and analysis are found in the Appendix Q: California Guided Pathways Initiative Project KPI Analysis in this Plan. The general parameters of that analysis include the following:

- Demographics for First Time Even in College Students
- Early Momentum KPIs
- Gateway Course Completion KPIs

Table 3.19: Skill Builder Students Wage Gains

Discipline	TOP Code	Students Who Completed Higher Level CTE Coursework and Left w/o Degree or Certificate*					Average	Nbr. Of Students
		Median	Percent	Change in Wages	One Year Before and	After Enrollment		
		2009-10	2010-11	2011-12	2012-13	2013-14		
Accounting	050200	8	21.9	18.6	43.4	53.5	29.1	175
Administration of Justice	210500	19.7	46.2	54.2	36.8	100.8	51.5	270
Agricultural Pest Control Adviser and Operator (Licensed)	010310			161.7		82.5	122.1	23
Agriculture Business, Sales and Service	011200		38				38.0	14
Alcohol and Controlled Substances	210440	4.1	5.5	11.9		56.1	19.4	81
Automotive Collision Repair	094900	22.8					22.8	11
Automotive Technology	094800		113.9	93	102	94.2	100.8	59
Business Management	050600	11.4	19.5	23.7	25.6	61.4	28.3	170
Child Development Administration and Management	130580					-6.4	24.4	9.0
Child Development/Early Care and Education	130500	2.4	16.1	11.1	10.5	47.4	17.5	334
Corrections	210510	27.3	17	48.8	52.1	115.2	52.1	196
Cosmetology and Barbering	300700					123.5	123.5	15
Culinary Arts	130630	36.8					36.8	21
Emergency Medical Services	125000	19.5	-2.6	2.1	7.5	24	10.1	96
Fire Academy	213350	10.7				58.4	34.6	37
Fire Technology	213300		46.7			11.6	29.2	27
Infants and Toddlers	130590					15.9	15.9	11
Machining and Machine Tools	095630	9					9.0	13
Nutrition, Foods, and Culinary Arts	130600					55.6	55.6	11
Office Technology/Office Computer Applications	051400	4.1	7.5	25.9	25.9	41.5	21.0	337
Parenting and Family Education	130560	30.3	8.4	7.8		26.7	18.3	71
Plant Science	010300		3.2				3.2	11
Police Academy	210550	108.9					108.9	13
Preshool Age Children	130540	-0.8	12.1	25.3	35.8	48.5	24.2	131
Radio and Television	060400			53.9	45.1		49.5	25
Radiologic Technology	122500	301.6					301.6	22
Registered Nursing	123010	4.3	-3.8	-2	-7.4	27.9	3.8	233
Small Business and Entrepreneurship	050640		27.5				27.5	10
The School Age Child	130550					38.9	38.9	12
Veterinary Technician (Licensed)	010210	13.2	44.3	53.3	7.3	111.8	46.0	80
Water and Wastewater Technology	095800	10.3	9.7	88.7	41.5	20.8	34.2	81
Welding Technology	095650	7.7		95.9	154.3	37.9	74.0	91

*Excludes individuals employed by the military or federal government, self-employed, employed out of state, or unemployed.

Those included did not earn a certificate, degree, or transfer to a four-year college. At least 10 students must be in the cohort to be reported.

Source: California Community College Chancellor's Office, *Data Mart* Skills Builders Query; analysis by Cambridge West Partnership, LLC

C. Institutional Student Learning Outcomes (ISLO)

The College has adopted eight Institutional Learning Outcomes and established a plan to systematically collect evidence of student work that was assessed by the faculty and discussed. Those general education and institutional student learning outcomes are:

Institutional/General Education Student Learning Outcomes

1. **ISLO1: Communication** - effectively uses language and non-verbal communication consistent with, and appropriate for, the audience and purpose.
2. **ISLO2: Computation** - uses appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
3. **ISLO3: Critical Thinking** - analyzes data/information in addressing and evaluating problems and issues in making decisions.
4. **ISLO4: Global Awareness** - articulates similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
5. **ISLO5: Information Competency** - conducts, presents, and uses research necessary to achieve educational, professional, and personal objectives.
6. **ISLO6: Personal and Social Responsibility** - interacts with others by demonstrating respect for opinions, feelings, and values.

7. **ISLO7: Scientific Awareness** - understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
8. **ISLO8: Technological Awareness** - selects and uses appropriate technological tools for personal, academic, and career tasks.

Following from the ISLOs listed above, the faculty members of Yuba College have written (and will revise when prudent) Program (PSLOs) and Course SLOs (CSLOs) in accordance with the following taxonomy:

- Knowledge/Remembering: define, list, recognize
- Comprehension/Understanding: characterize, describe, explain, identify, locate, recognize, sort
- Application/Applying: choose, demonstrate, implement, perform
- Analysis/Analyzing: analyze, categorize, compare, differentiate
- Evaluation/Evaluating: assess, critique, evaluate, rank, rate
- Synthesis/Creating: construct, design, formulate, organize, synthesize

Course-level student learning outcomes have been mapped to the institutional learning outcomes. The College aggregated course-level learning outcomes assessment work to evaluate the extent to which students were judged successful in their mastery of the institutional learning outcomes. The following table summarizes that evaluation.

Table 3.20: Successful Mastery of Institutional Learning Outcomes

Institutional Student Learning Outcome	% Success by Term and ISLO			Overall Sample Size
	Su 16	Fa 16	Sp 17	
Communication	88.9%	88.6%		3,690
Computation	88.9%	88.8%	87.8%	4,132
Critical Thinking	85.3%	85.0%		5,032
Global Awareness		85.4%	82.9%	957
Information Competency	82.9%	84.1%	83.1%	2,667
Personal and Social Responsibility			82.2%	2,676
Scientific Awareness		79.6%	79.9%	1,105
Technological Awareness			79.1%	1,327
Total				21,586

Source: Yuba College Office of Research, Planning, and Student Success

These institutional learning outcomes were systematically assessed in 2013-2014 with a survey provided to all students who were graduating. The total number of respondents was 158. Students were largely satisfied with their educational experience, regardless of academic program, and felt they were leaving Yuba College confident in their abilities. The specific questions asked and an analysis of each outcome across the instructional programs was provided in a report to the campus.²⁵

²⁵ Yuba College Office of Research, Planning, and Student Success. *Institutional Student Learning Outcomes Report 2013-14*

Two institutional learning outcomes (communication and information competency) were assessed in 2014-15 with a survey to all graduating students. The total number of respondents was 159 and their gender and race/ethnicity mirrored the student body. The respondents indicated that they were confident in their skills related to communication and their ability to communicate effectively. Ninety percent of the students rated their research skills as excellent, very good, or good. Students also answered questions about research and plagiarism. Unfortunately, only 23% were able to correctly identify an authoritative source of currently scholarly information. More than half were able to identify an article abstract as a summary of an article, correctly identify an example of plagiarism, and a correctly cited example.²⁶

D. Interventions

Over many years the College has implemented a host of interventions to increase student success and institutional effectiveness. The College has embraced a research-based, systematic approach, called Completion by Design, to weave academic and student support services together in order to improve performance. The following narrative summarizes the primary interventions. The parenthetical annotation after each heading indicates which phase of the student experience, as described in the Completion by Design framework, was being targeted.

Grant Resources to Support Interventions

Upward Bound Grant Highlights (Completion by Design phase: Connection- interest to application)

Upward Bound is part of the federally funded set of TRiO grant programs. The goal of the Upward Bound program is to support, motivate and assist high school students in preparing for and transitioning to a college education. The Upward Bound program primarily targets low-income and potential first generation college students. It focuses mainly on economically and educationally disadvantaged rural communities.

Yuba College has established a need for the Upward Bound program in Sutter County, based on various measures:

- **Low Income:** 30% of the county households are low-income families, compared to the state (16.4%) and nation (15.6%).
- **Low Education Attainment:** 86% of adults in the county do not have a 4-year college degree, compared to the state (69%) and nation (69.4%)
- **High Dropout Rate:** 15% for the county, compared to the state (6.5%)
- **Low College-Going Rate:** 22.5% for the county, compared to the state (61.7%) and nation (62.5%).
- **High Student to Counselor Ratio:** 319:1 for the county, compared to the state (272:1) and nation (250:1).
- **Various Negative Academic Conditions:** Including comparatively low grade point averages, standardized test scores, college admission scores, lack of school progress, and a lack of programs similar to Upward Bound.

²⁶ Yuba College Office of Research, Planning, and Student Success. *Institutional Student Learning Outcomes Report 2014-15*

- **Various Negative Economic Conditions:** Including comparatively high number of economically disadvantaged students, unemployment rates, poverty rates, female heads of households, residents on public assistance, and residents without a HS diploma.

The Yuba College Upward Bound Program offers a variety of free activities and services to help economically and educationally disadvantaged Sutter County high school students prepare for college entrance, including:

- **Saturday Academies**, geared to build students' basic skills and academic mindset
- **Weekly Resource Sessions**, provide Upward Bound tutors and advisors to counsel students in academic, career, and personal issues, as well as college planning
- **General Tutoring**
- **College Planning** sessions for high school seniors
- **Campus Visits** to California colleges and universities
- **Bi-monthly sessions with counselors** to develop an education plan
- **Summer Academic Program**, during which students can enroll in two college-level courses and earn college credit. The 6-week program also includes tutorial sessions, test-prep workshops, and other informational events

To counteract the negative academic conditions, the Yuba College Upward Bound (UB) program established a list of objectives for the 73 enrolled Sutter County high school students in its 2016 – 2017 grant proposal:

1. **85% of participants to earn GPA 2.5 or higher.**
This will be achieved through mandatory after school and individual tutoring, online tutoring, and academic advising and monitoring.
2. **40% of seniors to attain proficient level or higher on state math and language/reading assessments.**
This will be achieved through test-focused instruction.
3. **98% of participants will continue in school for the following year, or graduate with a Regular Secondary School Diploma (RSSD).**
This will be achieved through academic advising and review, dropout prevention programs, study skills and career exploration workshops, among other informational and preparatory activities.
4. **65% of all current (and prior UB) students who graduated from high school with a RSSD will have completed a rigorous secondary school program of study (RSSPS).**
This is to be achieved through participant/parent meetings; RSSPS information and advice sessions, academic monitoring, intensive project-based tutoring, math and English instruction based on RSSPS test goals.
5. **50% of all current (and prior UB) participants who graduated with a RSSD will enroll in a program of post-secondary education by the fall term immediately after graduation, or will have been accepted.**
This will be achieved through standardized test information and preparation sessions, individual assistance with applications and financial aid, participant/parent meetings, activities and workshops, and campus visits.
6. **60% of participants who enroll in a postsecondary education program will attain an Associate's or Bachelor's Degree within six years following high school graduation.**

This is to be attained through math and English instruction for rising 11th and 12th graders, college level courses for 12th graders, information programs, personal guidance for college adjustment, referrals to college student support programs, and tracking activities to monitor past participants.

Mathematics, Engineering, Science Achievement (MESA) Grant (Completion by Design phases: Progress- entry into a program of study to 75% of the requirements being completed, and Completion- completing the program of study or transfer)

The California MESA program is supported by grant funds from the Chancellor's Office that are annually renewable based upon performance of the program at each college. The MESA program's goal is to increase the success and advancement of community college students who desire to transfer to four-year universities in the science, technology, engineering, and math (STEM) disciplines. MESA provides a support environment for these students, offering services that aid in advancing STEM students' academic success and cultivating a culture and community of STEM enthusiasts at the College.

The current MESA program at the college includes:

- **A strong math and science curriculum** with a breadth of engineering courses required for transfer in addition to a variety of science and mathematics programs. The faculty, who are deeply rooted in the community and college, are at the core of the program's success.
- **Tutoring** is a primary component of the program with peer tutors working to help students reach their academic goals in specific centers such as the MESA Center, the College Success Center, and the Hard Math Café. Students are also assigned to specific classes.
- **Field trips** are added optional activities for MESA students. Some trips provide students the opportunity to visit four-year universities and sit in on classes. Other trips have been to conferences such as the PG&E Leadership Conference and the Sacramento Valley Community College Math Conference.
- **Study groups** provide a collaborative and informal learning environment for MESA students. All MESA students are required to participate in one study group each term.
- **The MESA Center** is located in the math building, which serves as a meeting place, a study room, and a social area. Computers and other technology are available.

The 2016 – 17 MESA Grant Application proposes eight objectives for the coming year:

1. **Increase the number of disadvantaged students pursuing degrees in STEM fields and who are eligible to transfer to a four-year university** from the historical average of 105 students per year to 125 MESA students in 2017 – 2018.
2. **Increase the number of MESA student transfers to four-year colleges and universities** by working together with various existing transfer-related centers and committees.
3. **Increase the rate at which MESA students are deemed transfer ready in STEM** by strengthening efforts to accelerate the attainment of transfer work and implementing more regular evaluation of students' education plans.
4. **Improve the academic performance of MESA students** by strengthening tutorial efforts, performance improvement goals, summer programming, and collaboration with the Counseling Department.

5. **Increase the leadership skills and educational expectations of MESA students** by introducing leadership development to MESA students' orientation and a summer leadership seminar, encouraging MESA students' attendance at conferences, and incorporating Student Development philosophy into MESA students' educational activity.
6. **Increase MESA students' attainment of internships, scholarships, and other career-related opportunities** by strengthening their relationships with educators and prospective employers.
7. **Establish and bolster partnerships with MESA Engineering Programs (MEP), MESA Schools Programs (MSP) and similar programs** through campus visits, guest speakers, and other activities.
8. **Implement collaborative programs with Student Equity, Student Success and Support, Puente, EOPS, and Umoja groups** to utilize additional resources for MESA students and to incorporate MESA students into the greater campus community.

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) (Completion by Design phases: Progress- entry into a program of study to 75% of the requirements being completed, and Completion- completing the program of study or transfer)

The EOPS and CARE Programs are a categorical, annually state-funded program designed to recruit and retain students who are economically and educationally disadvantaged. EOPS offers academic and support counseling, financial aid and other support services.

CARE was established by the State of California to help welfare recipients become convinced that they and their children are important, that they are capable, and that with proper support they can break the welfare dependency cycle through education and job training. CARE is a supplemental component of EOPS that specifically assists EOPS students, who are single heads of welfare households with young children. By offering supportive services students in this program are able to acquire the education, training and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency for their families.

The current EOPS/CARE program at the college includes:

- Workshops tailored to program goals that help promote; transfer, time management, preparing for finals, test taking, stress management, scholarship promotion and assistance, financial planning, dining etiquette, study skills, community resource, applying to universities.
- A summer readiness program for incoming high school students. It prepares them for the college experience by focusing on academic and social success.
- Grants, lending library, graduation cap/gown/sashes, emergency bus passes, gas cards and meal cards are used to promote and contribute to the overall success of students in the program.
- Peer mentoring is used to develop greater self-efficacy, a feeling of connection to the College, development of study groups and friendships, and increased contacts with the program staff.
- One-on-one tutoring and a computer lab are also available to program participants.

Disabled Students Programs and Services (DSPS) (Completion by Design phases: Progress- entry into a program of study to 75% of the requirements being completed, and Completion- completing the program of study or transfer)

The DSPS is a categorically, annually state-funded program designed to assist the College in meeting its obligations to ensure equal access to students with disabilities.

The current DSPS program at the college includes procedures for a timely response to accommodation requests involving academic adjustments:

- Program intake evaluation and disability (physical, psychological, or learning) verification
- Instruction on program participant's rights and responsibilities
- Support services
 - Evaluation of learning disabilities
 - Identification of learning styles
 - Alternative learning strategies
 - Priority registration
 - Disability management and empowerment strategies
 - Academic counseling
 - Test proctoring
 - Assistive technology
 - Liaison with community agencies
 - Interpreter services
 - Note-taking assistance
 - Scribes
 - Alternative media formats
 - Specialized workshops and classes
 - Homework club
 - Auxiliary Aids – Manual wheelchairs/scooter/walker, tape recorders, Alpha-Smart, Back support chair/desk, table, assistive listening device, calculator, books stand, and sheet magnifier.
- Instruction
 - Academic Strategies (LEARN 115R)
 - Beginning Assistive Computer Technology (LEARN 155R)
 - Intermediate Assistive Computer Technology (LEARN 156R)
 - Reading and Writing Development (LEARN 180)
 - Academic Evaluation (LEARN 251)
 - An adaptive physical education program that includes assessment and prescriptive teaching in the areas of physical and motor fitness for students with disabilities. The program emphasizes strength, independence, and a healthy outlook.

- Technology accessibility
- Academic accommodations plan that is developed by a designated person in consultation with the student
- Provisions for course substitution and waivers

Basic Skills Initiative (BSI), Student Equity (SE), and Student Success and Support Program (SSSP) Grants (all Completion by Design phases)

To achieve greater student success the College has used a combination of resources from the funding for the programs for Basic Skills Initiative (BSI), Student Equity (SEP), and Student Success and Support Program (SSSP). These three programs share a common goal to increase student success while closing achievement gaps among subgroups of students. There is a strong potential for overlap between and among the programs. In July 2016 the State Chancellor's Office acknowledged the overlap observations and recognized that many colleges were experiencing planning fatigue because they were required annually to write three separate action and expenditure plans. The requirement to submit plans for fiscal year 2016-17 was suspended while the staff at the Chancellor's Office investigated how to merge the three into one plan and encouraged the colleges to dialogue regarding the three initiatives.

SEP, BSI and SSSP committees began working together to create a combined report for the State with a short planning session in April 2017. That was followed up with a half-day retreat at the end of May 2017. SEP and BSI addressed the majority of work on academic intervention strategies. These programs will focus on tutoring services; faculty and staff support programs, and academic student interventions.

BSI will be offering tutoring and embedded tutoring in a variety of basic skills and ESL classes. This effort expands on the work BSI has already done to support acceleration in English, Math, and ESL courses. BSI funding is also supporting faculty and staff who work with BSI students to attend professional development. The BSI Committee members believe that the basic skill student has different learning and support needs that the College must meet.

Student Equity funding will support the tutoring and embedded tutoring in college-level courses, both academic and CTE. This effort will provide continued support for students throughout their college career. Student Equity funding is also supporting students through learning community programs such as Puente, Umoja, and MESA. Student Equity is prepared to provide funding to other areas on campus that can provide support to students including the transfer center and student life. These are areas that research has shown students need to feel supported and that support can help improve overall success.

The Chancellor's Office now expects an integrated plan (BSI, SEP, and SSSP) to be submitted by December 2017 and has promised to provide data analysis tools to assist the colleges. The kinds of data the colleges are to consider and the goal topics that are expected have not changed.²⁷

²⁷ Walker, Pamela, Vice Chancellor for Educational Services, Chancellor's Office California Community Colleges, *Basic Skills Initiative, Student Equity Program, and Student Success and Support Program Integrated Planning Documents and Related Guidance Memorandum*. AA 17-12?SS 17-04, February 15, 2017.

The primary findings and attributes of these three current College plans are summarized in the following narratives.

Basic Skills Initiative Grant Plan Highlights (Completion by Design phase: Entry- enrollment to completion of first college-level course)

In spring 2017, The Basic Skills Initiative Committee issued a self-assessment of the extent to which College had met its 2015-16 goals for improving the success of basic skills students, and what new or ongoing initiatives it intends to pursue for the coming years. The basic skills initiative efforts are to be integrated with student equity and student success and support program efforts to produce one united plan by December 2017. The report is summarized in the table below. Blue objectives have been met in the past year; red objectives have not yet been met.

Short Term Objectives	
Tutors at Sutter Center	The Sutter Center hired three BSI-funded tutors, who have improved success rates among those basic skills students who utilize the service. 81% of basic skills English tutees and 74% of basic skills math tutees pass their courses.
Math Boot Camps	The boot camp was offered April 21 – May 6, 2017
EOPS Summer Readiness Program Overview	During the 2016 session, the EOPS/CARE Program offered supplemental tutoring to Summer Readiness students. This summer program helps increase the persistence, retention and success of participating students. Basic skills courses were identified and selected to be part of this program.
ESL Focus Group	A special group, run by ESL faculty for ESL students, has been functioning for an entire year.
Teaching Community	A faculty group met 14 times over the past year (2016-17) to discuss various topics in pedagogy, curriculum, and educational improvement related to basic skills education.
Professional Development	Two full-time and three part-time faculty members attended the CATESOL Conference. Three math instructors attended the California Acceleration Project conference. Professional development workshops were promoted.
Embedded Tutoring	One ESL course employed embedded tutors in the classroom.
Purchase of Six Laptops for College Success Center	Basic skills students who do not have their own computers utilize six laptops.
Creation of Beginning Level English for ESE Course	One credit course has been approved by the state. The non-credit courses are not yet approved.
Faculty Mentoring Program	A program was piloted for new faculty members but the administration of the program has to be reevaluated to continue the funding. Administration will not take over the program until it is more streamlined.

Long Term Objectives	
Early Alert	In the past year, instructor 2-week attendance reports were issued for 702 students, and 386 5-week reports were submitted. The WLDC also followed up with the majority of the students referred to the center.
Collaborative Reporting Form for SSSLP, SE, and BSI	A suggested retreat for the College administration, faculty and other stakeholders to come together and discuss this tool has been discussed, and dates have been proposed.
BSI/SSSP/Equity 101 Workshop	No formal integrated program has yet been created; this workshop was given in order to start the formation of ideas in moving this integration along.
Professional Development	Some faculty members have incorporated Kognito into their curricula. Guided Pathways workshops and a Universal Design workshop were offered the past year (2016-17).
Convocation Work	Multiple workshops were offered. Planning has taken place for future workshops that will include basic-skills related topics.
Create Collaborative Plan between BSI, Student Equity, and SSSP	This has not been completed. A retreat to address this has been planned.

Student Equity Grant Plan Highlights²⁸ (Completion by Design phases: Progress- entry into a program of study to 75% of requirement completion, and Completion- complete a program of study to transfer or a credential with labor market value)

In December 2015, a committee of Yuba College administrators, faculty, staff and student representatives collaborated with the in-house research analyst to update the College's Student Equity Plan. The Plan has the goal of increasing educational access and success for all students at the college, as they pursue their degrees and subsequent transition into the workforce or transfer to a four-year university. The student equity initiative efforts are to be integrated with basic skills and student success and support program efforts to produce one united plan by December 2017. The Student Equity Plan findings are summarized below.

Areas of Inequity:

In accordance with the California Community College Chancellor's Office's Student Equity Guidelines, the Student Equity Plan outlines inequity at the college across five indicator areas: (1) Access, (2) Course Completion, (3) ESL and Basic Skills Completion, (4) Degree and Certificate Completion, and (5) Transfer. In every indicator area, multiple groups of students demonstrated significant levels of inequity. These findings are displayed in diagram below (an "X" indicates statistically significant inequity)

²⁸ Yuba College. *Student Equity Plan*. December 18, 2015

Inequity Outcomes at Yuba College across Five Indicator Areas

Group Showing Inequity	Access	Course Completion	ESL and Basic Skills Completion	Degree and Certificate Completion	Transfer
Low income					X
Foster Youth		X			
Male	X	X	X		
White Non-Hispanic	X				
Hispanic			X		X
African American		X	X	X	
Asian					
American Indian/ Alaskan Native		X	X	X	X
Multi-ethnic		X			
Veterans	X				
Disabled	X		X		X
< 20 years old		X			
20 – 24 years old		X	X	X	X
25 – 29 years old			X		X
30 – 34 years old			X	X	X
35 – 39 years old			X		X
40 + years old	X	X	X	X	X

Student Equity Interventions:

To relieve the designated areas of inequity at the College, the Student Equity Plan proposes several goals for initiatives and programs separated across each of the five indicator areas:

Access

The Student Equity Plan sets the goal to improve access to Yuba College for the populations that are disproportionately impacted with inequitable outcomes. By implementing the following activities it aims to produce a decrease of 20% in the disproportional impact these groups experience by 2020.

Initiatives Targeting Access Equity

Initiative	Description
Campus Child Care	Increase the operating hours to help students attend early morning classes.
Veterans Summit	A conference centered on the needs of veterans and their families to help increase awareness and knowledge.
Director of Outreach	Hiring this new position establishes a greater connection between the College and the community.
High School Faculty Focus Groups	Aid alignment between local high school curricula and the material needed for the Yuba College entrance exam.
Marquees	Promotional electronic signage along Highway 99 and in the community to help promote classes, events and activities at the college.

Course Completion

The plan sets the goal to increase course completion rates for the adversely affected populations. Different groups have more inequitable completion rates depending on the category of courses. By 2020 the plan aims to reduce the disproportional impact across the board by 20%. In order to achieve these reductions, the College is initiating the following activities:

Initiatives Targeting Course Completion

Initiative	Description
Welding Olympics	An event that motivates current younger vocational students to use their skills to host high school welding competition.
Writing Language Development Center Supplemental Instruction Training	Will allow center staff to train better student tutors in supplemental English instruction.
Instruction Assistant, Sutter County Center	A new position that will expand the tutoring scope at this Center.
Academic Excellence Workshops	Will teach students diverse reading and writing skills necessary for most classes at the College.

ESL and Basic Skills Completion

The plan sets the goal to increase ESL and Basic Skills attainment by 20% for the disproportionately affected groups. The specific population groups differ depending on whether courses being taken are ESL, Basic English, or Basic Math. To achieve this goal by 2020, the Plan sets forth the following activities:

Initiatives Targeting ESL and Basic Skills Completion

Initiative	Description
ESL Faculty Focus Groups	Encourage collaboration between ESL faculty to share/develop curriculum, pedagogy, and mentorship
Writing Language Development Center Bilingual Tutor Stipends	Will establish tutors who can better understand and meet the educational needs of ESL students
Textbooks on Reserve	Help provide class resources to ESL and basic skills students who are often low income
Embedded ESL Tutoring	Will assist ESL students in learning computer skills in English
Embedded Peer Mentors for Accelerated English	Provides support from peers who have successfully completed the basic skills course

Degree and Certificate Completion

The plan sets forth the goal of increasing completion rates for the inequitably affected populations by 20%. To achieve this by 2020, it only establishes one initiative:

- Degree Audits – Allows administration to identify and target students who are close to completing a degree or certificate in order help them along with the final stages of the process.

Transfer

The Plan establishes the goal of improving transfer to four-year universities for the adversely affected populations. To increase transfer rates for these groups by 20% by 2020, the Plan initiates the following activities:

Initiatives Targeting Transfer

Initiative	Description
EOPS Trips	Allow students to explore four-year universities
Puente	A support program creates two cohorts of English students to reinforce each others' paths towards their career goals
Umoja	Support program for African-American students as they pursue their transfer goals
MESA	Support Program that works with underrepresented students in STEM to increase transfer rates

The Plan also describes many other College-wide initiatives that affect equity across one or more of the above success indicators and population groups:

Other Initiatives

	Description
Assessment Center Staffing	Hire more staff to increase hours and outreach of the center
Scholarship Week	Focuses on resume and personal statement development to aid in the scholarship/transfer application process
Laptops for Library	Expands the number of computers available to be checked out at the library
Dean of Student Services	A new position that will work with Student Equity and SSSP to meet the needs of College students
Director of Academic Excellence	New position focusing on professional development and equity
Research Analyst	A new position helping the College make data-driven decisions.
EOPS Counselor	Two counselors solely for EOPS students
DSPS LC Adjunct	Will allow for the implementation of Universal Design
Campus Life Technician	Position concentrating on engaging students through extracurricular activities
Professional Development	Allow faculty and staff to attend professional events to enhance their abilities
Sociology 8, Social Justice Research	A class project focusing on student equity/social justice on the College campus

Credit Student Success and Support Program Plan Highlights (Completion by Design phases: Connection- interest to application; Entry- enrollment to completion of first college-level course; and Progress- entry into a program of study to 75% of the requirements being completed)

In fall 2015, the College submitted its Student Success and Support Program (SSSP) Plan, which outlines the steps it has taken since the previous academic year in increasing student success and achievement, and the goals it has established for the upcoming years. The SSSP Plan was constructed by the SSSP committee, which collaborated with various student services groups and community stakeholders, all of whom engaged in dialogue, research, and planning with the goal of ensuring student success. The plan is aligned with Yuba Community College District Student Success Initiatives, as well as with the Student Equity Plan and Basic Skills Initiatives. There is four core services the SSSP Plan focuses on: (1) *Orientation*, (2) *Assessment for Course Placement*, (3) *Counseling, Advising, Education Planning Services*, and (4) *Follow-up for At-Risk Students*.

Orientation

The college utilizes both online and in-person methods to deliver orientation services to new students, during which they receive instruction and counseling on topics that include academic expectations, registration, available programs and prerequisites, the academic calendar, registration and fees, and available student services.

Since the 2014 – 2015 SSSP Plan, significant developments include:

- 74% of the target population received orientation services (approximately 1,800 students).
- Beginning in Fall 2015, first-time students may no longer automatically register into courses without completing mandatory orientation and counseling requirements.
- Hiring of 3 new SSSP counselors that has allowed for offering a greater scope of workshops and orientation activities.
- Development of a custom, in-house online orientation whose interface and usability has been recently made more accessible.

Goals for future years include:

- Continue to expand the Peer Center services and its role in orientation activities. Also, increase Peer Center bilingual services to allow first-time non-English speakers to succeed in orientation and beyond.
- Upgrade the online orientation module to collect data more effectively.

Assessment for Placement

The College assesses newly entering students' English and math skills for course placement through a computer-based test from The College Board's Accuplacer system. Multiple measures such as length out of school, languages spoken, past courses taken, and various character traits are also utilized in assessment.

Since the 2014 – 2015 SSSP Plan, significant developments include:

- 2,199 of the 2,977 students (73.87%) that were provided assessment services were first-year students, a 12% increase from the previous year

- Purchase of Longsdale Online practice exam and implementation of new assessment software
- Cut-Score Validation implemented into the placement system for English, ESL, and Mathematics
- Reduced English placement levels from 5 to 3, and added Reading requirements to all English courses, while deleting Reading as a separate course
- Added Accelerated English course combining English 105 and English 51

Goals for future years include:

- Marketing campaign to increase awareness and usage of pre-assessment tools
- Additional Cut-Score Validation for all basic skills disciplines
- Further changes to the Mathematics course numbering scheme

Counseling, Advising, and Other Education Planning Services

The counseling department at the College offers courses, workshops, programs, one-on-one meetings, and online resources to support and guide students through their academic experience.

Since the 2014 -2015 SSSP Plan, significant developments include:

- 1,873 new students (77% of target population) provided counseling services in 2014-15
- Hiring of three new SSSP counselors, resulting in expanded and improved counseling services
- Decrease from two or three-week to two-day waiting period for a counseling appointment
- Increased walk-in services, small group workshops, transfer activities and educational planning services

Goals for future years include:

- Aggressively increasing online counseling and educational planning services, including an updated counseling website with new tools like an “Ask a Counselor” module, and online educational planning forms
- Mandatory first-time counseling meeting for new students before enrollment in classes at the College to focus on developing a comprehensive education plan
- Development of new position, Counseling Technical/Program Specialist, whose role is to ease the transition of the College from a traditional education plan to an electronic education plan
- Expansion of Peer Advisor program to train students to help their at-risk peers navigate the educational landscape of the College

Follow-Up for At-Risk Students

Students identified as at risk—either as first-time basic skills students or as students without a course of study/education goal—attend special counseling sessions, peer advisement sessions and may be required to enroll in planning and development courses based on the level of risk.

Since the 2014 – 2015 SSSP Plan, significant developments include:

- 1,256 students received follow-up services.

- Hiring of a new position, “Technical/Program Specialist,” whose responsibility it is to focus on follow-up services and monitor high-risk students.
- Creation of new MIS reports for improved data collection: FTSC without course of study/education goal, FTSC enrolled in basic skills courses, FTSC on academic or ‘ probation after first semester, FTSC on probation after second semester.

Goals for future years include:

- Improve at-risk student data collection and storage abilities.
- Encourage faculty to participate in professional development activities to better understand the academic challenges of at-risk students and encourage greater faculty support.

Noncredit Student Success and Support Program Plan Highlights (Completion by Design phases: Connection- interest to application; Entry- enrollment to completion of courses; and Progress- entry into a program of study that has meaning for the student’s goal, commonly self-improvement or vocational advancement)

The Yuba College 2015-16 Non-credit SSSP Plan was a collaborative effort between various campus and district stakeholders to align the initiatives and goals for non-credit student success with the Credit SSSP Plan, as well as the Student Equity Plan and Basic Skills Initiative. As with the Credit SSSP plan, the Non-Credit SSSP Plan focuses on the core services of (1) *Orientation*, (2) *Assessment for Course Placement*, (3) *Counseling, Advising, Education Planning Services*, and (4) *Follow-up for At-Risk Students*.

Orientation

For new non-credit ESL students at the College, the ESL Counselor and additional interpreters facilitate a classroom orientation event that offers both group and one-on-one activities. Students receive an ESL Orientation booklet (in the dominant non-English language) to use and take home from the orientation. The event covers various topics important for non-credit students, including: overview of College programs and policies, tips, registration requirements, the academic calendar, practice exams, ESL-specific information, career and educational planning, and information on paying for school.

There were 448 non-credit ESL students at the College in 2014-2015. Most ESL students at the college are Female (77%), 25 – 49 years old (71%), and Hispanic (55.12%) or Asian (24%). Students may opt to take non-credit ESL courses for various reasons, typically for self-enhancement and vocational purposes.

The College is currently exploring an online student orientation for non-credit students, but no such option exists at this time.

Assessment for Placement

All non-credit ESL students take placement exams to determine their course level. Students are given pre-assessment practice resources and sample questions. The students meet with ESL assistants prior to the test, and are also given three screening questions to see if they can understand the test. If they cannot, students will take the Language Other than English Proficiency (LOEP) Test instead. 229 students took the LOEP test in 2014-15. Otherwise,

students will be evaluated by the same Accuplacer testing system and multiple measures as for-credit students for placement.

Anyone in the community, including students taking for-credit courses, may opt to take non-credit courses, typically for self-improvement reasons. There are non-credit courses in Administration of Justice, Fine Arts, ESL, Basic Skills, Music, and Theater Arts, but only ESL non-credit students are required to take assessment.

Counseling, Advising, and Other Education Planning Services

The prominent audience among non-credit students for counseling services is the non-credit ESL students, of which there were 448 in 2014-2015.

There are numerous counseling and advising services available to non-credit students throughout their entire time at the College, including ESL-specific counselors for non-credit ESL students. After their orientation, new non-credit students are given a counseling appointment to begin the relationship between the student and the counseling department.

The Non-Credit Student Education Plan was developed, and a partnership between AB 540 (Adult Education) was established to increase non-credit counseling. A non-credit specific ESL counselor was hired (Spring 2016) to increase the College's non-credit community partnerships and outreach.

Follow-Up for At-Risk Students

The ESL Counselors work to monitor non-credit ESL students and communicate information with the ESL faculty. An early alert system exists for students who do not show to the first day of class. The counseling department then contacted those absent students.

The non-credit student and counselor will work to develop the student's education plan and introduce the student to College services, during which time progress reports are sent to ESL faculty.

Highlights of Grant Funds Earmarked for Career and Technical Education (Completion by Design phases: Connection- interest to application; Entry- enrollment to completion of first college-level course; Progress- entry into a program of study to 75% of the requirements being completed; and Completion- transfer or credential completion of a program with labor market value)

The Vocational Education Training Authority (VETA) or Carl D. Perkins federal grant program is to improve career and technical education (CTE) programs serving special populations and seeking to meet gender equity needs. The funds are awarded to the Chancellor's Office then passed through to the colleges based on student population numbers in the CTE programs. Over the last three academic years (2014-15 to 2016-17), the College has devoted these funds to supporting several programs that lead to high-paying jobs: (1) Agriculture/Mechanics, (2) Radiologic Technology; (3) Child Development; (4) Engineering Technology; (5) Veterinary Technician (Licensed); and, (6) Automotive Technology. Support has been used for equipment purchases, professional development, and curriculum revision. In addition, reassigned time for curriculum coordination has been provided and a CTE student success specialist was hired. In past years (2005-06 to 2013-14) support has been provided to these programs: (1) Fire

Technology; (2) Industrial/Manufacturing Technology; (3) Welding Technology; (4) Nursing; (5) Office Technology; (6) Child Development; (7) Automotive Collision and Repair; (8) Automotive Technology; and, (9) Administration of Justice. These funds have not replaced regular College funding for CTE programs.

In the 2013-14 budget the State provided one-time funds for community colleges to enhance their career and technical education programs through curriculum development, equipment purchases, or professional development for faculty and staff. The College received \$165,171 and was able to assist the advanced manufacturing and auto advanced transportation programs with these funds. The effort was largely to coordinate alignment of curriculum across the region, develop new curriculum, revise programs, retool/equip some programs, and provide professional development for faculty members.²⁹

In 2015 the California Career Pathways Trust (CCPT) awarded a \$7.7 million grant to the Sutter County Office of Education and Yuba Community College District, plus a coalition of partnerships with school districts in Yolo, Colusa, Yuba, and Sutter counties, 65 business partners, and 50 other sponsoring agencies. The coalition formed the Northern California Science, Technology, Research, Engineering, Arts, and Math (STREAM) Pathways Consortium to operate STEM-focused career and technical education programs. Starting in 2015 the full grant served approximately 7,000 secondary, post-secondary, middle school and special population students. The bulk of the funding is helping schools purchase materials, supplies, equipment, hire staff and to fund professional development. Upon completion of the program, students receive a regionally recognized Career Ready Certificate.

The funding that NCSPC (Northern California STREAM Pathways Consortium) received allows the District to further strengthen partnerships with industry and K-12 public schools and help students with the necessary skills and career technical training to acquire good-paying jobs. Yuba College is specifically using the resources for allied health, advanced manufacturing, and advanced transportation programs.

The NCSPC pathways include agricultural mechanics, animal science, ornamental horticulture, plant and soil science, patient care, food services and hospitality, software and systems development, machining and forming technologies, welding and materials joining, legal practices, public safety, system diagnostics and service, structural repair and refinishing, and advanced transportation operations. The resources have been used to create high school pathway curriculums and to articulate those programs with college programs of study. The array of cooperative career pathway curriculums between Yuba College and various high schools and disciplines in which there are course-to-course articulations is documented in Appendix F: CTE Pathways and Appendix G: Programs Articulated with ROP and Secondary Institutions of this Plan.

In the 2016-17 State budget \$200 million was earmarked to promote a strong workforce for the State. The large North Far North (NFN) Macro Regional Consortium decided on four projects in common: (1) marketing and outreach; (2) employability/soft skills; (3) get focused stay focused; and (4) CTE professional development. The 15 colleges in the 22 counties that constitute this

²⁹ Chancellor's Office, Workforce and Economic Development Division. *CTE Enhancement Local Share Projected Annual Allocation*. October 6, 2014

planning region reached consensus on three priority and three emergent sector industries as the focus of efforts over the next three years:

Table 3.21: North Far North Macro Regional Industry Priorities 2016-17 to 2019-20

Priority Sectors	Emergent Sectors
Agriculture, Water & Environmental Technologies	Advanced Manufacturing
Healthcare	Global Trade & Logistics
Small Business	Information Communications Technology/Digital Media

Source: North Far North Regional Consortium. *Strong Workforce Regional Plan 2016-2020*

The North Central Counties Consortium (NCCC) is a joint powers agency that administers the federally funded Workforce Innovation and Opportunity Act (WIOA) programs in the counties of Colusa, Glenn, Sutter, and Yuba. The Consortium’s Governing Board and the Workforce Development Board (WDB) are responsible for the planning, policy development, oversight, and evaluation of the regional workforce development system. The Consortium’s priorities include the following occupational areas:

Table 3.22: North Central Counties Consortium Priorities

Healthcare Practitioner	Personal Care and Services
Healthcare Support	Sales and Related
Life, Physical, and Social Science	Business and Financial Operations
Food Preparation and Serving Related	Office and Administrative Support
Farming, Fishing and Forestry	Computer and Mathematical
Arts, Design, Entertainment, Sports, & Media	Production Operations

Source: North Central Counties Consortium. *Workforce Innovation Opportunity Act (WIOA) Local Strategic Workforce Development Plan 2017-2020*.

Both the North Far North and North Central Counties Consortium priorities have influenced the choice of programs that the College has selected to support with the additional external funding.

From the Strong Workforce Program revenues in 2016-17, the greater Sacramento and Far North region received \$6,971 million to distribute for *regional projects*. The College is participating in several North Far North *macro regional projects* that are listed in Appendix H: North Far North Regional Projects of this Plan. Of those *macro regional funds*, the Yuba Community College District (YCCD) was given \$485,000. The Yuba Community College District (YCCD) was also *directly allocated* \$881,802. From these District resources, Yuba College was allocated the following:

- \$450,321 in local funds
- \$288,860 in regional collaborative funds
- \$149,415 in regional competitive/collaborative funds for advanced manufacturing

Funding for the Strong Workforce Program is based upon unemployment rates, a proportion of the FTES that is generated by CTE curriculum, projected job openings, and, starting in 2017-18, successful student outcomes. The College supported projects that were aligned with the District priorities, North Far North and North Central regional priorities, and the potential to support enrollment growth, completion/transfer, and wages. Three-year plans have been developed for the use of these revenues in support of several instructional programs. The funds have been used to support the following CTE programs:

1. Agriculture mechanics/advanced manufacturing/welding (equipment)
2. Public safety-
 - a. Police academy (faculty, supplies, equipment associated with growth)
 - b. Fire academy (hired one new faculty member)
3. Allied health-
 - a. Psychiatric technician (hired one more faculty member to double program size)
 - b. Radiologic technology (continued support to double program size)
4. Early Childhood Education (hired a long-term teacher)

The College has benefited from the state Healthcare Worker Initiative (HWI) with approximately \$250,000 in annual support that has helped the radiologic technician program. A second healthcare program, Nursing Growth grants, is supported through the Chancellor's Office. Those funds have allowed the College to increase the number of nursing students enrolled from 40 to 60 students. The College was also able to hire one additional teaching faculty member and one instructor to supervise the simulation laboratory.

Adult Education Block Grant Highlights (Completion by Design phase: Connection- interest to application and Entry- enrollment to completion of first college-level course)

State funding for adult education consortia has promoted regional cooperation between adult schools, community colleges, and community-based organizations. The North Center Adult Education Consortium (NCAEC) includes the Yuba Community College District, several K-12 districts- Konocti and Woodland Joint Unified, Offices of Education for Yuba, Yolo, Sutter, Lake, and Colusa Counties. These core members have created partnerships with 29 additional public sector and not-for-profit private sector organizations in the region that are contributing services to advance the goals of the consortium.

Collectively, the core membership has identified four key areas of focus.³⁰

1. Provide access to programs and services by building and expanding offerings
2. Develop alignment, articulation and acceleration to ensure integrated seamless transitions
3. Provide counseling and student support services as they relate to student success
4. Improve coordination of data and accountability systems

³⁰ North Central Adult Education Consortium (NCAEC). *Annual Plan 2016-17*. August 15, 2016

For 2016-17 the Consortium received \$2.9 million to support their work. Of that total the Yuba Community College District was allocated \$644,457 for its activities.³¹ Resources from the following sources augmented consortium funding from the AB104 block grant:

- Federal Workforce Innovation and Opportunities Act (WIOA) Title II (adult literacy) provided by regional Workforce Investment Boards;
- Adult Federal Carl D. Perkins CTE Act provided through the State to K-12 adult schools and community colleges;
- CalWORKs public assistance program;
- California Adults in Corrections program (K-12 only); and,
- Community college apportionment earmarked for basic skills.

At a regional level those resources have been used to provide services in the four adult education program areas for individuals as illustrated in the following table:

Table 3.23: Populations Served in the North Central Adult Education Consortium Region

Program Area	Population In Need	Population Served				Note
		2012-13	2013-14	2014-15	2015-16	
Elementary and Secondary Basic Skills	79,558	4,881	4,279	4,659	5,210	7th grade education or lower
English as a Second Language	23,758	1,716	1,570	1,563	1,842	limited English speaking ability
Adults with Disabilities	20,310				17	non-institutionalized adults age 18-64
Career and Technical Education	14,696	151	141	319	664	total unemployed
Total	138,322	6,748	5,990	6,541	7,733	

Source: North Central Adult Education Consortium. *Fact Sheet*. June 30, 2017

Professional staff members were hired in 2015-16 to create a strong central infrastructure to support the ongoing work of the consortium.

In the near future consortium efforts will continue the following activities:

- curriculum revision and program development;
- expansion of course offerings to the targeted, underserved populations;
- pilot instructional programs and services for feasibility and scalability;
- map regional assets and career pathways; and,
- professional development to support collaborative participation and regional priorities.

Collaboration with the STREAM Pathways Consortium has begun and will be further leveraged to develop a regional system for data collection and tracking in order to meet reporting requirements. Partnerships will be used to expand work-based learning services as well as to develop and align courses to current and proposed career pathways, industry-based certificates, and apprenticeship programs. These new activities will be undertaken:

- provide training and services to adult learners so that they can assist children in school (new program area),
- provide child care and transportation to increase participation in programs and services, and

³¹ NCAEC. *Fiscal Administration Declaration 2016-17*

- create assessment crosswalks to lay groundwork for transitioning to a future common assessment system.

The consortium has licensed Odysseyware with multiple licenses to facilitate the development of personalized instruction in core K-12 subjects and career-technical fields. Action plans to use the software have been crafted in partnership with the region's five Library Literacy programs. It is anticipated that marketing and outreach efforts will be better coordinated and expanded with this software and consortium staff.

Additional details of activities and progress on these five objectives can be found in the Annual Plans.³² Objectives 1 and 2 were not pertinent.

Objective 3: Integration and Seamless Transition

Objective 4: Gaps in Services

- Yuba College has created some non-credit courses in the English as a Second Language courses and a pathway for students to earn a certificate of completion. The College intends to create some more of these non-credit courses in career and technical education discipline areas.³³

Objective 5: Acceleration

- Yuba College piloted new curriculum, ESL for Computers and ESL for Math and collected data to analyze the efficacy of those offerings. Professional development was provided to ESL and English faculty to participate in the California Acceleration Project.

Objective 6: Shared Professional Development

Objective 7: Leveraging Resources

Ongoing Resources to Support New Interventions

Over the last two years discussions on campus, have turned to the importance of addressing the needs of the whole student. Examples of the initiatives that have been undertaken from these discussions include:

1. Expansion of the veterans program at Yuba College
2. Establishment of a food pantry after the Oroville Dam crisis (Dusty's Pantry)
3. Curriculum acceleration work
4. Hiring of an ESL counselor
5. Kognito training
6. Continued training and expansion of early alert
7. Support for students during finals week (Finals Frenzy...stress management, food, study supports, etc.)
8. Expansion of tutoring services
9. Development and offering of math boot camp
10. Development of degree and certificate maps for most CTE programs
11. Increased outreach to feeder institutions and targeted marketing resulting in increased concurrent enrollments
12. Embedded tutoring and dedicated tutoring for gateway courses with high failure rates

³² NCAEC. *Annual Plan 2016-17*. August 8, 2016

³³ Tweed, Carla, Dean of Arts and Education, Yuba College. *Personal Correspondence*. September 6, 2017

13. Establishment of liaison counselors to improve connections relationships with instructional programs and feeder institutions
14. Ongoing leadership and change management training for the new administrative team (IEPI funded)
15. Established an annual High School Counselors Conference to provide greater collaboration amongst the College and local high school counselors.
16. Established greater connection between Yuba College and the local community through collaboration and participation in community events (Community Day, Local Resources Event for Sutter County, etc.).
17. Hired a Transfer Counselor
18. Created and implemented an adjunct counselor training program to ensure quality and accuracy of counseling services provided
19. Created and implemented peer mentoring program that pairs new adjunct counselors with seasoned counselors to ensure the accuracy of the educational plans developed.
20. Implemented two learning community programs (Umoja and Puente) to target specific at risk populations.
21. Increased targeted outreach of at risk populations. (Probation students, students that have completed 15 or more units but do not have a Student Education Plan, etc.)
22. Provided customer service orientated professional development to classified staff
23. Collaboration of the Assessment staff, English and math instructional faculty, Admissions & Records staff, and the Counseling Department. This led to an established process for the acceptance of Early Assessment Program.

4. Opportunities for the Future

A. Future Labor Markets

The California Employment Development Department (EDD) has produced a series of regional economic analysis profiles to describe *by industry cluster* projected employment opportunities. Appendix J: Industry Cluster Employment Projections documents the anticipated growth in these economic sub-markets around the College and District service area:

- Sacramento A (Alpine, El Dorado, Nevada, Placer, Sacramento, and Yolo Counties)
- Sacramento B (Sutter and Yuba Counties)
- Capital (Alpine, Colusa, El Dorado, Glenn, Placer, Sacramento, Sutter, Yolo, and Yuba Counties)

General Future Occupational Opportunities

The College has been tasked to serve Yuba and Sutter Counties within the District's service area. Those counties are grouped together in the labor market data provided by the EDD and described as the Yuba City Metropolitan Statistical Area (MSA). Residence-to-work commuting patterns, described earlier in this Plan, confirm the College leadership's perception that many residents of these counties are employed at agencies and businesses located in Sacramento County. The EDD combines El Dorado, Placer, Sacramento and Yolo county data in its labor market information described as the Sacramento Metropolitan Statistical Area (MSA). To analyze future *occupational* opportunities those two metropolitan statistical areas were combined.

Within the ***combined metropolitan statistical areas*** roughly 39,000 annual job openings are projected between 2014-2024 due to retirements and new jobs created through growth in the economy. As is commonly the case, most of the openings require a high school diploma or less education for entry, but 8% of the projected openings require some college or an associate degree while 26% of the anticipated occupational openings require a Bachelor's degree or higher for entry. Many of these occupations are detailed in the tables found at Appendix I: JOBS-Occupational Projections 2014-2014.

In the Sacramento MSA the 50 occupations with the *most* job openings are forecasted to generate nearly 21,200 jobs, roughly 54% of **all** job openings in that area. The top non-farm occupations with the most openings are: (1) personal care aides; (2) combined food preparation and serving workers; and, (3) retail sales persons. No formal education credential is required for these occupations. The median wage for these jobs ranges from \$10 to \$11 per hour, but the workers are not earning a living wage doing these jobs. Education is the key for better wages.

In the Yuba City MSA the 50 occupations with the *most* job openings are forecasted to generate nearly 1,200 jobs, roughly 60% of **all** job openings in that area. The top occupations with the most openings are: (1) farmworkers and laborers in crop, nursery, and greenhouse settings; (2) cashiers; and, (3) personal care aides. Again, no formal education credential is required for these occupations. The wage for these jobs ranges from \$10.81 to \$32.07 per hour, but the monetary compensation is not sufficient for a living wage.

In the Sacramento MSA The 50 *fastest-growing* occupations anticipate a growth rate of 2.9% or higher. Occupations range from dining room and cafeteria attendants and bartender helpers, which require no formal educational credential and earn a median annual income of \$18,800 to nurse practitioners, which require a master’s degree and earn a median annual wage of \$128,000.

In the Yuba City MSA the 34 *fastest-growing* occupations anticipate a growth rate of 16.7% or higher during the 2012-22 period. Occupations range from farmworkers and laborers in crop, nursery, and greenhouse settings, which require no formal educational credential and earn a median annual income of \$19,800 to medical and health services managers, which require a bachelor’s degree and earn a median annual wage of \$110,000.

The portion of projected annual average job opening employment opportunities for graduates of the community college in these two metropolitan areas area are similar to those in other urban/suburban areas of the state. The Bachelor’s degree entry-level occupations projected for these two areas is 22% of the annual average job openings in those counties. In 2015 the actual Bachelor’s degree attainment among adults 25 years or older was a regional average of 18% with a range from 10% in Yuba County up to 25% in Placer County.

Table 4.1: Combined Sacramento and Yuba City MSAs, Projected Annual Job Openings

Entry Level Education	Average Annual Total Job Openings 2014-2024				Median Annual Wage 2016			
	Yuba MSA*	Sacramento MSA**	Total	% of Total	% of Total	Yuba	Sacramento	Combined
Less than high school	690	13,703	14,393	36.5%		\$25,423	\$29,190	\$27,898
High school diploma or equivalent	467	11,073	11,540	29.3%		\$40,953	\$45,092	\$43,798
				<i>Subtotal</i>	66%			
Some college, no degree	27	472	499	1.3%		\$34,917	\$41,633	\$38,275
Postsecondary certificate	122	1,889	2,011	5.1%		\$42,171	\$49,647	\$47,155
Associate's degree	32	616	648	1.6%		\$52,037	\$62,798	\$60,698
				<i>Subtotal</i>	8%			
Bachelor's degree	265	8,568	8,833	22.4%		\$70,870	\$76,141	\$74,635
Master's degree	20	614	634	1.6%		\$87,514	\$77,179	\$79,846
Doctoral or professional degree	13	840	853	2.2%		\$122,573	\$100,868	\$104,295
				<i>Subtotal</i>	26%			
Totals	1,636	37,775	39,411					
*Sutter and Yuba Counties								
**El Dorado, Placer, Sacramento, and Yolo Counties								

Source: California Employment Development Department, Labor Market Information. Retrieved June 13, 2017 from <http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Long>; analysis by Cambridge West Partnership, LLC

Table 4.2: Urban Areas Occupational Projections 2014-2024

EDD Average Annual Occupational Openings Projections 2014-2024 by Urban Center										
Entry Level Education	San Diego		Los Angeles		Santa Clara		San Francisco		Sacramento	
	Diego	Orange	Angeles	Clara	Francisco	mento	Total	% of Total	% of Total	
Less than high school	18,786	21,164	62,791	10,191	11,917	13,703	138,552	36%		
High school diploma or equivalent	16,550	17,882	45,405	8,543	8,432	11,073	107,885	28%		
									<i>Subtotal</i> 64%	
<i>Some college, no degree</i>	729	867	2,246	623	538	472	5,584	1%		
<i>Postsecondary non-degree award</i>	2,527	2,450	8,474	1,352	1,095	1,889	17,787	5%		
<i>Associate's degree</i>	1,393	1,395	3,027	1,250	808	616	8,653	2%		
									<i>Subtotal</i> 8%	
Bachelor's degree	13,366	13,619	33,126	13,920	11,495	8,568	94,094	24%		
Master's degree	940	738	2,769	507	575	614	6,143	2%		
Doctoral or professional degree	1,398	1,146	3,916	784	1,084	840	9,168	2%		
Total	55,689	59,261	161,754	37,170	35,944	37,775	387,866		<i>Subtotal</i> 28%	

Source: California Employment Development Department, Labor Market Information. Retrieved June 13, 2017 from <http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Long>; analysis by Cambridge West Partnership, LLC

In an effort to identify new program areas that would meet labor market needs in the two metropolitan statistical areas of Yuba City and Sacramento, an analysis was completed of the occupations expected to provide 50 or more job openings annually through 2024. The list was sub-divided using the Bureau of Labor Statistics’ training-level definitions with a focus on those occupations requiring some college up to a Bachelor’s degree. The most promising occupations are those with the highest number of projected annual average total jobs. The tables were sorted in descending order on that data column and are located in the Appendix I: Jobs-Occupational Projections 2014-2024 of this Plan.

Using the Standard Occupational Classification (SOC) codes and Taxonomy of Programs (TOP) codes the occupations that meet the criteria were mapped to Associate Degree and Certificate of Achievement programs offered by the College, other community colleges, and private postsecondary institutions in the two metropolitan statistical areas so that the average number of awards in the last three years could be included. The tables were further annotated to indicate established Yuba College’s programs of study that align to the TOP code associated with each occupation.

Because some of the occupations mapped to more than one of the TOP codes, there can be multiple programs using different TOP codes offered for each occupation. For that reason, some of the occupations have more than one row in the tables. Details regarding the requisite knowledge, skills, and abilities for each occupation can be found at the U.S. Bureau of Labor Statistics website <https://www.onetonline.org>.

Middle-Skills Occupational Opportunities

Middle-skills occupations are defined as those that require more than a high school diploma but less than a Bachelor’s Degree as preparation for entry-level positions. They represent the largest

share of jobs in California and the largest share of future job openings.³⁴ The EDD, Economic Modeling Specialists International (EMSI), and the Centers of Excellence labor market database projects almost 39,000 new middle-skills occupations job openings as the average annual count from 2015 to 2018 in the **Greater Sacramento Region** as defined by the Doing What Matters initiative.³⁵ The Doing What Matters Greater Sacramento Region includes Sacramento, Sutter, Yolo, Yuba, El Dorado, Nevada, and Placer Counties. For purposes of this analysis the occupations included in the middle-skills group were selected using these criteria:

- All occupations listed as requiring some college or an associate degree
- All occupations needing an apprenticeship
- All occupations with a Bachelor's degree where about 33% or more of the workers employed having some college to an associate degree as reported in the annual Current Population Survey (CPS) conducted on behalf of the Bureau of Labor Statistics
- All occupations with high school or equivalent or no formal education but with long-term on-the-job training expected
- All supervisory occupations (skills-builder qualified)
- Exceptions were made for Bachelor's degree entry occupations where there is a pre-existing community college-level program
- Exceptions were made for occupations with high school or equivalent or no formal education with short or moderate on-the-job training where multiple community colleges had pre-existing programs.

In an effort to identify new program areas that would meet labor market needs in the Greater Sacramento Region, an analysis was completed of *all* middle-skills occupations. None were screened out based on the expected number of job openings annually through 2018. The list was sub-divided using the Bureau of Labor Statistics' training-level definitions. The tables were sorted in descending order on that data column and are located in the Appendix K: Middle-Skills Jobs Occupational Projections 2015-2018 of this Plan.

Using the Standard Occupational Classification (SOC) codes and Taxonomy of Programs (TOP) codes the occupations that meet the criteria were mapped to Associate Degree and Certificate of Achievement programs offered by the College, other community colleges, and private postsecondary institutions in the Greater Sacramento Region so that the average number of awards in the last three years could be included. The tables were further annotated to indicate programs of study at Yuba College that align to the TOP code associated with each occupation.

Because some of the occupations mapped to more than one of the TOP codes, there can be multiple programs using different TOP codes offered for each occupation. For that reason, some of the occupations have more than one row in the tables. Details regarding the requisite knowledge, skills, and abilities for each occupation can be found at the U.S. Bureau of Labor Statistics website <https://www.onetonline.org>.

³⁴ Mauldin, Bronwyn. *California's Forgotten Middle-Skill Jobs: Meeting the Demands of a 21st –Century Economy*. October 2009

³⁵ Centers of Excellence. *Labor Market Information, Occupational Projections for Doing What Matters- Greater Sacramento Region*. Retrieved August 2, 2017 from <http://www.coeccc.net/Supply-and-Demand.aspx>

In 2016 the Center of Excellence for Northern California summarized highlights of occupational growth 2015-2020 for middle-skills occupations in the Greater Sacramento Region in the following ways:³⁶

- Occupational groups with the *most workers*-
 - Office and administrative support
 - Sales and related
 - Healthcare practitioners and technical
- Occupational groups with the *most job openings* 2015-2020-
 - Office and administrative support
 - Healthcare practitioners and technical
 - Healthcare support
- Occupations with the *highest paying jobs*-
 - Healthcare practitioners and technical
 - Protective service
 - Computer and mathematical

A summary of their five-year projections (2015-2020) by major occupational group is located in Appendix L: Greater Sacramento Labor Market Middle-Skills Occupational Families Projections 2015-2020 in this Plan.

Matching Programs to Occupational Opportunities

An inventory of the 108 instructional programs offered by Yuba College and a count of awards granted to students is found in Appendix E: Award History 2011-12 to 2015-16 of this Plan. Between 2011-12 and 2015-16 the most popular fields of study at the College for a degree were Social and Behavioral Science (564 awards) and Natural Science (490 awards). The most popular certificate of achievement was Cosmetology (128 awards). In some fields of study the College offered multiple degrees, but they were only counted once in the following analysis. The following table, organized by level of education expected for entry-level positions in the Sacramento and Yuba City MSAs, provides summary counts of the occupations and College programs that were available. Short, fee-based allied health programs were not considered.

Table 4.3: Occupations By Level of Education and Yuba College Program Coverage

Sacramento and Yuba City Metropolitan Statistical Areas, 2014-2024			
Education Level for Entry Positions	Occupations with 50+		% Coverage (Program vs. Occupations)
	Average Annual Openings*	Number of Yuba College Programs	
Bachelor's	27	16	59%
Associate	4	1	25%
Certificate	13	5	38%
Some College	3	1	33%
Total	47	23	49%

*and a community college program TOP code is established somewhere in the state

Source: California Employment Development Department, *Labor Market Information* and California Community College Chancellor Office, *Academic Affairs Program Inventory*; analysis by Cambridge West Partnership, LLC

³⁶ Center of Excellence, Northern California Region. *Regional Labor Market Assessment: Greater Sacramento Region*. August 2016

Associate Degrees for Transfer and California State University's (CSU) Most Popular Majors

The 2010 SB 1440 legislation was intended to ease the path to a Bachelor's degree for community college students. On the whole it appears to be working as 48% of a group of 1,100 students who transferred to a CSU campus from all community colleges in fall 2013, with an Associate Degree for Transfer (AD-T), graduated within two years compared to 31% of all undergraduate transfers.³⁷ However, systematic evaluations of the implementation have pointed to some community colleges that are lagging behind in creating the AD-T programs and some CSUs that are lagging in acceptance. These "lagging" institutions result in many community college students being confused about the program and its benefits.³⁸ Although the AD-T award guarantees admission to the CSU system, it does not guarantee access to a particular campus or major. The authors of a 2016 evaluation report found that just four of the CSU campuses (Fullerton, Long Beach, Sacramento, and San Diego) enrolled approximately 66% of all Associate Degree for Transfer students between fall 2012 and winter 2015.³⁹ A 2017 report on the program found positive results along the lines of the *Sacramento Bee* article. The authors of the report offered three recommendations:⁴⁰

1. Increase state funding to enroll more students directly in the public universities and to ensure the UC and CSU can serve an increasing number of community college transfer students.
2. Honor and strengthen the Associate Degree for Transfer pathway so that this is the preferred method of transfer for California community college students.
3. California community colleges should move to adopt guided pathways to improve student success.

The following table lists some of the most popular CSU majors. An updated, complete listing is available at this C-ID URL <https://c-id.net/degreereview.html>.

The extent of curriculum alignment between the associate degree for transfer programs of study at the College and some of the most popular fields of study throughout the California State University (CSU) where transfer model curricula have been established is noted in the following table.

³⁷ Koseff, Alexel. "Community College Transfer Degrees Speed Graduation at CSU," *Sacramento Bee*. August 10, 2017

³⁸ Taylor, Mark. *Implementation Update: Reforming Transfer from CCC to CSU*. Legislative Analyst's Office, February 2, 2015. Lewis, Jodi, et. al. *Trial and Error: California Students Make the Best of An Improving Yet Complex Transfer Process*. Education Insights Center, October 2016. Quirarte, Raquel. *Examining Student Perceptions of the New Transfer Process: SB 1440*. Master of Arts Thesis, CSU Sacramento, Spring 2014

³⁹ Shorette, Rob, et. al. *Keeping the Promise: Going the Distance on Transfer Reform*. Campaign for College Opportunity. March 2016

⁴⁰ Thomas-Bustillos, Leticia. *The Transfer Maze: The High Cost to Students and the State of California*. The Campaign for College Opportunity, September 2017

Table 4.4: Associate Degrees for Transfer at Yuba College

Associate Degree for Transfer	TOP	Established	Submitted	Interest	Potential	Total
Administration of Justice	210500	X				1
Art History	100100		IP			1
Biology	040100	X				1
Business Administration	050500	X				1
Chemistry	190500	X				1
Communication Studies	150600	X				1
Computer Science	070600	X				1
Early Childhood Education	130500	X				1
Elementary Teacher Education	490120			I		1
English	150100	X				1
History	220500	X				1
Journalism	060200		IP			1
Kinesiology	127000	X				1
Mathematics	170100	X				1
Music	100400	X				1
Political Science	220700	X				1
Psychology	200100	X				1
Sociology	220800	X				1
Spanish	110500			I		1
Studio Arts	100200	X				1
Theater Arts	100700		IP			1
	Total	16	3	2		21

Source: California Community College Chancellor's Office, Academic Affairs Division. *Program Inventory*, and Yuba College Instructional Deans, *Personal Correspondence*, Fall 2017; analysis by Cambridge West Partnership, LLC

As impressive as this list is, some students who live in the Yuba College service area attend neighboring colleges that offer more AD-Ts. A summary of those cases is provided in the following table while additional details are found in Appendix M: Associate Degrees for Transfer Comparisons in this Plan.

Table 4.5: Comparison of Established Associate Degrees for Transfer Programs of Study

College	Nbr of AD-Ts
American River	27
Butte	30
Sacramento City	26
Sierra Joint	29
Yuba	16
Woodland	18

Source: California Community Colleges Chancellor's Office, Academic Affairs Unit. *AD-T Progress Report*. June 7, 2017

As of fall 2017, there are 37 approved transfer model curricula. Three additional transfer model curricula are awaiting the Chancellor's Office final approval and therefore no college can yet create those three AD-Ts using the models. Those are environmental science, hospital management, and law/public policy and society.

University of California (UC) Most Popular Majors

In 2010 AB 2302 was enacted to call on the University of California (UC) to accept designated transfer degrees such as the Associate Degree for Transfer. In summer 2015, the University of California announced a new academic roadmap for California community college students who plan to transfer to a UC campus. It is intended to simplify the admissions process and help students better prepare for transfer to the university and graduate within two years of admission. Although the pathways curricular directions are not a guarantee of admission, they are intended to help the university achieve its goal of a 2:1 ratio of freshmen to transfer students. Additional details about the UC transfer pathways program can be found at <http://admission.universityofcalifornia.edu/counselors/transfer/advising/major/>

The extent of curriculum alignment between the programs of study at Yuba College and the 21 most popular fields of study throughout the University of California (UC) is noted in Table 4.6.

Table 4.6: Most Popular UC Majors and Associate Degrees for Transfer Established at Yuba College

Transfer Model Curriculum (AD-T) Established at Chancellor's Office	UC Transfer Pathway	Yuba College Established
Biology	X	X
Business Administration	X	X
Chemistry	X	X
Communication Studies	X	X
Computer Science	X	X
English	X	X
History	X	X
Mathematics	X	X
Political Science	X	X
Psychology	X	X
Sociology	X	X
Others at UC but not at Yuba College		
Anthropology	X	
Biochemistry (no AD-T)	X	
Cell Biology (no AD-T)	X	
Economics	X	
Electrical Engineering (no AD-T)	X	
Film and Media Studies	X	
Mechanical Engineering (no AD-T)	X	
Molecular Biology (no AD-T)	X	
Philosophy	X	
Physics	X	
Total	21	11

Source: Retrieved August 20, 2017 from Admission.universityofcalifornia.edu/transfer/preparation-paths/index.html; California Community College Chancellor's Office, Academic Affairs Division. *Program Inventory*; interviews and analysis by Cambridge West Partnership, LLC

B. Planning for Potential New Programs

Several visions for new degree and/or certificate programs have been noted in section C of this chapter. Faculty visions for the future development of their programs of study are a starting point in a long path of review and approval. That path involves campus discussion and evaluation of those ideas as advisory committee members, colleagues at neighboring community colleges and at four-year institutions, peers on the Curriculum Committee, academic administrators at the College and in the District Office, and eventually the Board of Trustees weigh alternative futures for the instructional program. Curriculum review and approval is primarily a faculty responsibility, but it is influenced and governed by a variety of rules, conventions, and regulations.

The College has a well-established curriculum review and approval process. A shared-governance Curriculum Committee provides oversight to the process that includes both a

technical and a substantive review of new curriculum ideas. Faculty members and division instructional deans propose new courses and programs. The Curriculum Committee and College administration critique, evaluate, set priorities and recommend proposals to the Board of Trustees. The criteria used to evaluate the visions for future curriculum within the College are similar to those adopted by the Chancellor's Office as discussed below.

Given the current California higher education public policy environment, priority should be given to *programs intended for transfer preparation* that have been developed around the Transfer Model Curricula (TMC). Priority should be given to *career and technical education (CTE) programs* that fall within the primary areas of emphasis agreed upon through regional discussions. However, the labor market data is only the starting point for any new CTE program. It is essential that the College consult with businesses and industry employers in the service area to ascertain their needs for future employees and to learn the essential entry-level skills they are seeking in prospective employees.

The labor market data analysis provided in the initial segment of this chapter and the evolving list of TMCs developed around the most popular majors within the CSU system point to the primary areas for future program development that would serve Yuba College students well.

The Chancellor's Office has a set of long-established criteria to use when evaluating new instructional program proposals. They encourage individual colleges and districts to use the same or similar criteria when evaluating a curriculum proposal. Those five criteria as discussed in the Program and Course Approval Handbook⁴¹ are:

- Appropriateness to the Mission
- Need
- Curriculum Standards
- Adequacy of Resources
- Compliance

The Academic Senate for the California Community Colleges (ASCCC) provides useful additional information about best practices for curriculum development. Unless the web link has changed, curriculum resource materials are available as of spring 2017 at www.asccc.org/directory/curriculum-committee.

C. Faculty and Staff Visions for Curriculum and Delivery of Support Services

A listing of future curriculum visions articulated by faculty members in each discipline was developed. Student services and administrative colleagues were also asked to identify their future visions for service delivery and student support. The future curriculum and service delivery visions were based upon responses to a questionnaire, interviews and listening sessions, and inspection of recent College planning documents. The ideas were divided into two groups: (1) those for which some curriculum or administrative work had been started, recently approved, or lately modified, and (2) those for which the idea was still percolating with an undetermined action/implementation date. These visions helped to spot interests in potential additional facilities and to recognize aspects of the current facilities that were not working well.

⁴¹ California Community College Chancellor's Office, Division of Academic Affairs. *Program and Course Approval Handbook 6th edition*. July 2017

for the programs and services. Faculty members, student services professionals, administrative support specialists, and deans were also asked to identify their future interests in technology. The lists and discussions below summarize those visions of a potential future and perceptions about facilities and technology.

Student Services Units

Student Services Units Visions

- Services Started, Recently Approved or Modified
- All of the student services offices are seeking ways to exploit technology to offer more effective services to students.
 - Financial Aid has automated its communications, awards, and payments of aid and is seeking the use of the Self-Service Financial Aid automated program. The program will assist students with monitoring their financial aid status from any device, smart phone, or tablet. In addition, the use of tablets will allow financial aid staff to respond to students outside of the office to answer any questions.
 - Student Services faculty and staff members have been developing targeted interventions based on data. In 2016 students on probation were the focus of attention. Additional data collection will assist in evaluating and refining the interventions. In spring 2017 counseling targeted students who had earned 12 or more units but did not have a comprehensive education plan. Unit faculty members have led professional development activities to share intervention information and work collaboratively with instructional faculty.
 - To foster student success DSPS faculty members and staff have added tutoring and academic counseling components. Outreach to classrooms on campus, high schools, professional development workshops, etc. have produced an increase in referrals.
 - Veteran services staff has established a Veteran Resource Center that allows the College to form a culture of inclusion and provides veterans with “in-house” certified tutors for math and English at the Veteran Resource Center. The veteran services staff members serve as a retention program for veteran students. Veteran students participate in community and campus activities and have formed a student leadership group.
 - Campus leadership is working on an integrated plan for student equity, basic skills, and the student success and support program.
 - EOPS is conducting a multi-year pilot program of embedded tutoring in the Summer Readiness Program, a pilot of the early alert, and 2nd/5th week interventions.
 - Student Equity resources are supporting programs like MESA, Puente, and Umoja.
- Ideas Percolating, Undetermined Implementation Date
 - Yuba College Student Services division staff members plan to take part in a business process analysis to the registration to graduation software logic to generate student-centered procedures.
 - Several offices have expressed an interest in revisiting the implementation of the electronic student educational plans and the degree audit software. Although the degree audit software has been set up, errors in catalog data need

to be corrected and some means to incorporate credits earned at other colleges has to be included.

- Financial Aid plans to automate the BOG fee waiver, CAL grant program, and provide an electronic aid submission form. The unit highly looks forward to encouraging FAFSA completion, along with attendance at satisfactory academic progress workshops, and would like to host a National Association of Student Financial Aid Administrators Standards of Excellence review.
- The CalWORKs unit is thinking about developing e-services to increase the number of electronic or web-based files and forms. The unit staff members would like to collaborate with the general counseling staff in order to diminish duplication of services and with the EOPS/CARE program to share both classified and faculty positions.
- EOPS/CARE faculty members would like to develop workshops to support study skills assessment results and to expand access to tutoring services (particularly embedded tutoring and study groups). They also intend to transition to a paperless file and streamline the process for electronic application for program participation.
- The Admissions and Records unit would like to:
 - enhance the operational effectiveness by modernizing processes to better serve students;
 - use technology to eliminate manual and labor intensive practices for staff and students; and,
 - obtain additional funding and resources to adequately operate the department and serve students.
- The Counseling faculty members would like to:
 - foster a culture of transfer;
 - promote an environment that is focused on pathway completion,
 - develop and implement a student retention plan;
 - introduce a first year experience program;
 - develop and implement online counseling services,
 - develop greater commitment to unit and institutional goals; and,
 - create data systems that provide the counseling faculty with the information needed to ensure that every student is receiving the highest level of counseling service, including follow up actions.
- The Student Equity program leadership would like to see:
 - embedded tutoring revived, particularly for English and math courses,
 - more tutoring available across the disciplines, including CTE, AJ, and Fire;
 - expanded professional development for all employees but with particular attention to SLO/SAO discussions, teaching strategies; customer service, technology needs, and campus initiatives; and,
 - develop and scale interventions for targeted groups using data and equity principles.
- The DSPS faculty members would like to develop:
 - a required multi-cultural class on disability and differences,
 - educational assistant classes such as adapted physical education for wellness/physical needs, academic strategies and basic skills; and,

- a paperless file and electronic communication system with e-services and form completion.
- DSPS faculty and staff want to:
 - expand tutoring and peer mentoring;
 - offer section 508 workshops; and,
 - workshops and resources related to universal design for instruction.
- The Veterans Resource Center staff members would like to:
 - increase retention, graduation, and transfer for VA students through peer mentor facilitation; and,
 - provide the extra services/support by increasing resources and staffing for the Veteran Resource Center to support
 - County Veteran Service Office Visits,
 - VA Clinic visits, and,
 - Veteran Service Organizations (Veterans of Foreign War, American Legion, Disabled American Veterans, etc.)

Perceptions About Facilities

The Admissions and Records, Financial Aid, CalWORKs, Career Center, Counseling, Transfer Center, and Veteran units need some additional office space. An additional conference room with technology components in the 100A or 100B buildings would be helpful for all of the student services programs.

The student services staff members identified a need for equipment storage facilities and a common/shared test-proctoring center with designated spaces for confidential meetings with their program participants.

DSPS and Upward Bound staff members have recognized a need for space at the Sutter County Center.

EOPS/CARE program faculty members identified a need for additional space for peer mentoring and adjunct counseling colleagues as well as storage areas for supplies and equipment. Peer mentors are currently co-located with the computer laboratory that is used for study skills assessments and new student intake. The two functions are not compatible and separate spaces are needed. The computer laboratory was once 25 stations but is now only nine stations. The current spaces are not conducive to confidential discussions with program participants.

Perceptions About Technology

The Student Services division would like to use technology to better serve, communicate, and meet student needs, including online services and text.

The Financial Aid unit has completed some automation of functions and services and is working on additional ones. They have identified a need to revisit the implementation of the degree audit software and have access to a student contact and appointments software package.

The DSPS unit would like to have a database, such as Clockwork or Advanced Information Management (AIM), which can be used to track information on services provided to students in the program.

EOPS/CARE and CalWORKs staff members would like to have an upgrade to the SARS software in order to incorporate appointment reminder and chat functions. They would also like to see an automated electronic application process from Colleague into Answers, electronic educational plans, and access to additional reports to track students in their programs.

The Counseling faculty members would like to have a data system that provides key information needed to ensure high levels of service to every student. They also would like to have an upgrade to the SARS software to incorporate the ability to issue appointment reminders to students, develop online counseling services, and implement electronic educational plans.

Outreach Centers

Outreach Centers – Sutter County Center and Beale Air Force Base

- Services Started, Recently Approved or Modified
 - A Financial Aid Technician and a Library Media Specialist were recently granted additional time to work at the Sutter County Center. That has provided greater student access to those services.
 - An A&R Specialist and an Administrative Assistant have been reclassified and trained. They can now provide support to a broader range of programs.
 - Student workers have been cross-trained to support financial aid, A&R, and the Library.
 - The SARS software for tracking financial aid appointments and walk-ins was piloted.
 - Several physical changes were made to the Sutter County Center:
 - The bookstore was recently moved for greater visibility
 - a student lounge was created,
 - campus directories were installed to help way finding, and
 - whiteboards were installed to increase tutoring functionality.
 - The Sutter County Center was established as a National Testing Center for the College Level Examination Program (CLEP). CLEP testing is currently offered at the Beale Air Force Base Outreach Center.
 - A completed study of course offerings to support degrees and certificates completed identified additional courses that, if offered face-to-face at the Center or through distance education, would allow students to complete additional degrees and certificates at the Center.
 - To stem the declining face-to-face enrollments at the Beale Air Force Base Outreach Center more nine-week courses have been offered. Senior leadership recognizes that military personnel tend to prefer distance education for the flexibility it affords.
 - Video Conference Instruction (VCI) equipment has been installed at the Beale Air Force Base Outreach Center, the Sutter County Center, and at the main campus. Initial broadcasts are taking place in summer 2017 so that a class can be continued with an audience at Beale AFB and at either the main campus or the Sutter County Center.
- Ideas Percolating, Undetermined Implementation Date
 - Center leadership would like to see the:
 - Tutoring funding model reconfigured to collect attendance and apportionment from those instructional hours;

- Academic schedule expanded to offer a wider variety of courses so that the number of degrees and certificates obtainable at the Center could be increased; and,
- Instructional leadership to offer a few more course offerings to support degrees and certificates as identified in the recently completed study. If the additional courses were offered face-to-face at the Center or through distance education they would allow students to complete additional degrees and certificates at the Center.
- College leadership is interested in exploring ways to attract and retain more military personnel from the Beale Air Force Base Outreach Center as students at the college. Several College policies and practices are being reviewed.

Perceptions About Facilities

Leadership at the Center has identified a need for additional faculty office space if more full-time faculty members are assigned to the Center.

Perceptions About Technology

Center leadership has expressed an interest in the installation of DSPS proctoring software, Colleague, SARS, MyMath Lab, and Minitab on multiple computers in various spaces so that multiuse spaces at the Center would be created.

Instructional Groups

Applied Academics- Agriculture and Trades Instructional Group

- Curriculum Started, Recently Approved or Modified
 - Automotive is reworking and revising its certificates of achievement to offer fewer of them but include more skills. The program leadership is also exploring shorter enrollment periods from four to three semesters.
 - Auto body is revising and compressing certificates into one certificate that will result in students completing the certificate in one semester and will be job ready at that time.
- Ideas Percolating, Undetermined Implementation Date
 - The veterinary technology program faculty members plan to expand the program to include an additional pathway for students who have over 4,000 working hours in a veterinary facility to secure the registered veterinary technician license.
 - The veterinary technology program leaders intend to use distance education to reach students who need to continue working while enrolled in the program.
 - The automotive technology program is anticipating developing future curriculum in autonomous cars, electric vehicles, and diesel engines.
 - Auto body faculty members are contemplating future instruction in aluminum, composites, and structural repair techniques.
 - The welding and manufacturing faculty members plan to restructure the curriculum in these ways:
 - expand pipe welding instruction; and,
 - add sheet and structural materials to the fabrication instruction.

- Manufacturing faculty members will include more CAD and CNC instruction and seek additional professional development to learn how to teach advanced CNC topics such as cutting, machining, forming and fabrication.

Perceptions About Facilities

The automotive technology program could use more space and the auto body areas needs to be thoroughly repainted. The automotive program is “land locked” in the 600 building.

Additional electrical power will likely be needed to support future manufacturing curriculum in CNC and the needs of the welding program. Faculty members have been involved in the remodel of the advanced and conventional manufacturing laboratory facilities, but additional space is needed for the advanced CNC equipment.

Veterinary technology faculty members are participating in the planning for a new, larger building so that up to 50 students could be accommodated.

Perceptions About Technology

The auto body instructional area needs an up-to-date audio/visual system as students have a hard time seeing and hearing the monitor now being used.

To teach more CNC the manufacturing program will need more computers and more powerful design software beyond the mobile laptop stations now used.

Applied Academics- Business Instructional Group

- Curriculum Started, Recently Approved, or Modified
 - To add program focus and streamline program review, the faculty is currently restructuring the Business division to be organized under Accounting and General Business.
 - Accounting will offer certified public accountant (CPA) courses, and additional tax classes are being developed.
 - General business will consolidate business computer applications, office administration, small business management, and general business.
- Ideas Percolating, Undetermined Implementation Date
 - General business program looks to add hybrid and online capabilities to its courses in the future.
 - Although accounting program has no current intention to add online education to its offerings, the faculty will have this discussion in the future.
 - Generally, the business division and its curriculum must keep pace with the skills needed with the emerging global economy and technological innovation.

Perceptions About Facilities

- There is insufficient lab space for Business on both campuses. At Sutter County Center, in the evening the labs are leased to another institution. This creates a lack of labs that stifles potential enrollment growth from evening business students. At Marysville, scheduling conflicts often relegate Business to inferior labs in other buildings.

Perceptions About Technology

- Wi-Fi infrastructure needs to be improved. The lab insufficiency problem might be mitigated by allowing students to access curriculum remotely, and in normal classrooms.

Computer-based skills are essential for students who wish to gain employment in the modern economy. It is crucial to have the technological equipment necessary for developing these skills.

Arts and Education- Education & Library Group

- Curriculum Started, Recently Approved, or Modified
 - Early Childhood Education (ECE) has compiled a new transitional kindergarten (TK) certificate, which includes new online and evening coursework to adapt to new TK unit requirements.
 - Yuba College engaged in a partnership with Sacramento State for fall of 2018 to establish an onsite cohort for a Bachelor's in Early Development Care and Education.
 - ECE has received Perkins funding to add audio to the video feed at the Yuba College Child Development Center in order to provide an observation lab for both face-to-face and online students.
- Ideas Percolating, Undetermined Implementation Date
 - The library staff plans to establish online non-credit workshops through Canvas, as well as embed itself into more online classes, and maintain the online basic skills course.
 - ECE would like to offer a fully online ECE degree in the near future in order to accommodate working students and to alleviate classroom space pressure.
 - ECE is looking to align its infant/toddler, special needs, and administration courses with the curriculum alignment project.
 - ECE is looking at providing an AS-T in elementary teacher education.
 - ECE ultimately will restructure its program to align with the new California Early Childhood Permit Matrix that has only four levels instead of six.
 - College Success Center (CSC) plans to restructure/refocus the type and number of courses to be tutored, and reevaluate number of employees.
 - CSC will possibly revise mandatory tutor training, and strengthen its social media presence.
 - CSC looks to transition from one-on-one tutoring to collaborative learning groups.
 - CSC anticipates increased coordination with academic divisions.

Perceptions About Facilities

- The library staff feels a need for more quiet spaces and a designated distance education testing space.
- In the next year ECE is moving to Warren Hall near the CDC in order to establish a "center for education."
- ECE currently needs two to three classrooms on the Marysville campus at any given time to accommodate all students.

- CSC feels it needs 1,800 sq. feet of collaborative learning space. The current space is insufficient.

Perceptions About Technology

- The library staff would prefer a proxy system for off-campus access to databases.
- ECE stresses that reliable classroom Wi-Fi is critical.

Arts & Education- Language Arts Instructional Group

- Curriculum Started, Recently Approved, or Modified
 - English has introduced the alternate developmental pathway English 56 that enables advancing directly into English 1A.
 - English has started offering composition courses simulcast using closed-circuit camera technology. It could be extended to literature courses.
 - English is currently at work creating an online tutoring service.
 - ESL is in the process of finalizing a newly designed career development college preparation (CDCP) Noncredit Certificate Program which will award a Certificate of Competency at the end of levels 2, 4, and 6 (beginning, intermediate, and high intermediate respectively.) Discussions of the criteria for an advanced level certification are ongoing.
 - The ESL faculty members are discussing integrated skills courses offered at the Sutter County Center. They are currently creating six new certificates, including life and basic employment skills
 - At Sutter County Center ESL has also developed and will begin an English for parents and childcare providers course beginning fall 2018. If successful, the ESL department would like to offer a certificate of competency in this VESL curriculum.
 - ESL has expanded ESL math courses to provide the language necessary to succeed in higher-level math courses.
 - ESL has recently begun targeting graduates from ESL Master's programs as new adjunct professor hires who will bring in knowledge of new research and technology. ESL offers a monthly focus group for all adjuncts and full-time faculty to more closely align courses and improve the scaffolding between levels and to share best practices. Two ESL counselors and an English faculty member interested in acceleration have recently joined this group to collaborate regarding placement, progress, and acceleration through the program.
 - Writing and Language Development Center (WLDC) has changed tutor-training courses from ½ unit to 1 unit.
 - WLDC is currently working with ESL faculty to design a third course on ESL student support.
 - WLDC is currently developing a platform for online tutoring.
- Ideas Percolating, Undetermined Implementation Date
 - Within the next 3-5 years English expects increased classroom diversity, which may necessitate curricular changes.
 - English has begun to consider whether the general English AA degree is needed, or if the AA-T degree alone is sufficient.

- English recognizes certain courses have lower enrollment/appeal, and need to be eliminated. The question of which classes has not yet been decided, but English 37, 38, 42 have been considered.
- English looks to pursue hybrid courses in the next few years. Online sections of the transfer courses 1A, 1B, and 1C will likely be offered in the future.
- English expects to further streamline/accelerate its developmental sequence.
- Foreign Language is considering developing AA-T degrees in Spanish or Foreign Languages (French and Spanish). This would entail additional course development.
- Foreign Language believes online education could be an option for some courses, and the faculty members plan to attend related workshops/conferences, as well look at examples from other colleges.
- Speech intends to assess more SLOs across the discipline, and to develop a better instrument to measure the program's success.
- Speech hopes to improve and build the Forensics program by reinstating it in the departmental budget.
- At Sutter County Center ESL plans (in addition to the English for ECE courses) to add an English for computer courses.
- ESL is considering the possibility of offering *only* advanced grammar courses online.
- WLDC is looking to extend hours to accommodate evening students.
- WLDC would like to scale up embedded tutoring and offer for-credit student workshops in the future.

Perceptions About Facilities

- For English, a centralized system of existing computer labs would be ideal. Additional labs are needed for students without laptops. Classrooms need to be renovated to accommodate new screen technology as well as equipped with moveable tables and chairs to facilitate active learning. More computer-equipped classrooms are desired.
- Speech faculty members would prefer more theater access.
- ESL feels the lab has acoustic problems because of the air conditioner. It also feels their building needs simple renovations.
- ESL feels it needs to have a new computer lab and at least one more classroom for Sutter, and later on for Marysville.
- WLDC feels adjunct faculty should have a private office.
- WLDC would prefer to have additional computer labs.

Perceptions About Technology

- For English, the trend towards mobile computing poses issues for long form academic composition. Students without laptops will need access to labs, as well as reliable Wi-Fi. The College is currently not equipped for this. Also, screens in the classrooms are too small.
- Speech feels technological equipment maintenance is lacking specifically for computers, document cameras, and display systems.
- WLDC would like to have a regular schedule for updating technology, including Wi-Fi.

Arts & Education- Performing Arts Instructional Group

- Curriculum Started, Recently Approved or Modified
 - Art program faculty members are rewriting the associate degree curriculum for new and current pathways for students intending to transfer. An Associate in Arts for Transfer in Art History has been drafted.
 - The degree programs in photography and commercial art are being revised to use more computer software for graphic arts with an eye to attracting more students.
 - Theater faculty members are restructuring and refocusing the program to update the curriculum, and have proposed an AD-T in the discipline as well as revalidation of the local associate degree. The College curriculum committee has once reviewed the AD-T proposal.

- Ideas Percolating, Undetermined Implementation Date
 - Graphic arts are being considered as a new program in the art discipline.
 - The music faculty members recognize the need for computers and technology to support their instructional program.
 - There is interest in developing an AD-T in Journalism (Mass Communications).
 - The theater department is looking forward to offering a technical theater degree and possibly an arts management degree with a focus on theater.
 - Theater faculty members plan to concentrate on better mentoring of students and would like to develop a peer-to-peer tutoring service and develop the cohort feel for the program to make students feel they belong and can help each other.
 - The first online theater department course is planned for 2018 with a view to offering more general education courses (film history, introduction to film, introduction to theater) courses through distance learning.

Perceptions About Facilities

The piano laboratory needs to be expanded from 16 to 24 stations to support a combined piano and computer laboratory. The piano faculty members would like to see realized the recording studio that was planned almost ten years ago when Measure J was passed.

The theater program would like to have access to additional storage space in one or more of the unused adjacent buildings. That would allow the program to clear out the green room and use that space for students to study and rehearse. A safety concern to the theater faculty members is the lack of alarm connections to a fire or police unit.

Perceptions About Technology

A functional photography/graphic art/commercial arts computer lab is needed along with an art gallery for exhibitions produced in the art programs. A convenient digital display in all of the classrooms is needed, but it is difficult to modernize the current buildings due to their age.

The music program faculty members would like a smart classroom configuration beyond the temporary arrangements provided by audio-visual staff in rooms 200 and 201.

Computer software needs to be licensed for the music program.

Counseling Instructional Group

- Curriculum Started, Recently Approved or Modified
 - The instructional faculty in counseling is offering a first-year experience course and career exploration courses.
- Ideas Percolating, Undetermined Implementation Date
 - Counseling faculty members are interested in expanding online course offerings.
 - There is an interest in helping high school students with career planning before they enter the College. Perhaps a Get Focused/Stay Focused program could address their needs.

Perceptions About Facilities

The counseling instructors would like to have permanent classrooms near the department offices with moveable furniture to allow group work.

Perceptions About Technology

The counseling faculty members perceive a need for updated technology to enhance the limited equipment in the 3000 building complex portable classrooms.

Health, Kinesiology, and Athletics Instructional Group

- Curriculum Started, Recently Approved, or Modified
 - The local kinesiology degree is being modified (AS to AA) to capture more graduates by reducing the requirements for science courses that did not transfer to four-year institutions. The current local degree is misaligned and too challenging, which pushes transfer majors to other more accommodating majors such as General Natural Sciences.
 - The faculty has offered increasing the variety of activity offerings, but it only resulted in thinner enrollments across the board.
- Ideas Percolating, Undetermined Implementation Date
 - Beyond health courses, faculty members are considering the possibility of further success with technologically upgraded activity courses and smart phone/watch technology.
 - The kinesiology faculty members are discussing options to add some classes to established families of offerings such as adding intermediate weight training and high intensity weight training to the weight training family.

Perceptions About Facilities

- The College's gym and fitness facilities cannot keep up with modern exercise trends. These facilities and equipment need to be updated.
- Old equipment and facilities increase the maintenance and repair costs, and also increase risk to users.
- 1200 Bldg. and Football/Soccer/Track stadium were renovated and upgraded with Measure J funding in 2011. Softball and baseball facilities, which were not upgraded, need much repair/restructuring.
- The therapeutic spa in 2000 Bldg. should be repaired and used for adapted PE classes, or decommissioned and repurposed.
- 2000 Bldg. needs more custodial presence due to mess from bodily fluids, etc.

- Aesthetics of facilities need to be improved to enhance student-athlete recruitment for the College.
- 1200 Bldg.'s single classroom cannot accommodate the peak enrollment of Health 1 & 10.

Perceptions About Technology

- Health classes that are currently offered online do very well in enrollment. This bodes well for possible future online activity courses.

Nursing and Allied Health Instructional Group

- Curriculum Started, Recently Approved or Modified
 - Additional critical thinking components have been added to the radiologic technology instruction to engage the students in active learning.
- Ideas Percolating, Undetermined Implementation Date
 - Nursing faculty members are planning to adopt a concept-based model of instruction with more active learning opportunities in lieu of the biological system approach. Faculty members will need some professional development on how to create and implement active learning opportunities and the concept-based model.
 - Psychiatric technician program faculty members have identified a need for a one-semester transition course from their program to the licensed vocational nurse program.
 - Ten of the psychiatric technician courses will be offered as distance education opportunities.
 - The radiologic technology program faculty members are looking for additional clinical sites to help strengthen the program.
 - Computed tomography (CT) instruction is a topic the faculty members would like to add in the radiologic technology program.

Perceptions About Facilities

Hospital space, hours for clinical placements, and the faculty-to-student ratio mandated by the Board of Registered Nursing (BRN) limit the ability of the nursing program to grow.

The psychiatric technician program needs access to additional classrooms in the 2100 building.

Perceptions About Technology

None

Public Safety Instructional Group

- Curriculum Started, Recently Approved or Modified
 - The emergency medical technician (EMT) faculty members frequently revise courses to reflect changing EMS guidelines.
 - The administration of justice (AJ) academy staff members often rewrite lesson plans to keep up with legislative mandates and changes.
 - The College AJ program has offered the first probation officer core course in the state and successfully developed evening modular presentations of police

academy curriculum. It is the only certified provider of evening modular format basic police academy instruction north of Sacramento.

- Fire technology faculty members revise curriculum to meet state mandates and local needs as identified by the advisory committee.

- Ideas Percolating, Undetermined Implementation Date
 - EMT faculty members are looking for ways to present material on-line for those who cannot commit to seat time in the classroom.
 - Additional EMT courses are being considered in pre-paramedic and paramedic, lay rescuer CPR, and basic life support (BLS) CPR.
 - The administration of justice faculty members would like to learn how to present an online course that can provide some of the core courses to students who are working and cannot attend classes.
 - The advisory board will review additional curriculum, such as dispatcher, state investigator's basic, a Commission on Peace Officers Standards and Training (POST) recertification and other in-service training courses for future implementation.
 - The fire technology program is exploring the feasibility of offering the core curriculum online and becoming a state fire fighter license examination site. Additional consideration is being given to developing in-service courses recognized by the state Fire Marshall's office.

Perceptions About Facilities

Additional computer lab space and availability would enable the EMT program to include online testing and learning tools. Additional classroom space would allow the program to offer more courses.

An indoor firearms range and an outdoor driving tract or an emergency vehicle operations center (EVOC) are needed along with additional classroom space for the AJ program.

The fire technology program needs a working bathroom in its area and a set of covered bleachers.

Perceptions About Technology

The AJ academies do all of the testing online, but when a laptop is not functioning properly it is problematic.

The Wi-Fi system is extremely unstable and that makes it difficult to use Internet-based teaching opportunities for the EMT program.

The fire technology program has requested increased Wi-Fi coverage in the building they share with public safety programs.

STEM and Social Sciences- Math Science Instructional Group

- Curriculum Started, Recently Approved or Modified
 - Physical science faculty members plan to continue developing field and experimental courses.

- The physics faculty members have been slowly restructuring the laboratory activities in the discipline and efforts have been made to use more open-source materials in all of the courses. The curriculum is blending free-hand writing and power point slides and providing homework that is auto-graded using Canvas's quiz features.
- Ideas Percolating, Undetermined Implementation Date
 - Biology faculty members are intending to implement an allied health degree for students who intend to enter an allied health profession and have completed all of the prerequisite courses.
 - Several biology courses are offered online and some others are being considered for development as hybrid offerings.
 - Additional workshops or short courses to assist students enrolled in science have been contemplated.
 - In the future chemistry faculty members are interested in a one-semester general/organic/biological (GOB) chemistry course and an organic chemistry one for chemists, engineers, and pre-health majors courses.
 - The computer science faculty members are researching the possibility of a robust networking curriculum.
 - There are future plans to expand the online offerings in computer science.
 - Mathematics faculty members are considering offering a STEM and a non-STEM pathway in the developmental course sequence.
 - Acceleration and corequisite remediation strategies are also being considered in the developmental curriculum sequence.
 - The popular physical geography course will be offered online for the first time in spring 2018.
 - The Math, Technology, Engineering, and Science (MESA) program leadership would like to see their services located in a STEM facility that induces faculty involvement in the space.
 - A future relationship with business and industry is being contemplated.
 - In the long run, the program leadership would like to expand the support services to all STEM major students.

Perceptions About Facilities

The current classrooms at the main campus do not support a collaborative learning pedagogy that is of interest to the Biology faculty members. Additional space in rooms 817, 814, and 808 or larger classrooms are needed. The electrical boxes in 817 are a hazard.

The current greenhouse is crowded and lacks the heating, cooling, and watering system needed to standardize environmental variables when conducting botanical experiments. Improved facilities will be needed to support hypothesis-based science and independent student research projects.

Additional storage space adjacent to the biology laboratory is desired to reduce clutter.

Additional space is needed in the cadaver storage and preparation laboratory.

The layout of the chemistry laboratories is not conducive to a safe and productive lab/teaching environment and there are insufficient numbers of chemical fume hoods to support the general and organic chemistry courses.

The computer science program needs expanded laboratory space and a common-server learning environment in order to develop client-server applications that include mobile devices. That would replace the outdated Windows 7 operating system. It would also be helpful to have a large laboratory for 40 students dedicated to engineering and computer science. The space would support hands-on instruction and often the laboratory work takes several days and needs to be left in place between lab sessions. Laboratory space was lost when buildings were remodeled.

The mathematics faculty members would like to deploy more active learning; inquiry-based learning strategies, but the classrooms with fixed seating without or with limited Wi-Fi access, and/or minimal whiteboard space is not conducive to those pedagogies.

The geology program needs a classroom with laboratory capabilities.

Greater temperature control in the physics/astronomy instructional spaces and office is needed.

Perceptions About Technology

Visual resources, such as 3D anatomical models, are increasingly available on the market, but the College will need to invest resources to purchase these.

Classroom Internet access continues to be a problem for the physical science curriculum.

STEM and Social Sciences- Social Science Instructional Group

- Curriculum Started, Recently Approved, or Modified
 - Sociology is currently in the process of strengthening its gerontology class, which is a growing field with great opportunity for students.
 - Distance education (DE) has been recently added for two Sociology courses.
 - Humanities is rewriting the course description for HUMAN 20 and requesting it to be in Area C as an elective for graduation.
 - Philosophy is updating course SLO's and reworking PHIL 8, with greater input from both philosophy and political science.
 - Political science is adding two courses to their AD-T degree to make it more competitive with other community colleges.
 - Political science is adding new online capability to courses, including POLSC 2, 3, and 6.

- Ideas Percolating, Undetermined Implementation Date
 - Sociology faculty members believe increased DE implementation can drive up enrollments, and eventually would like to offer the option of online sections for all courses.
 - Sociology is planning on adding a media and popular culture course, responding to trends where many see a need for greater media literacy and critical thinking skills.

- History, Philosophy, and Humanities may consider integrating DE into basic introductory courses.
- Philosophy faculty members would like to add additional online support, counselors, and tutors.
- Psychology has discussed revising its local degree to include an area of emphasis related to social work & human services for students who want to work at group homes. This would entail creating at least one counseling-related course.
- Psychology has discussed adding more hybrid courses but does not plan to offer more fully online courses.

Perceptions About Facilities

- Sociology faculty members prefer an integrative approach to social science learning including a social science lounge/lab with specialized resources, meeting spaces, and a display space.
- Philosophy and humanities feel facilities in general are in disrepair and would prefer to hire more maintenance personnel. They also support a free shuttle service between the two campuses.
- Given the field's increasing focus on data analysis, psychology feels it should have a dedicated computer lab with statistical package for the social sciences (SPSS) software. Also, psychology faculty members state that the main classrooms 716 and 724 should be refurbished and made to allow for flexible seating. There are numerous broken chairs, mice, poor acoustics, and overall dirt and unsafe conditions in those two rooms.
- Political science classes are currently scheduled into temporary portables. The faculty members feel that social science classes should be concentrated in one designated building. Also, a designated waiting area for students is needed to improve students' learning experiences. This idea echoes Sociology faculty's suggestion regarding a social science lounge/lab/center in the above.
- Political science feels that, ideally, the College would have a multicultural center on campus. This idea may be integrated into the social science center as well.

Perceptions About Technology

- Sociology feels some classrooms are lacking in technology.
- Political science feels that some classrooms' TV or Power Point projection screens should be added. It also would like to have a simple printed technology guide for new teachers in each classroom.

D. Opportunities for New Initiatives, Improvement or Expansion of Programs

Program Expansion

The College is currently committed, with Strong Workforce financial assistance, to expanding several career and technical education programs in healthcare fields. As noted in the Institutional Effectiveness chapter of this Plan these include the Psychiatric Technology, Radiological Technology, and Public Safety programs. The Registered Veterinary Technology program was identified as one that is serving employment needs that are expected to grow faster than the average growth rate for all occupations in the region. These expansion efforts

are supported by labor market data and the results of a regional survey in 2010-11.⁴² Additional details are found in Appendix N: Occupational Projections for Selected Programs to Expand in this Plan.

There is great need throughout the region for registered nurses and the college was able to expand enrollment with assistance from the state nursing growth initiative. However, that program is constrained by the number of available clinical sites essential to the instructional activities and by the faculty to student ratio in those clinical sites that is mandated the Board of Registered Nursing. Additional program expansion opportunities might be found through an examination of the occupational gap analysis data with a focus on those occupations for which the College already has a program of study in place.

Several faculty members expressed a vision to expand their offerings. Through questionnaires and group interviews these ideas have been captured in the vision statements above. Theater faculty members are developing a proposal for an AD-T in their discipline as required by SB 1440. Faculty members in early childhood development, Spanish, art, and mass communications had also expressed an interest in possibly developing a proposal for an AD-T in their disciplines.

Program Refocus Possibilities

The College has acknowledged that several programs need to refocus the curriculum to better meet labor market needs. Based upon advisory committee input and local employer contacts the Automotive and Auto Body program is aware of the need for entry-level skill sets. Advisory committee recommendations have prompted the Welding and Manufacturing program to reshape the direction of the program to move into advanced manufacturing and to teach fabrication in order to expand the skill set for welding students.⁴³

Several faculty members expressed a vision to regroup their offerings. Through questionnaires and group interviews these ideas have been captured in the vision statements above.

Occupational Gap Analysis

Labor market projections were analyzed to identify potential additional programs of study that the College might want to consider. An occupational gap analysis was completed for the Greater Sacramento and Yuba City Metropolitan Statistical Areas for the projected years 2014 to 2024. EDD data provided the projected annual average of total new jobs (new openings plus replacement jobs) for each occupation, while Center of Excellence data provided the 3-year average number of annual graduates for the TOP codes associated with each occupation. The difference between these two metrics represents any yearly deficit in graduates who are educated and prepared to fill the number of new jobs for each occupation. This difference is the “Gap” in the gap analysis. Those occupations with the largest gaps are cases in which the projected jobs opportunities through the year 2024 exceed the supply of trained workers provided by educational institutions. These might be considered as more opportune for future graduates seeking employment.

⁴² Yuba College, Office of Planning, Research, and Student Success. *Yuba College Program Growth and Development*. 2011

⁴³ Yuba College, College Effectiveness and Accreditation Committee. *Institutional Effectiveness Review and Report 2015-16*

The following table presents the 20 occupations with the largest projected gaps. Registered Nurses head the list with an annual gap of -536. Following that occupation are Teacher Assistants, Truck Drivers, Secondary School Teachers, and Accountants. Yuba College currently has programs associated with 10 of the 20 occupations with the largest gaps.

Table 4.7: Gap Analysis, 20 Largest Overall

Greater Sacramento and Yuba City Metropolitan Statistical Areas 2014-2024, 20 Largest Occupational Gaps								
SOC	Occupational Title	Entry Level Education	Yuba Program	TOP	Annual Average Total Jobs	3 Year Average Graduates	More Openings than Graduates	Gap
291141	Registered Nurses	Bachelor's	Y	123000, 123010	817	281		-536
259041	Teacher Assistants	Some Coll.	#1	080200	351	0		-351
533032	Heavy and Tractor-Trailer Truck Drivers	Certificate	N	094750	284	0		-284
				040100, 100200, 100400, 150100, 170100, 190500,				
	Secondary School Teachers, Except Special and Career/Technical							
252031	Education	Bachelor's	Y	220100, 220500	219	0		-219
132011	Accountants and Auditors	Bachelor's	Y	050200, 050210	517	305		-212
131199	Business Operations Specialists, All Other	Bachelor's	Y	050640, 050970	218	49		-169
				070100, 070200,				
151121	Computer Systems Analysts	Bachelor's	N	070810	371	222		-149
				070600, 070700,				
151132	Software Developers, Applications	Bachelor's	Y	070710	217	76		-141
132081	Tax Examiners and Collectors, and Revenue Agents	Bachelor's	Y	050210	147	12		-135
192041	Environmental Scientists and Specialists, Including Health	Bachelor's	N	030100	123	0		-123
	Middle School Teachers, Except Special and Career/Technical							
252022	Education	Bachelor's	N	083900	119	0		-119
272022	Coaches and Scouts	Bachelor's	Y	083500, 083560	119	1		-118
119021	Construction Managers	Bachelor's	N	095700	125	10		-115
311014	Nursing Assistants	Certificate	#2	123000, 123030	207	106		-101
				070600, 070700,				
151133	Software Developers, Systems Software	Bachelor's	Y	070710	172	76		-96
119041	Architectural and Engineering Managers	Bachelor's	N	020110	66	0		-66
	Sales Representatives, Wholesale and Manufacturing, Technical							
414011	and Scientific Products	Bachelor's	N	050800	60	1		-59
273031	Public Relations Specialists	Bachelor's	Y	150600	58	0		-58
332011	Firefighters	Certificate	Y	213300, 213350	93	45		-48
113021	Computer and Information Systems Managers	Bachelor's	N	070600	78	34		-44
						Total		-3143
	#1	The College offers several Certificates of Training and Certificates of Achievement in the Early Childhood Education discipline that might prepare a student to enter this occupation.						
	#2	The College offers a clinical medical assistant short-course and has authority to offer a licensed vocational nursing program. The former might start a student toward the training required to be a nursing assistant, a graduate from the latter program would be overqualified.						

Source: Employment Development Department, *Labor Market Information* and Chancellor's Office, Centers of Excellence, *Labor Market Database*; analysis by Cambridge West Partnership, LLC

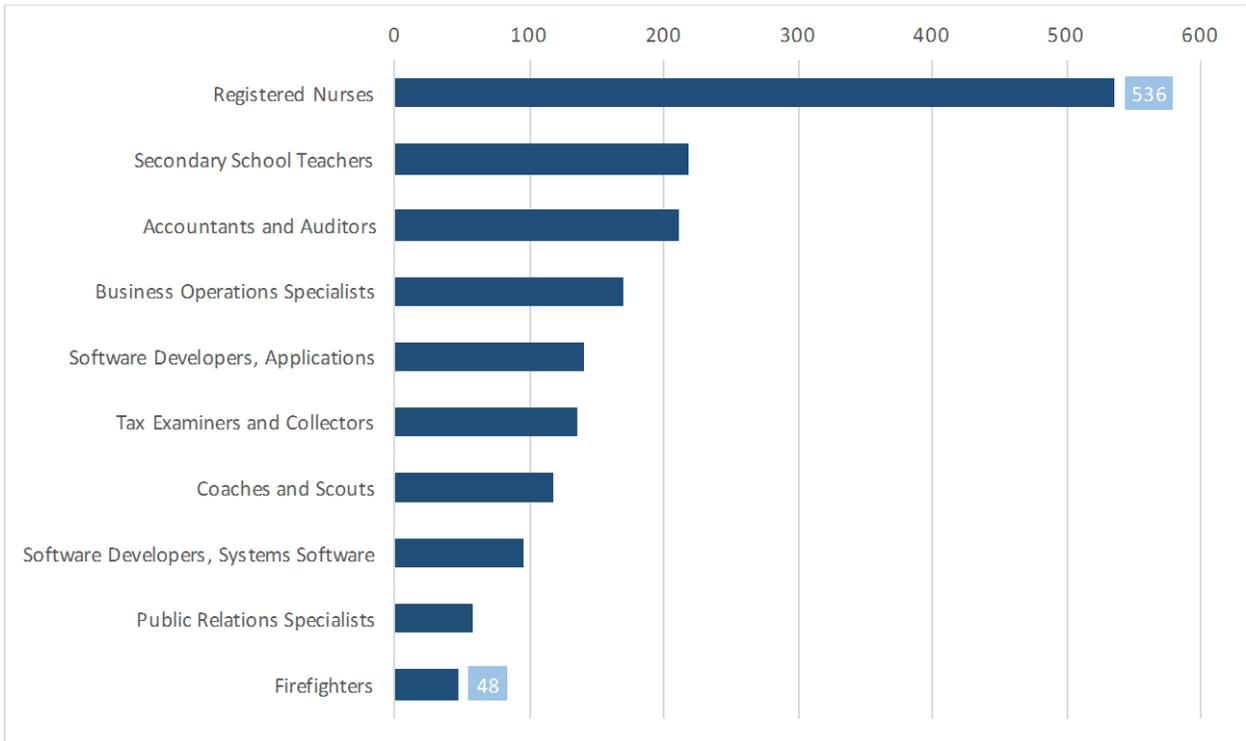
The table 4.8 lists the occupations with the largest gaps for which a program of study exists at Yuba College and the related chart illustrates the size of the gaps. Because a program of study has been established at the College, the institution *might* want to consider expanding enrollments to help meet labor market demand.

Table 4.8: Gap Analysis, Occupations Where Yuba College Has Established Programs of Study

Greater Sacramento and Yuba City Metropolitan Statistical Areas 2014-2024, 10 Largest Occupational Gaps, Yuba Programs Only							
SOC	Occupational Title	Entry Level Education	Yuba Degree?	TOP	Annual Average Total Jobs	3 Year-Average Annual Graduates	Gap
291141	Registered Nurses	Bachelor's	Y	123000, 123010 040100, 100200, 100400, 150100, 170100, 190500, 220100, 220500	817	281	-536
252031	Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's	Y	050200, 050210	219	0	-219
132011	Accountants and Auditors	Bachelor's	Y	050640, 050970 070600, 070700,	517	305	-212
131199	Business Operations Specialists, All Other	Bachelor's	Y	070710	218	49	-169
151132	Software Developers, Applications	Bachelor's	Y	050210	217	76	-141
132081	Tax Examiners and Collectors, and Revenue Agents	Bachelor's	Y	083500, 083560 070600, 070700,	147	12	-135
272022	Coaches and Scouts	Bachelor's	Y	070710	119	1	-118
151133	Software Developers, Systems Software	Bachelor's	Y	150600	172	76	-96
273031	Public Relations Specialists	Bachelor's	Y	213300, 213350	58	0	-58
332011	Firefighters	Certificate	Y		93	45	-48
Total							-1732

Source: Employment Development Department, *Labor Market Information* and Chancellor’s Office, Centers of Excellence, *Labor Market Database*; analysis by Cambridge West Partnership, LLC

Chart 4.9: Gap Analysis, Yuba Programs Only



Source: Employment Development Department, *Labor Market Information* and Chancellor’s Office, Centers of Excellence, *Labor Market Database*; analysis by Cambridge West Partnership, LLC

The following table displays the gaps for occupations where there is *no associated program of study* at the College and the related chart illustrates the size of those gaps. A regional search for established programs of study using the TOP codes associated with these occupations was completed. The results are found in Appendix O: Neighboring Programs For Occupations With Gaps.

Table 4.10: Gap Analysis, Occupations Where Yuba College Has No Established Programs of Study

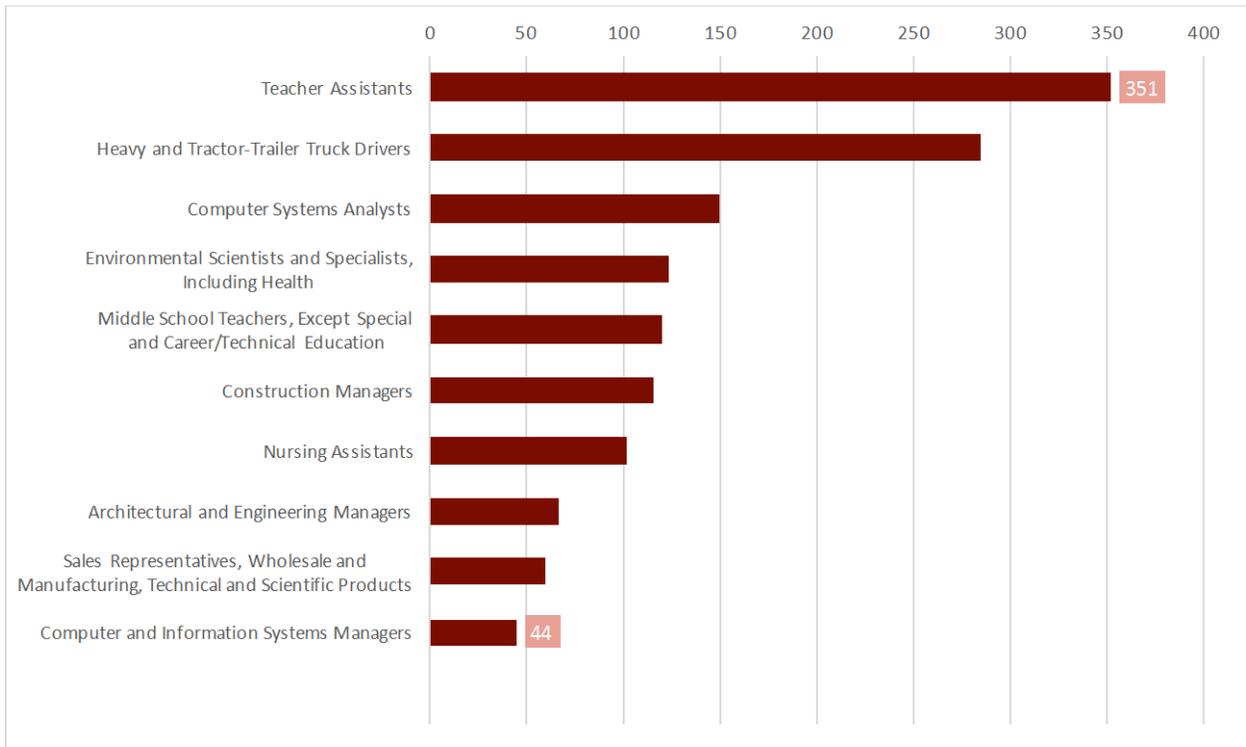
Greater Sacramento and Yuba City Metropolitan Statistical Areas 2014-2024, 10 Largest Occupational Gaps, No Yuba Program							
SOC	Occupational Title	Entry Level Education	Yuba Program	TOP	Annual Average Total Jobs	3 Year Average Graduates	More Openings than Graduates Gap
259041	Teacher Assistants	Some Coll.	1	080200	351	0	-351
533032	Heavy and Tractor-Trailer Truck Drivers	Certificate	N	094750	284	0	-284
151121	Computer Systems Analysts	Bachelor's	N	070100,	371	222	-149
192041	Environmental Scientists and Specialists, Including Health	Bachelor's	N	070200, 070810			
252022	Middle School Teachers, Except Special and Career/Technical Education	Bachelor's		030100	123	0	-123
119021	Construction Managers	Bachelor's	N	083900	119	0	-119
311014	Nursing Assistants	Certificate	2	095700	125	10	-115
119041	Architectural and Engineering Managers	Bachelor's	N	123000, 123030	207	106	-101
414011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	Bachelor's	N	020110	66	0	-66
				050800	60	1	-59
						Total	-1,367

The College offers several Certificates of Training and Certificates of Achievement in the Early Childhood Education discipline that might prepare a student to enter this occupation.

The College offers a clinical medical assistant short-course and has authority to offer a licensed vocational nursing program. The former might start a student toward the training required to be a nursing assistant, a graduate from the latter program would be overqualified.

Source: Employment Development Department, *Labor Market Information* and Chancellor's Office, Centers of Excellence, *Labor Market Database*; analysis by Cambridge West Partnership, LLC

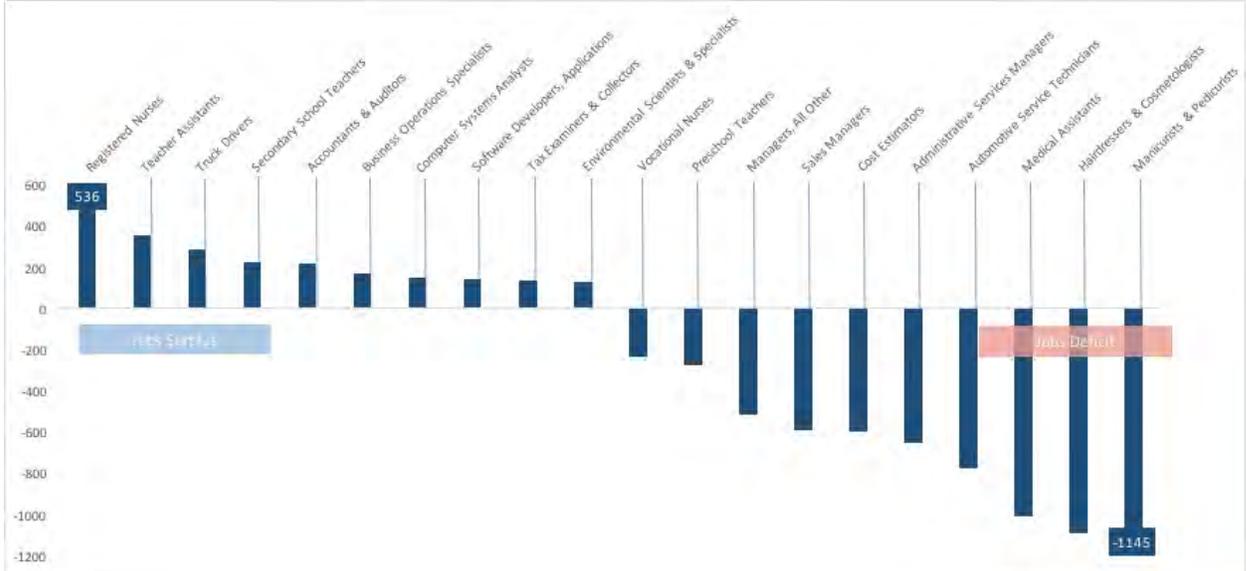
Chart 4.11: Gap Analysis, No Yuba College Programs of Study Have Been Established



Source: Employment Development Department, *Labor Market Information* and Chancellor’s Office, Centers of Excellence, *Labor Market Database*; analysis by Cambridge West Partnership, LLC

The following chart visualizes the 10 occupations projected to have the largest jobs surplus and the 10 with the largest jobs deficit in the Sacramento/Yuba MSA for 2014 – 2024, based on the projected gap between annual new jobs and graduates of their matching programs. This analysis does not account for any other economic factors that would affect job markets. Based on the gap analysis, the occupations on the surplus side are projected to be more opportune for employment of new graduates over the period, whereas the jobs on the deficit side will likely be more competitive for future graduates to gain employment.

Chart 4.12: Projected Occupations with Largest Job Surplus/Deficit, 2014 - 2024



Source: Employment Development Department, *Labor Market Information* and Chancellor's Office, Centers of Excellence, *Labor Market Database*; analysis by Cambridge West Partnership, LLC

Gap Occupations – Associated ADT-s Based on TOP→CIP→O*NET crosswalk

Most of the occupations that demonstrated a projected need for future labor were not linked with any of the statewide established AD-T TOP codes, when reviewed through the O*NET database with the matching Classification of Instructional Programs (CIP) codes. The only AD-T that had substantial linkage with any of the gap occupations was Computer Science (TOP Code 070600), which was linked to the occupations Software Developers, CIS Managers, and Computer Programmers. A Computer Science AD-T exists at Yuba College. The Environmental Science AD-T was also associated with the Environmental Scientists occupation, while a variety of AD-Ts were linked with the Secondary School Teacher occupation.

Chart 4.13: Occupations with Projected Unmet Labor Need

Occupations with Projected Unmet Labor Need: Associated ADTs						
SOC	Occupational Title	TOP	Annual Average Total Jobs	3 Year Average Graduates	Gap	Associated AD-Ts via CIP/ONET Crosswalk
291141	Registered Nurses	123000, 123010	817	281	-536	
252031	Secondary School Teachers, Except Special and Career/Technical Education	040100, 100200, 100400, 150100, 170100, 190500, 220100, 220500	219	0	-219	Biology, Chemistry, English, Mathematics, Music, Physics
132011	Accountants and Auditors	050200, 050210	517	305	-212	
131199	Business Operations Specialists, All Other	050640, 050970	218	49	-169	
151121	Computer Systems Analysts	070100, 070200, 070810	371	222	-149	
151132	Software Developers, Applications	070600, 070700, 070710	217	76	-141	Computer Science
132081	Tax Examiners and Collectors, and Revenue Agents	050210	147	12	-135	
192041	Environmental Scientists and Specialists, Including Health	030100	123	0	-123	Environmental Science
252022	Middle School Teachers, Except Special and Career/Technical Education	083900	119	0	-119	
272022	Coaches and Scouts	083500, 083560	119	1	-118	
119021	Construction Managers	095700	125	10	-115	
151133	Software Developers, Systems Software	070600, 070700, 070710	172	76	-96	Computer Science
119041	Architectural and Engineering Managers	020110	66	0	-66	
414011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	050800	60	1	-59	
273031	Public Relations Specialists	150600	58	0	-58	
113021	Computer and Information Systems Managers	070600	78	34	-44	Computer Science
131023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	050900	55	13	-42	
273091	Interpreters and Translators	085010	70		-38	
151131	Computer Programmers	070600, 070700, 070710	98	76	-22	Computer Science
292012	Medical and Clinical Laboratory Technicians	040000, 095500, 120500	59	39	-20	
292021	Dental Hygienists	124020	63	58	-5	

*AD-Ts and matching TOP codes in GREEN are available at Yuba College. Those in RED are not available.

Source: California Employment Development Department. *Labor Market Information*. California Community Colleges, Chancellor's Office, Academic Affairs Division. *Approved AD-Ts* and Centers of Excellence. *Crosswalk TOP-CIP_SOC*. U.S. Department of Labor, Employment Training Administration, *O*NET Online*

Growth Occupations with no TOP Code Associated

Almost none of the occupations without an associated TOP code matched with any of those jobs linked with the list of AD-Ts available at the statewide level. The one exception was Chief Executives, which was linked to the Business Administration AD-T when reviewed through the crosswalk.

Chart 4.14: Bachelor’s-Required Occupations without Matching TOP Code

Bachelor's-Required Occupations without Matching TOP Code: Possible AD-Ts				
Standard Occupational Classification	Occupation	Average Annual Total Jobs	Associated AD-Ts via CIP/O*NET Crosswalk	TOP Codes
252021	Elementary School Teachers, Except Special Education	288	available, but not established at Yuba	490120
172051	Civil Engineers	244	Engineering model curriculum	
253098	Substitute Teachers	193		
131161	Market Research Analysts and Marketing Specialists	116		
253097	Teachers and Instructors, All Other, Except Substitute Teachers	116		
131071	Human Resources Specialists	95		
111011	Chief Executives	84	Business Administration AD-T	050500
252012	Kindergarten Teachers, Except Special Education	67	available, but not established at Yuba	490120
251191	Graduate Teaching Assistants	66		
131141	Compensation, Benefits, and Job Analysis Specialists	65		
132072	Loan Officers	64		
211021	Child, Family, and School Social Workers	58	available, but not established at Yuba	210400
172141	Mechanical Engineers	55	Engineering model curriculum	
131151	Training and Development Specialists	51		

Source: California Employment Development Department. *Labor Market Information*. California Community Colleges, Chancellor’s Office, Academic Affairs Division. *Approved AD-Ts and Centers of Excellence. Crosswalk TOP-CIP_SOC*. U.S. Department of Labor, Employment Training Administration, *O*NET Online*

Student Success and Completion Revisited

The College has currently implemented a number of interventions to promote greater student success and completion. Those current interventions are highlighted in the Institutional Effectiveness chapter of this Plan. The District has 35 student success initiatives. The College is engaged in most of them. The College acknowledged that the campus-based lead student success committees need to frequently review these interventions to ensure completion and progress.⁴⁴ However, that large number of initiatives may be dissipating organizational energy. In an effort to focus and coordinate organizational energy the Chancellor’s Office has directed the colleges to prepare an *integrated plan* for the use of revenues provided by the state initiatives in Basic Skills, Student Equity, and Student Success and Support Programs.

At the beginning of the 2016 -17 academic year the College received a report from an Aspen Institute College Excellence Program visiting team. The team had been invited to the District and campus to help improve the local understanding and capacity to instruct and graduate students with particular attention to the low-income and minority student population. The primary recommendation to the College was to establish clear student success goals and build on the completion by design framework.⁴⁵

In addition to the past and current efforts highlighted in the Institutional Effectiveness chapter and in response to the Aspen Institute Report, the College is poised to launch a major three-year effort to advance the completion by design concept by participating in the California Guided Pathways Initiative. Further, the development of this Plan marks the start of a new cycle of strategic planning for the College. The goals, objectives, and action steps the College intends to undertake are discussed in the following chapter of this Plan.

⁴⁴ Yuba College, College Effectiveness and Accreditation Committee. *Institutional Effectiveness Review and Report 2015-16*

⁴⁵ Aspen Institute College Excellence Program. *Feedback Report for Yuba College*. September 2016

5. Translating Strategy into Action

A. Implementing the Plan

In their book *The Strategy-Focused Organization*, Kaplan and Norton (2002) note the importance of strategy execution, stating that research supports the idea that the ability to execute strategy is more important than the strategy itself. They describe the increasing challenge that today's organizations face when implementing strategy due to rapidly changing environments, decentralized organizational structure, and increased competition in a knowledge based environment. To effectively implement strategic plans they argue:

Strategy implementation requires all business units, support units, and employees be aligned and linked to the strategy. And with the rapid changes in technology, competition, and regulations, the formation and implementation of strategy must become a continual and participatory process. Organizations today need a language for communicating strategy as well as processes and systems that help them to implement strategy and gain feedback about their strategy. Success comes from having strategy become everyone's everyday job. (p.3)

Harvard professor and author Michael Porter notes that the movement from a current organizational state to a new, preferred one occurs through the execution of activities or actions that create a sustainable, strategic position (p. 75). With this in mind, the College has identified specific actions that will allow the organization to achieve each strategic objective. Actions have been identified for each objective for the next 3-year period and include a description of the action, performance outcomes, a timeline, funding source, and responsible party.

As strategy execution occurs at all levels of the organization, all members of the organization must understand strategy. Kaplan and Norton (2002) note that for an organization to create management processes to implement strategy, a framework must be constructed for describing the strategy. As noted in Chapter 1, Yuba College has identified Completion by Design/Guided Pathways as its overarching framework and has developed a strategy map to facilitate communication.

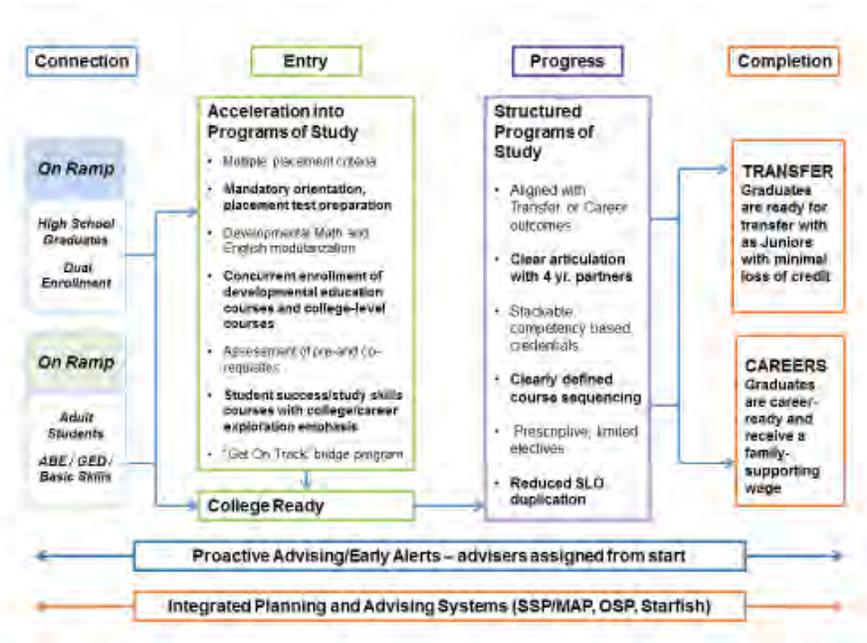
B. Completion by Design and California Guided Pathways

The Completion by Design Framework is a research based, systemic approach to improving "student success that weaves together academic and support services into integrated Guided Pathways for students" (CBD Process, 2017). This framework provides a roadmap for how an institution can improve student success and achievement. Completion by Design, in combination with other emerging research, is foundation to the Yuba College Educational Master Plan.

Similarly, Guided Pathways is an overarching framework for re-designing an institution to improve student success and completion. Organizations implement an integrated, institution-wide approach to student success by creating structured educational experiences that support each student from point of entry to attainment of high-quality post-secondary credentials and

careers. Rather than work with a subset of students, guided pathways are a college-wide undertaking that provides a framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and California College Promise.

Chart 5.1: Completion by Design Model



During the spring 2017 semester, Yuba College applied to participate in the California Guided Pathways Project and was one of 20 institutions selected to participate. The California Guided Pathways project was modeled after the American Association of Community Colleges (AACC) Pathways Project and adapted for implementation in California. The model helps colleges clarify paths to student end goals, helps student select and stay on path, and ensures quality learning. Over the next two years, the College will send a team to six two-day institutes, which will focus on key elements required to implement a fully scaled pathway model serving all students at a community college. While Yuba College engages in this work, it will receive support on the change process from expert coaches.

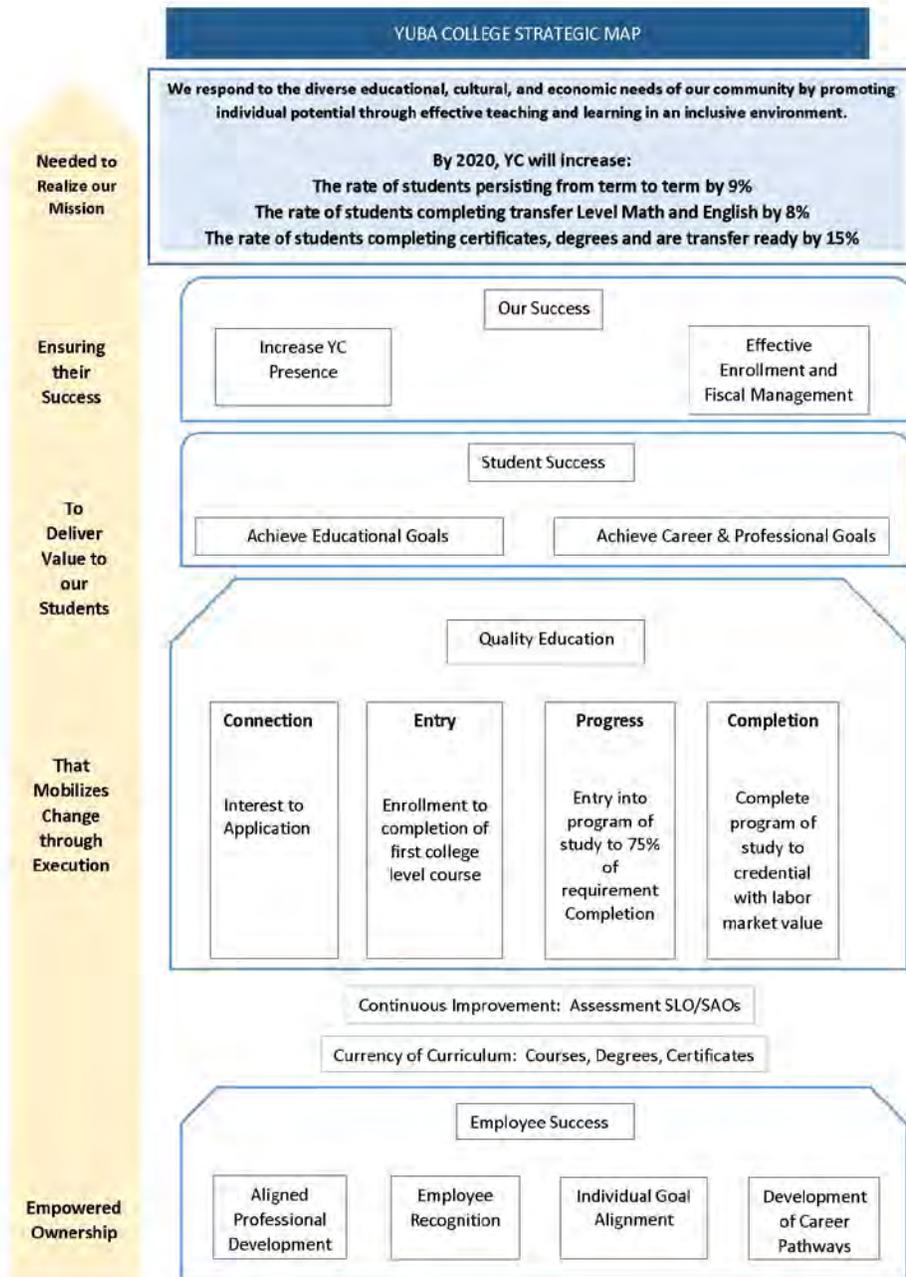
By using Completion by Design as the overarching framework for the EMP, the Educational Master Plan objectives and actions are focused on improving student outcomes at critical student connection and progression points; translating into improved metrics from entry through completion.

C. Communication

Throughout the development of the Educational Master Plan, communication and input from the College community was a key consideration and focus. This was done as strategy can only be effectively implemented when it is communicated, understood, and managed. Three Compression Planning sessions were conducted to solicit input and engagement. Feedback was solicited via questionnaires, surveys, and interviews. Presentations were made at Convocation,

Compression Planning Sessions, Planning Retreats, and during the EMP Forum. Additionally, an EMP web page was created and progress was communicated via newsletters and governance minutes. Going forward, President’s Cabinet and College Council will dedicate regularly scheduled meetings to monitoring, evaluating and adapting strategy. As part of the EMP development process, the College developed a Strategy Map to facilitate communication. The Strategy Map has been posted on line and throughout the campus.

Chart 5.2: Yuba College Strategic Map



D. College Goals, Actions, and Performance Outcomes

Yuba College has identified College Objectives and Actions for the next three years. Progress on these goals will be monitored by the College Accreditation and Effectiveness Committee (CEAC) and College Council. The College has developed Objectives and Outcomes for all relevant District Goals and all are important. However, the majority of the College resources and efforts will be dedicated to District Goal #1: Increase student success and maximize the student experience through learner centered programs and services designed to enhance student learning and completion. See page 178 for a chart that summarizes actions, performance outcomes, timeline, funding source and responsible party.

6. Projections for Future Growth

A. Future Capacity for the Growth

Dynamics of Future Capacities

Linking the Educational Master Plan's internal and external analysis to Weekly Student Contact Hours (WSCH) and space quantification completes the process of planning for future instructional capacity. It balances a comprehensive program of College development at all locations where the institution owns the property with the current curriculum, instructional delivery modes, and necessary support structures. The extent and direction of future curriculum development is uncertain, but the visions of future curriculum, the needs of the labor market, interests of prospective students, opportunities provided by the four-year transfer institutions, the College's mission, priorities, and financial resources are all factors to be considered when charting the future direction of the institution.

Planning must involve developing a long-term vision as well as meeting short-term goals. The current and immediate future economic indicators are improving. The number of new student enrollments is expected to continue to increase and by the year 2021 the College will return to its pre Great Recession growth pattern. The new Sutter County Center, opened in fall 2012, is an important asset in the future growth of the College. The College continues to use a memorandum of understanding with the Air Force to offer instruction at Beale Air Force Base Outreach Center but does not own that facility. Therefore, the Beale Air Force Base Outreach Center is not included in consideration for future space needs that the College would have to finance.

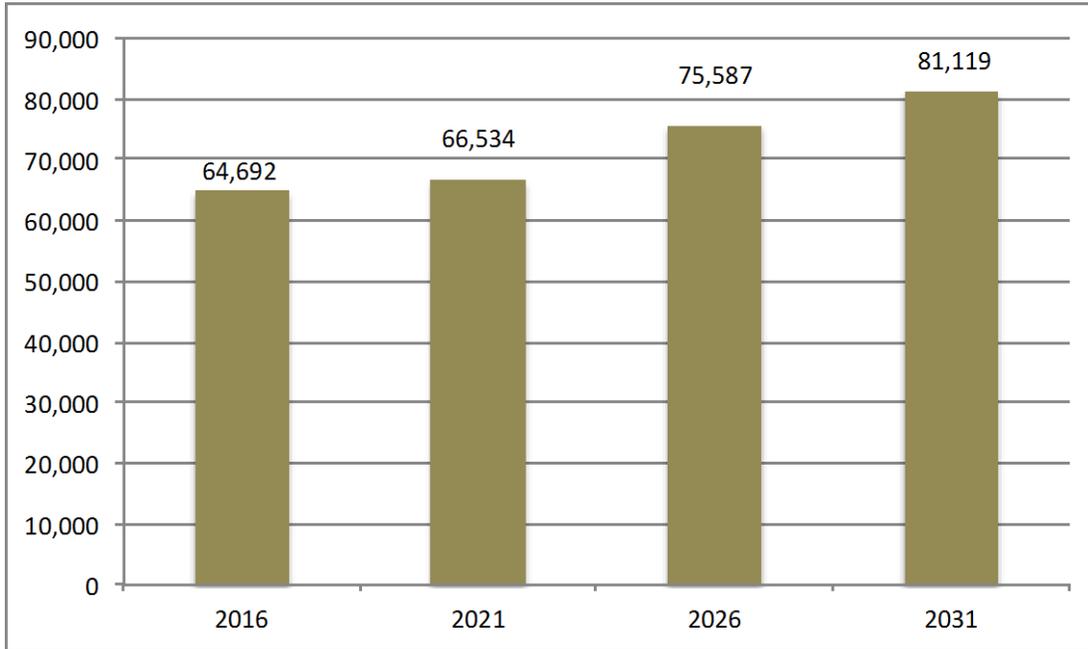
As a dynamic process, educational planning involves a mixture of methods and a variety of assessments. Looking to the future, a master plan must strive to:

- assure sufficient facilities to accommodate higher enrollment numbers;
- improve the teaching/learning environment;
- address new program development;
- integrate the latest technological innovations; and,
- provide adequate space configuration that permits flexible teaching methods.

In any planning cycle, the projected WSCH is time specific and addresses future needs for increased capacity that may or may not materialize exactly at the times projected. The strategic goal is to plan sufficiently for facilities that are flexible enough to accommodate additional enrollments when they do materialize.

By considering the expected economic and fiscal factors out to 2031, an overall growth projection for WSCH was established for the College at an un compounded average annual rate of 1.7%. While modest, this growth represents a reasonable forecast for all locations and means of instruction offered by the College at this time.

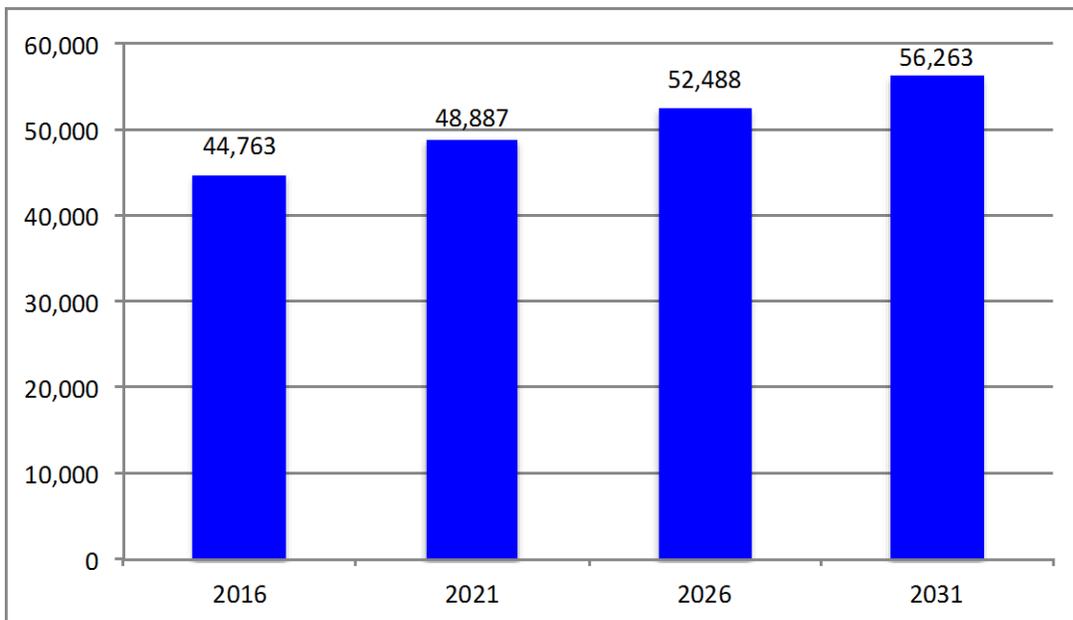
Chart 6.1: Yuba College Weekly Student Contact Hours (WSCH) At All Locations and Including All Means of Instruction



Source: Cambridge West Partnership, LLC

The following chart includes both face-to-face and distance education offerings associated with the Marysville Campus.

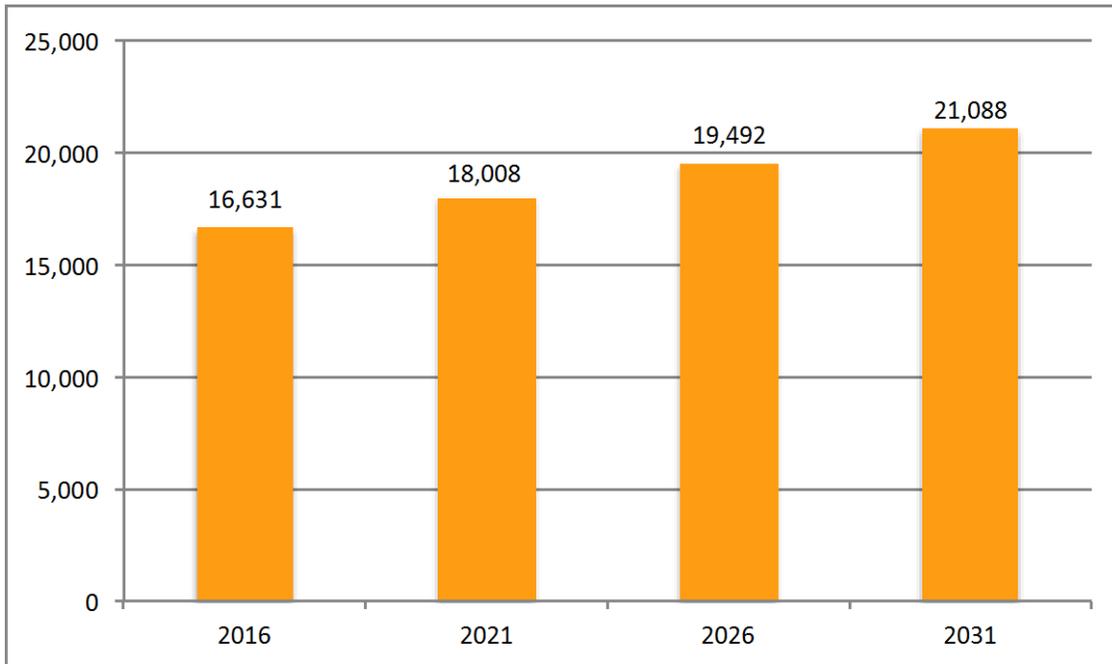
Chart 6.2: Yuba College Weekly Student Contact Hours (WSCH) At the Marysville Campus only



Source: Cambridge West Partnership, LLC

The Sutter County Center leases some instructional space to Brandman University. As enrollment grows at the Center those spaces will return for Yuba College to schedule classes. The following chart includes both face-to-face and distance education offerings associated with the Sutter County Center.

Chart 6.3: Yuba College Weekly Student Contact Hours (WSCH) At Sutter County Center



Source: Cambridge West Partnership, LLC

B. Baseline Term Analysis

The fall 2016 program of instruction provided a snapshot in time used as a baseline for this EMP. A planning model was created to address the capacities for the future and provided the foundation from which a future program of instruction could be projected.

Table 6.4: Yuba College Marysville Campus Baseline, Fall 2016 (excludes distance education)

Marysville Campus	Nbr. Sect.	Seats	Seats/ Sect.	WSCH	WSCH/ Sect.	FTES	Lec	Lab	% Lec	% Lab	Lec WSCH	Lab WSCH	ASF Lec	ASF Lab	Total ASF
Applied Academics															
Accounting 0500	8	210	26.25	846.00	105.75	28.20	432.0	162.0	73%	27%	615.3	230.7	291.0	295.3	586.4
Automotive 0948	11	142	12.91	907.00	82.45	30.23	504.0	702.0	42%	58%	379.0	528.0	179.3	4,519.3	4,698.6
Business Computer Applications 0500	3	62	20.67	224.00	74.67	7.47	84.0	90.0	48%	52%	108.1	115.9	51.1	148.3	199.5
Culinary Arts 1300	4	75	18.75	430.00	107.50	14.33	90.0	324.0	22%	78%	93.5	336.5	44.2	864.9	909.1
Cal. Workforce Experience 4932	1	16	16.00	60.00	60.00	2.00	0.0	60.0	0%	100%	0.0	60.0	0.0	154.2	154.2
Engineering 0900	2	20	10.00	82.00	41.00	2.73	90.0	54.0	63%	38%	51.3	30.8	24.2	98.7	122.9
General Bus Management 0500	2	66	33.00	168.00	84.00	5.60	324.0	0.0	100%	0%	168.0	0.0	79.5	0.0	79.5
Internship 0500	1	1	1.00	3.00	3.00	0.10	0.0	600.0	0%	100%	0.0	3.0	0.0	3.8	3.8
Manufacturing 0956	2	40	20.00	200.00	100.00	6.67	72.0	108.0	40%	60%	80.0	120.0	37.8	385.2	423.0
Office Administration 0500	3	57	19.00	167.00	55.67	5.57	153.0	162.0	49%	51%	81.1	85.9	38.4	109.9	148.3
Veterinary Technology 0102	5	85	17.00	359.00	71.80	11.97	162.0	216.0	43%	57%	153.9	205.1	72.8	1,009.3	1,082.1
Welding 0956	6	121	20.17	574.00	95.67	19.13	414.0	486.0	46%	54%	264.0	310.0	124.9	1,193.3	1,318.2
total	48	895	18.65	4,020.00	83.75	134.00	2,325.0	2,964.0	44%	56%	1,994.2	2,025.8	943.3	8,782.3	9,725.6
Arts and Education															
Art 1000	10	220	22.00	983.00	98.30	32.77	846.0	2,214.0	28%	72%	271.8	711.2	128.5	1,827.9	1,956.4
Early Childhood Education 1300	15	397	26.47	1,230.00	82.00	41.00	882.0	768.0	53%	47%	657.5	572.5	311.0	1,471.3	1,782.3
English 1500	51	1,258	24.67	4,768.00	93.49	158.93	3,582.0	0.0	100%	0%	4,768.0	0.0	2,255.3	0.0	2,255.3
ESL 4900	19	332	17.47	451.00	23.74	15.03	2,682.0	216.0	93%	7%	417.4	33.6	197.4	86.4	283.8
French 1100	1	13	13.00	52.00	52.00	1.73	72.0	0.0	100%	0%	52.0	0.0	24.6	0.0	24.6
Learning Assistance 4900	6	1,365	227.50	241.00	40.17	8.03	117.0	513.0	19%	81%	44.8	196.2	21.2	504.3	525.5
Mass Communication 0600	2	17	8.50	63.00	31.50	2.10	198.0	216.0	48%	52%	30.1	32.9	14.3	70.3	84.6
Music 1000	11	273	24.82	631.00	57.36	21.03	765.0	1,116.0	41%	59%	256.6	374.4	121.4	962.1	1,083.5
Sign Language 0800	3	78	26.00	300.00	100.00	10.00	216.0	0.0	100%	0%	300.0	0.0	141.9	0.0	141.9
Spanish 1100	6	163	27.17	571.00	95.17	19.03	468.0	0.0	100%	0%	571.0	0.0	270.1	0.0	270.1
Speech 1500	9	238	26.44	737.00	81.89	24.57	486.0	162.0	75%	25%	552.8	184.3	261.5	276.4	537.8
Theater Arts 1000	2	88	44.00	401.00	200.50	13.37	207.0	837.0	20%	80%	79.5	321.5	37.6	826.2	863.8
total	135	4,442	32.90	10,428.00	77.24	347.60	10,521.0	6,042.0	64%	36%	8,001.4	2,426.6	3,784.7	6,025.0	9,809.7

	Nbr.	Seats	Seats/ Sect.	WSCH	WSCH/ Sect.	% FTES	% Lec	% Lab	% Lec	% Lab	Lec WSCH	Lab WSCH	ASF Lec	ASF Lab	Total ASF
Marysville Campus															
Athletics and Health															
Health 0800	10	225	22.50	655.00	65.50	21.83	540.0	0.0	100%	0%	655.0	0.0	309.8	0.0	309.8
Physical Education 0835	47	1,011	21.51	3,265.00	69.47	108.83	1,129.5	2,831.5	29%	71%	931.0	2,334.0	440.4	7,492.0	7,932.4
total	57	1,236	21.68	3,920.00	68.77	130.67	1,669.5	2,831.5	37%	63%	1,586.0	2,334.0	750.2	7,492.0	8,242.2
Nursing & Allied Health															
Human Services 1200	9	131	14.56	277.00	30.78	9.23	306.0	66.0	82%	18%	227.9	49.1	107.8	105.2	212.9
Nursing 1200	29	360	12.41	2,685.00	92.59	89.50	1,116.0	3,483.0	24%	76%	651.5	2,033.5	308.2	4,351.6	4,659.8
Psychiatric Technician 1200	4	52	13.00	126.00	31.50	4.20	180.0	0.0	100%	0%	126.0	0.0	59.6	0.0	59.6
Radiology Technology 1200	6	100	16.67	562.00	93.67	18.73	216.0	324.0	40%	60%	224.8	337.2	106.3	721.6	827.9
total	48	643	13.40	3,650.00	76.04	121.67	1,818.0	3,873.0	32%	68%	1,230.2	2,419.8	581.9	5,178.4	5,760.3
Public Safety															
Administration of Justice 2100	28	568	20.29	1,933.00	69.04	64.43	1,318.5	300.0	81%	19%	1,574.7	358.3	744.8	766.8	1,511.6
EMT 1200	2	41	20.50	369.00	184.50	12.30	216.0	108.0	67%	33%	246.0	123.0	116.4	263.2	379.6
Fire Technology 2100	2	31	15.50	87.00	43.50	2.90	108.0	0.0	100%	0%	87.0	0.0	41.2	0.0	41.2
total	32	640	20.00	2,389.00	74.66	79.63	1,642.5	408.0	80%	20%	1,907.7	481.3	902.3	1,030.0	1,932.3
STEM and Social Sciences															
Anthropology 2200	1	37	37.00	108.00	108.00	3.60	54.0	0.0	100%	0%	108.0	0.0	51.1	0.0	51.1
Astronomy 1900	1	32	32.00	93.00	93.00	3.10	54.0	0.0	100%	0%	93.0	0.0	44.0	0.0	44.0
Biology 0400	25	591	23.64	4,083.00	163.32	136.10	1,098.0	1,944.0	36%	64%	1,473.7	2,609.3	697.1	6,079.6	6,776.6
Chemistry 1900	8	162	20.25	1,428.00	178.50	47.60	432.0	810.0	35%	65%	496.7	931.3	234.9	2,393.5	2,628.4
Computer Science 0700	3	87	29.00	421.00	140.33	14.03	156.0	126.0	55%	45%	232.9	188.1	110.2	321.7	431.8
Ecology 0400	3	69	23.00	204.00	68.00	6.80	108.0	54.0	67%	33%	136.0	68.0	64.3	158.4	222.8
Economics 2200	3	63	25.00	186.00	62.00	6.20	162.0	0.0	100%	0%	186.0	0.0	88.0	0.0	88.0
Geography 2200	3	70	23.33	165.00	55.00	5.50	162.0	0.0	100%	0%	165.0	0.0	78.0	0.0	78.0
History 2200	10	408	40.80	1,203.00	120.30	40.10	540.0	0.0	100%	0%	1,203.0	0.0	569.0	0.0	569.0
Humanities 1500	6	125	20.83	216.00	36.00	7.20	324.0	0.0	100%	0%	216.0	0.0	102.2	0.0	102.2
Math 1700	41	1,471	35.88	5,545.00	135.24	184.83	2,898.0	0.0	100%	0%	5,545.0	0.0	2,622.8	0.0	2,622.8
Philosophy 1500	4	74	18.50	219.00	54.75	7.30	216.0	0.0	100%	0%	219.0	0.0	103.6	0.0	103.6
Physical Science 1900	3	76	25.33	228.00	76.00	7.60	162.0	0.0	100%	0%	228.0	0.0	107.8	0.0	107.8
Physics 1900	4	56	14.00	207.00	51.75	6.90	108.0	162.0	40%	60%	82.8	124.2	39.2	319.2	358.4
Political Science 2200	5	163	32.60	543.00	108.60	18.10	270.0	0.0	100%	0%	543.0	0.0	256.8	0.0	256.8
Psychology 2000	8	377	47.13	1,101.00	137.63	36.70	432.0	0.0	100%	0%	1,101.0	0.0	520.8	0.0	520.8
Sociology 2200	5	156	31.20	450.00	90.00	15.00	270.0	0.0	100%	0%	450.0	0.0	212.9	0.0	212.9
Statistics 1700	5	189	37.80	945.00	189.00	31.50	279.0	171.0	62%	38%	585.9	359.1	277.1	538.7	815.8
total	138	4,206	30.48	17,345.00	125.69	578.17	7,725.0	3,267.0	70%	30%	12,864.0	4,280.0	6,084.7	9,811.0	15,895.6
Student Services															
Counseling 4900	15	384	25.60	1,006.00	67.07	33.53	684.0	0.0	100%	0%	1,006.0	0.0	475.8	0.0	475.8
total	15	384	25.60	1,006.00	67.07	33.53	684.0	0.0	100%	0%	1,006.0	0.0	475.8	0.0	475.8
Marysville Campus Total	473	12,446	26.31	42,758.00	90.40	1,425.27	26,385.0	19,385.5	58%	42%	28,589.6	13,967.4	13,522.9	38,318.7	51,841.6

Table 6.5: Yuba College Sutter County Center Baseline, Fall 2016 (excludes distance education)

Sutter County Center	Nbr. Sect.	Seats	Seats/ Sect.	WSCH	WSCH/ Sect.	FTES	Lec	Lab	% Lec	% Lab	Lec WSCH	Lab WSCH	ASF Lec	ASF Lab	Total ASF
Applied Academics															
<i>Accounting 0500</i>	4	90	22.50	307.00	76.75	10.23	216.0	27.0	89%	11%	272.9	34.1	129.1	43.7	172.7
<i>Business Computer Applications 0500</i>	2	37	18.50	144.00	72.00	4.80	81.0	63.0	56%	44%	81.0	63.0	38.3	80.6	119.0
<i>General Business 0500</i>	2	61	30.50	163.00	81.50	5.43	216.0	0.0	100%	0%	163.0	0.0	77.1	0.0	77.1
<i>Office Administration 0500</i>	1	11	11.00	35.00	35.00	1.17	72.0	108.0	40%	60%	14.0	21.0	6.6	26.9	33.5
total	9	199	22.11	649.00	72.11	21.63	585.0	198.0	75%	25%	530.9	118.1	251.1	151.2	402.3
Arts and Education															
<i>Art 1000</i>	2	43	21.50	129.00	64.50	4.30	108.0	0.0	100%	0%	129.0	0.0	61.0	0.0	61.0
<i>Early Childhood Education 1300</i>	2	60	30.00	180.00	90.00	6.00	108.0	0.0	100%	0%	180.0	0.0	85.1	0.0	85.1
<i>English 1500</i>	24	578	24.08	2,165.00	90.21	72.17	1,620.0	0.0	100%	0%	2,165.0	0.0	1,024.0	0.0	1,024.0
<i>ESL 4900</i>	4	64	16.00	70.00	17.50	2.33	720.0	0.0	100%	0%	70.0	0.0	33.1	0.0	33.1
<i>Music 1000</i>	2	48	24.00	141.00	70.50	4.70	108.0	0.0	100%	0%	141.0	0.0	66.7	0.0	66.7
<i>Sign Language 1100</i>	3	76	25.33	296.00	98.67	9.87	21.0	0.0	100%	0%	296.0	0.0	140.0	0.0	140.0
<i>Spanish 1100</i>	2	47	23.50	188.00	94.00	6.27	144.0	0.0	100%	0%	188.0	0.0	88.9	0.0	88.9
<i>Speech 1500</i>	6	144	24.00	412.00	68.67	13.73	342.0	0.0	100%	0%	412.0	0.0	194.9	0.0	194.9
total	45	1,060	23.56	3,581.00	79.58	119.37	3,171.0	0.0	100%	0%	3,581.0	0.0	1,693.8	0.0	1,693.8
Athletics & Health															
<i>Health 0837</i>	4	131	32.75	393.00	98.25	13.10	216.0	120.0	64%	36%	252.6	140.4	119.5	450.5	570.0
<i>Physical Education 0835</i>	2	23	11.50	71.00	35.50	2.37	36.0	108.0	25%	75%	17.8	53.3	8.4	170.9	179.3
total	6	154	25.67	464.00	77.33	15.47	252.0	228.0	53%	48%	270.4	193.6	127.9	621.5	749.4
Nursing & Allied Health															
<i>Human Services 1200</i>	1	34	34.00	102.00	102.00	3.40	54.0	0.0	100%	0%	102.0	0.0	48.2	0.0	48.2
total	1	34	34.00	102.00	102.00	3.40	54.0	0.0	100%	0%	102.0	0.0	48.2	0.0	48.2

Source: Yuba Community College District Office; analysis by Cambridge West Partnership, LLC

Sutter County Center	Nbr. Sect.	Seats	Seats/ Sect.	WSCH	WSCH/ Sect.	FTES	Lec	Lab	% Lec	% Lab	Lec WSCH	Lab WSCH	ASF Lec	ASF Lab	Total ASF
STEM and Social Sciences															
<i>Anthropology 2200</i>	2	46	23.00	138.00	69.00	4.60	108.0	0.0	100%	0%	138.0	0.0	65.3	0.0	65.3
<i>Astronomy 1900</i>	1	9	9.00	27.00	27.00	0.90	54.0	0.0	100%	0%	27.0	0.0	12.8	0.0	12.8
<i>Biology 0400</i>	6	111	18.50	635.00	105.83	21.17	324.0	270.0	55%	45%	346.4	288.6	163.8	672.5	836.4
<i>Chemistry 1900</i>	1	31	31.00	93.00	93.00	3.10	54.0	0.0	100%	0%	93.0	0.0	44.0	0.0	44.0
<i>Ecology 0400</i>	1	14	14.00	42.00	42.00	1.40	54.0	0.0	100%	0%	42.0	0.0	19.9	0.0	19.9
<i>Economics 2200</i>	2	30	15.00	90.00	45.00	3.00	108.0	0.0	100%	0%	90.0	0.0	42.6	0.0	42.6
<i>Geography 2200</i>	1	29	29.00	87.00	87.00	2.90	54.0	0.0	100%	0%	87.0	0.0	41.2	0.0	41.2
<i>Geology 1900</i>	1	13	13.00	39.00	39.00	1.30	54.0	0.0	100%	0%	39.0	0.0	18.4	0.0	18.4
<i>History 2200</i>	6	130	21.67	389.00	64.83	12.97	324.0	0.0	100%	0%	389.0	0.0	184.0	0.0	184.0
<i>Humanities 1500</i>	2	32	16.00	36.00	18.00	1.20	108.0	0.0	100%	0%	36.0	0.0	17.0	0.0	17.0
<i>Math 1700</i>	16	546	34.13	2,137.00	133.56	71.23	1,116.0	0.0	100%	0%	2,137.0	0.0	1,010.8	0.0	1,010.8
<i>Philosophy 1500</i>	3	61	20.33	183.00	61.00	6.10	162.0	0.0	100%	0%	183.0	0.0	86.6	0.0	86.6
<i>Political Science 2200</i>	3	45	15.00	135.00	45.00	4.50	162.0	0.0	100%	0%	135.0	0.0	63.9	0.0	63.9
<i>Psychology 2000</i>	7	275	39.29	822.00	117.43	27.40	378.0	0.0	100%	0%	822.0	0.0	388.8	0.0	388.8
<i>Sociology 2200</i>	1	53	53.00	156.00	156.00	5.20	162.0	0.0	100%	0%	156.0	0.0	73.8	0.0	73.8
<i>Statistics 1700</i>	4	67	16.75	335.00	83.75	11.17	117.0	63.0	65%	35%	217.8	117.3	103.0	175.9	278.9
total	57	1,492		5,344.00	93.75	178.13	3,339.0	333.0	91%	9%	4,938.1	405.9	2,335.7	848.4	3,184.1
Student Services															
<i>Counseling 4900</i>	4	106	26.50	312.00	78.00	10.40	216.0	0.0	100%	0%	312.0	0.0	147.6	0.0	147.6
total	4	106		312.00	78.00	10.40	216.0	0.0	100%	0%	312.0	0.0	147.6	0.0	147.6
Total Sutter County Center	122	3,045	24.96	10,452.00	85.67	348.40	7,617.0	759.0	91%	9%	9,734.4	717.6	4,604.4	1,621.1	6,225.4

Source: Yuba Community College District Office; analysis by Cambridge West Partnership, LLC

Table 6.6: Yuba College Beale Air Force Base Outreach Facility Baseline, Fall 2016 (excludes distance education)

Beale AFB	Nbr. Sect.	Seats	Seats/ Sect.	WSCH	WSCH/ Sect.	FTES	Lec	Lab	% Lec	% Lab	Lec WSCH	Lab WSCH	ASF Lec	ASF Lab	Total ASF
Applied Academics															
<i>Business Computer Application 0500</i>	1	8	8.00	32.00	32.00	1.07	12.0	18.0	40%	60%	12.8	19.2	13.7	24.6	38.2
<i>total</i>	1	8	8.00	32.00	32.00	1.07	12.0	18.0	40%	60%	12.8	19.2	13.7	24.6	38.2
Arts and Education															
<i>English 1500</i>	1	17	17.00	65.00	65.00	2.17	72.0	0.0	100%	0%	65.0	0.0	30.7	0.0	30.7
<i>Speech 1500</i>	2	33	16.50	95.00	47.50	3.17	162.0	0.0	100%	0%	95.0	0.0	44.9	0.0	44.9
<i>total</i>	3	50	16.67	160.00	53.33	5.33	234.0	0.0	100%	0%	160.0	0.0	75.7	0.0	75.7
Public Safety															
<i>EMT 1200</i>	1	11	11.00	81.00	81.00	2.70	108.0	54.0	67%	33%	54.0	27.0	25.5	57.8	83.3
<i>total</i>	1	11	11.00	81.00	81.00	2.70	108.0	54.0	67%	33%	54.0	27.0	25.5	57.8	83.3
STEM and Social Sciences															
<i>Economics 2200</i>	2	44	22.00	128.00	64.00	4.27	108.0	0.0	100%	0%	128.0	0.0	60.5	0.0	60.5
<i>History 2200</i>	2	35	17.50	101.00	50.50	3.37	108.0	0.0	100%	0%	101.0	0.0	47.8	0.0	47.8
<i>Humanities 1500</i>	1	9	9.00	26.00	26.00	0.87	54.0	0.0	100%	0%	26.0	0.0	12.3	0.0	12.3
<i>Math 1700</i>	1	10	10.00	39.00	39.00	1.30	72.0	0.0	100%	0%	39.0	0.0	18.4	0.0	18.4
<i>Psychology 2000</i>	2	22	11.00	64.00	32.00	2.13	108.0	0.0	100%	0%	64.0	0.0	30.3	0.0	30.3
<i>total</i>	8	120	15.00	358.00	44.75	11.93	450.0	0.0	100%	0%	358.0	0.0	169.3	0.0	169.3
Total Beale AFB	13	189	14.54	631.00	48.54	21.03	804.0	72.0	92%	8%	584.8	46.2	284.2	82.4	366.6

Source: Yuba Community College District Office; analysis by Cambridge West Partnership, LLC

Table 6.7: Yuba College Marysville Campus Distance Education Baseline, Fall 2016

Marysville Distance Education	Nbr. Sect.	Seats	Seats/ Sect.	WSCH	WSCH/ Sect.	FTES	Lec	Lab	% Lec	% Lab	Lec WSCH	Lab WSCH	ASF Lec	ASF Lab	Total ASF
Applied Academics															
<i>Agriculture -13 0100</i>	2	30	15.00	87.00	43.50	2.90	108.0	0.0	100%	0%	87.0	0.0	41.2	0.0	41.2
<i>Veterinary Tech 0100</i>	8	178	22.25	600.00	75.00	20.00	378.0	26.0	94%	6%	561.4	38.6	265.5	190.0	455.5
Arts and Education						0.00							0.0		
<i>Early Childhood Education 1300</i>	1	23	23.00	69.00	69.00	2.30	54.0	0.0	100%	0%	69.0	0.0	32.6	0.0	32.6
<i>English 1500</i>	2	30	15.00	90.00	45.00	3.00	108.0	0.0	100%	0%	90.0	0.0	42.6	0.0	42.6
<i>Mass Communication 0600</i>	1	1	1.00	3.00	3.00	0.10	54.0	0.0	100%	0%	3.0	0.0	1.4	0.0	1.4
Athletics and Health						0.00									
<i>Health 0837</i>	2	39	19.50	117.00	58.50	3.90	108.0	0.0	100%	0%	117.0	0.0	55.3	0.0	55.3
Nursing and Allied Health						0.00									
<i>Nursing and Allied Health 1200</i>	6	217	36.17	662.00	110.33	22.07	324.0	0.0	100%	0%	662.0	0.0	313.1	0.0	313.1
STEM and Social Sciences						0.00						0.0	0.0	0.0	0.0
<i>Anthropology 2200</i>	1	24	24.00	72.00	72.00	2.40	54.0	0.0	100%	0%	72.0	0.0	34.1	0.0	34.1
<i>Math 1700</i>	2	46	23.00	167.00	83.50	5.57	126.0	0.0	100%	0%	167.0	0.0	79.0	0.0	79.0
<i>Political Science 2200</i>	1	6	6.00	18.00	18.00	0.60	54.0	0.0	100%	0%	18.0	36.0	8.5	54.0	62.5
<i>Sociology 2200</i>	1	40	40.00	120.00	120.00	4.00	54.0	0.0	100%	0%	120.0	0.0	56.8	0.0	56.8
Total Marysville Distance Education	27	634	23.48	2,005.00	74.26	66.83	1,422.0	26.0	98%	2%	1,966.4	74.6	930.1	244.0	1,174.1

Source: Yuba Community College District Office; analysis by Cambridge West Partnership, LLC

Table 6.8: Yuba College Sutter County Center Distance Education Baseline, Fall 2016

Sutter Center Distance Educ.	Nbr. Sect.	Seats	Seats/ Sect.	WSCH	WSCH/ Sect.	FTES	Lec	Lab	% Lec	% Lab	Lec WSCH	Lab WSCH	ASF Lec	ASF Lab	Total ASF
Applied Academics															
<i>Accounting 0500</i>	1	12	12.00	48.00	48.00	1.60	45.0	27.0	63%	38%	30.0	18.0	14.2	23.0	37.2
<i>Business Computer Applications 0500</i>	10	235	23.50	604.00	60.40	20.13	234.0	216.0	52%	48%	314.1	289.9	148.6	371.1	519.7
<i>General Business 0500</i>	3	77	25.67	210.00	70.00	7.00	270.0	0.0	100%	0%	210.0	0.0	99.3	0.0	99.3
<i>Management 0500</i>	1	17	17.00	51.00	51.00	1.70	54.0	0.0	100%	0%	51.0	0.0	24.1	0.0	24.1
<i>Office Administration 0500</i>	3	65	21.67	220.00	73.33	7.33	180.0	108.0	63%	38%	137.5	82.5	65.0	105.6	170.6
<i>total</i>	18	406		1,133.00	62.94	37.77	783.0	351.0	69%	31%	742.6	390.4	351.2	499.7	851.0
Arts and Education															
<i>Early Childhood Education 1300</i>	3	95	31.67	285.00	95.00	9.50	162.0	0.0	100%	0%	285.0	0.0	134.8	0.0	134.8
<i>English 1500</i>	6	138	23.00	486.00	81.00	16.20	378.0	0.0	100%	0%	486.0	0.0	229.9	0.0	229.9
<i>Library Science 1600</i>	2	51	25.50	51.00	25.50	1.70	36.0	0.0	100%	0%	51.0	0.0	24.1	0.0	24.1
<i>Mass Communications 0600</i>	5	124	24.80	252.00	50.40	8.40	162.0	0.0	100%	0%	252.0	0.0	119.2	0.0	119.2
<i>Music 1000</i>	1	34	34.00	102.00	102.00	3.40	54.0	0.0	100%	0%	102.0	0.0	48.2	0.0	48.2
<i>total</i>	17	442		1,176.00	69.18	39.20	792.0	0.0	100%	0%	1,176.0	0.0	556.2	0.0	556.2
Athletics and Health															
<i>Health 0837</i>	10	288	28.80	726.00	72.60	24.20	540.0	0.0	100%	0%	726.0	0.0	343.4	0.0	343.4
<i>Physical Education 0835</i>	1	33	33.00	99.00	99.00	3.30	54.0	0.0	100%	0%	99.0	0.0	46.8	0.0	46.8
<i>total</i>	11	321		825.00	75.00	27.50	594.0	0.0	100%	0%	825.0	0.0	390.2	0.0	390.2

Source: Yuba Community College District Office; analysis by Cambridge West Partnership, LLC

Sutter Center Distance Educ.	Nbr. Sect.	Seats	Seats/ Sect.	WSCH WSCH	WSCH/ Sect.	FTEs	Lec	Lab	% Lec	% Lab	Lec WSCH	Lab WSCH	ASF Lec	ASF Lab	Total ASF
Nursing & Allied Health															
Human Services 1200	2	38	19.00	38.00	19.00	1.27	36.0	0.0	100%	0%	38.0	0.0	18.0	0.0	18.0
total	2	38		38.00	19.00	1.27	36.0	0.0	100%	0%	38.0	0.0	18.0	0.0	18.0
STEM and Social Science															
Astronomy 1900	1	43	43.00	126.00	126.00	4.20	54.0	0.0	100%	0%	126.0	0.0	59.6	0.0	59.6
Biology 0400	4	96	24.00	285.00	71.25	9.50	162.0	54.0	75%	25%	213.8	71.3	101.1	166.0	267.1
Computer Science 0700	3	76	25.33	225.00	75.00	7.50	162.0	0.0	100%	0%	225.0	0.0	106.4	0.0	106.4
Ecology 0400	2	53	26.50	156.00	78.00	5.20	108.0	0.0	100%	0%	156.0	0.0	73.8	0.0	73.8
History 2200	5	172	34.40	516.00	103.20	17.20	270.0	0.0	100%	0%	516.0	0.0	244.1	0.0	244.1
Humanities 1500	2	55	27.50	165.00	82.50	5.50	108.0	0.0	100%	0%	165.0	0.0	78.0	0.0	78.0
Math 1700	3	102	34.00	404.00	134.67	13.47	216.0	0.0	100%	0%	404.0	0.0	191.1	0.0	191.1
Philosophy 1500	1	37	37.00	111.00	111.00	3.70	54.0	0.0	100%	0%	111.0	0.0	52.5	0.0	52.5
Political Science 2200	2	52	26.00	84.00	42.00	2.80	108.0	0.0	100%	0%	84.0	0.0	39.7	0.0	39.7
Sociology 1700	2	121	60.50	357.00	178.50	11.90	108.0	0.0	100%	0%	357.0	0.0	168.9	0.0	168.9
Statistics 1700	2	61	30.50	305.00	152.50	10.17	117.0	63.0	65%	35%	198.3	106.8	93.8	160.1	253.9
total	27	868		2,734.00	101.26	91.13	1,467.0	117.0	93%	7%	2,556.0	178.0	1,209.0	326.1	1,535.1
Student Services															
Counseling 4800	3	92	30.67	273.00	91.00	9.10	162.0	0.0	100%	0%	273.0	0.0	129.1	0.0	129.1
total	3	92		273.00	91.00	9.10	162.0	0.0	100%	0%	273.0	0.0	129.1	0.0	129.1
Total Sutter Center Distance Education	78	2,167	27.78	6,179.00	79.22	205.97	3,834.0	468.0	89%	11%	5,610.6	568.4	2,653.8	825.9	3,479.7
All Means of Instruction, All Locations															
GRAND TOTAL YUBA COLLEGE	754	18,982	25.18	64,692.00	85.80	2,156.40	41,469.0	25,933.5	62%	38%	47,259.9	17,267.1	22,335.4	45,482.5	67,817.7

Source: Yuba Community College District Office; analysis by Cambridge West Partnership, LLC

C. WSCH Projections and the Future Program of Instruction

The following table projects future WSCH and FTES in the benchmark years of 2021, 2026, and 2031. The forecast is in summary form by divisions. An overall growth projection for WSCH was established for the College at an un compounded average annual rate of 1.7%. That rate has been applied to the division data in the following table. A detailed WSCH projection, by disciplines of the College, is provided in Appendix Y: WSCH Projection Details. The following summary table *includes* the online offerings, face-to-face (F2F) and distance education (DE) associated with each location.

Table 6.9: Yuba College Marysville Campus and Sutter Center, WSCH Projections by Division 2016-2031

Marysville Campus		Fall Term F2F & DE WSCH Projections			
Divisions	2016	2021	2026	2031	
Applied Academics	4,707	5,033	5,446	5,841	
Arts and Education	10,590	11,464	12,412	13,108	
Athletics and Health	4,037	4,371	4,731	5,119	
Nursing and Allied Health	4,312	4,521	4,677	4,937	
Public Safety	2,389	2,389	2,389	2,389	
STEM and Social Science	17,722	19,544	21,243	22,954	
Counseling	1,006	1,006	1,006	1,006	
Total	44,763	48,328	51,904	55,354	

Sutter County Center		Fall Term F2F & DE WSCH Projections			
Divisions	2016	2021	2026	2031	
Applied Academics	1,782	1,933	2,089	2,263	
Arts and Education	4,757	5,150	5,575	6,032	
Athletics and Health	1,289	1,395	1,511	1,634	
Nursing and Allied Health	140	151	165	174	
STEM and Social Science	8,078	8,745	9,467	10,243	
Counseling	585	634	686	742	
Total	16,631	18,008	19,493	21,088	

Source: Yuba Community College District Office; analysis by Cambridge West Partnership, LLC

D. Space Projections

State standards for construction and renovation of facilities basically focus on capacity. Capacity, as discussed in the *Facilities Planning Manual for the California Community Colleges (aka Capital Outlay Handbook)*, is correlated with the production of WSCH. WSCH represents the average number of hours of student instruction in a week per class, i.e., 30 students enrolled in a class that meets 3 hours per week is 90 WSCH. This WSCH is then transformed into instructional space or assignable square feet (ASF). The ASF in each room category, lecture vs. laboratory, has a corresponding expected WSCH capacity that the state's standards expect will be created from that space. While these calculations are established through State standards, other factors are considered in planning facilities. An additional factor in all facility planning is adequacy. Adequacy in this context considers both sufficient and suitable capacity to provide for an effective learning environment.

The assessment of the current facilities capacity to meet instructional programmatic needs, reviews the condition of facilities, and addresses their adequacy to provide for an effective learning environment. The WSCH and space projections are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. The most important outcome of the forecasting process is to ensure that when a certain level of WSCH is achieved, the College will have in place designated and/or newly constructed facilities to meet demands of both academic and support services.

Two things result directly from this assessment. One is the need for very detailed projections of space needs for growth. Second is the opportunity to plan for facilities that may better serve the instructional and support services programs at the College. It is an opportunity for overall improvement of services at the College.

Facilities , Space Utilization, and WSCH

The facilities staff members face significant challenges in their work to construct, repair, and maintain facilities that are 50-years old at the 162-acre main campus as well as the 20-acre Sutter County Center site. In addition to the age of some buildings, the increase in student population and the demand for more technology offer further challenges in providing a safe, clean, and healthy environment for all students, staff, and visitors to the campus locations.

Fourteen of the primary instructional buildings were constructed in the decade of the 1960's. A subsequent wave of construction witnessed 4 buildings erected during the decade of the 1970s. Only two additional buildings were constructed in the 1990s and another two were erected from 2000 to 2010. Four instructional buildings, mostly for CTE programs, were constructed in 2011. The Sutter County Center building was completed in 2012.

The Chancellor's Office monitors the use of five types of interior spaces at all community colleges. Any functionally usable interior space that could be assigned to an occupant is described as assignable square footage (ASF). Most interior space is considered assignable with the exception of space such as restrooms, mechanical equipment rooms, custodial closets, and corridors. The annual Space Inventory Report is the means by which the College communicates to the Chancellor's Office space utilization changes. A summary of the space inventory data is in Table 6.10.

Table 6.10: 2016 Space Inventory Data

Category	Marysville	Sutter County Center
	ASF	ASF
Classroom	34,625	17,166
Laboratory	60,895	1,494
Office	40,361	5,193
Library & Study	24,784	2,865
AV, TV, Radio, Special Use	41,945	491
General Use	46,358	3,028
Supporting Use	45,066	247
Health Care	2,349	2,089
Residential	0	0
Out of Service	0	0
Total	296,383	32,573

Source: California Community Colleges, Chancellor's Office. Yuba Community College District, *Report 17*. FUSION Database. Retrieved from fusion.deltacollege.edu on October 20, 2017.

When evaluating the extent to which the College has made good use of the existing lecture and laboratory space a comparison is made between the **actual** WSCH generated (load) vs. the calculated cumulative WSCH **capacity** of those instructional spaces. The comparison is described as the capacity to load or the cap/load ratio.

On the other hand, the formula for evaluating office space is more complicated and different. Office space evaluation compares the office ASF to a calculation of the full-time equivalent number of instructional personnel times a constant space value.

Contrary to initial intuitive sense, with all five types of space a cap/load ratio greater than 100% indicates that the institution has *more* facility capacity than it is using while a ratio lower than 100% indicates that the institution *needs additional facility capacity* to accommodate properly the students and staff. From the instructional program perspective, the two most important types of facilities are classroom lecture and laboratory space. From the perspective of student services and general administrative offices, perhaps the most important type of facility is office space.

The current status of the cumulative capacity compared to the load creates a ratio. The Five-Year Construction Plan shows the following extent to which the key space types are currently being used.

Table 6.11: Capacity to Load Ratios, 2016-17

		Analysis for Academic Year 2016-2017			
		Wkly. Student Contact Hrs.			
Space Type	ASF	Actual/Projected WSCH (Load)	Cumulative Capacity	Capacity/Load Ratio	
Marysville Campus					
Lecture*	34,625	27,098	73,203	270%	
Laboratory	60,895	12,134	21,377	176%	
Sutter County Center					
Lecture*	17,166	24,757	36,292	147%	
Laboratory	1,494	1,303	621	48%	

*ASF/100 WSCH= 47.3

Source: California Community Colleges, Chancellor’s Office. Yuba Community College District, *Five-Year Capital Construction Plan 2019-2020*. FUSION Database. Retrieved from fusion.deltacollege.edu on October 20, 2017.

At both locations the College is not using its lecture instructional space to the capacity that the state expects. At the Marysville location laboratory space is not used to the capacity that the state expects, but at the Sutter County Center the laboratory space is “over used” and additional laboratory instructional space is warranted.

The current comprehensive analysis of projected space needs, by discipline, can be found in Appendix Z: Space Projection Details of this EMP. The following table provides a summary of projected space needs. An overall growth projection for WSCH was established for the College at an uncompounded average annual rate of 1.6%. That rate has been applied to the division data in the following table.

The state’s standard for space in relation to WSCH was used to develop the space data for future years. Apart from any additional space, the campus may also need renovations and adjustments to existing space to make areas more suitable for the delivery of services and instruction. The analysis **does not** take into account the current and planned capital construction but applies the State’s space standards to the projected WSCH.

Table 6.12: Yuba College Room and Space Allocations Projections by Division 2016-2031

Classes taught off the campus in the community and through distance education were *excluded* from this analysis.

Marysville Campus	Baseline				Projected											
	2016				2021				2026				2031			
	# of Sect.	Lec ASF	Lab ASF	Total ASF	# of Sect.	Lec ASF	Lab ASF	Total ASF	# of Sect.	Lec ASF	Lab ASF	Total ASF	# of Sect.	Lec ASF	Lab ASF	Total ASF
Applied Academics	39	702	3,626	4,328	27	762	3,915	4,677	28	825	4,241	5,066	28	850	4,371	5,221
Arts and Education	134	3,760	6,025	9,785	115	3,943	6,512	10,455	123	4,269	7,050	11,319	128	4,401	7,266	11,667
Athletics and Health	57	750	7,492	8,242	44	820	8,056	8,876	48	888	8,721	9,609	50	915	8,989	9,904
Nursing and Allied Health	48	582	5,178	5,760	36	704	4,957	5,661	39	678	5,283	5,961	40	698	5,445	6,143
Public Safety	32	902	1,030	1,932	19	1,080	1,246	2,326	21	1,053	1,227	2,280	21	1,086	1,264	2,350
STEM and Social Science	135	6,072	9,811	15,883	124	6,779	10,623	17,402	134	7,339	11,501	18,840	139	7,565	11,854	19,419
Counseling	15	476	0	476	10	417	0	417	11	452	0	452	11	466	0	466
Total	460	13,244	33,162	46,406	375	14,505	35,309	49,814	404	15,504	38,023	53,527	417	15,981	39,189	55,170
Sutter County Center																
Applied Academics	9	251	151	402	7	272	164	436	7	294	177	472	7	375	183	558
Arts and Education	45	1,694	0	1,694	38	1,834	0	1,834	40	1,985	0	1,985	43	2,066	0	2,066
Athletics and Health	6	128	621	749	5	138	677	815	6	149	733	882	6	154	755	909
Nursing and Allied Health	1	48	0	48	1	52	0	52	1	57	0	57	1	58	0	58
STEM and Social Science	57	2,336	848	3,184	43	2,530	911	3,441	43	2,739	986	3,725	47	2,823	1,017	3,840
Counseling	4	148	0	148	3	160	0	160	3	173	0	173	3	178	0	178
Total	122	4,605	1,620	6,225	97	4,986	1,752	6,738	100	5,397	1,896	7,294	107	5,654	1,955	7,609
Combined Grand Total	582	17,849	34,782	52,631	472	19,491	37,061	56,552	504	20,901	39,919	60,821	524	21,635	41,144	62,779

Source: Cambridge West Partnership, LLC

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Yuba College Council has managed all aspects of the development of the Yuba College Educational Master Plan. We would like to acknowledge the efforts and hard work of all of those who participated in the development of the Educational Master Plan and the Appendix document.

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2016-2017 Yuba College Council Membership	
Position	Member
Vice President, Academic and Student Services	Sonja Lolland
Academic Senate President	Greg Kemble
Director, Sutter County Center	Roy Martin
Administrative Representative	Cris Sanchez
Academic Senate Representative	Rob Griffin
Academic Senate Representative	Tina Ramsey
Adjunct Faculty Representative	Steven Shepard
Classified Representative	Ryan Goergen
Classified Representative	Joseph Stottmann
Classified Representative	Chris Smith
ASYC Representative	Patrick Harville
Recorder	Claudette Michel

2017-2018 Yuba College Council Membership	
Position	Member
Vice President, Academic and Student Services	Sonja Lolland
Academic Senate President	Greg Kemble
Director, Sutter County Center	Roy Martin
Administrative Representative	Cris Sanchez
Academic Senate Representative	Neena Gill
Classified Representative	Ryan Goergen
Classified Representative	Joseph Stottmann
Classified Representative	Paul Mickelson
ASYC Representative	John Throm
ASYC Representative	Patrick Harville
Recorder	Claudette Michel

Yuba College Objectives

Yuba College Objectives Educational Master Plan 2017-2020

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 1.1– Connection				
* 2017-2018: By June 30, 2018, increase the number of new student enrollments by 2%.				
* 2018-2019: By June 30, 2019, increase the number of new student enrollments by 2%.				
* 2019-2020: By June 30, 2020 increase the number of new student enrollments by 2%.				
ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
2017-2018 Objective: By June 30, 2018 increase the number of new student enrollments by 2%.				
Develop and implement a plan to increase FAFSA and Dream Act applications. Plan will include strategies such as increased marketing activities, direct communication with students, on-campus workshops, and classroom presentations.	Plan, Completion Data	2017-2020	GF	Director of Financial Aid
Develop and implement a plan to increase the number of first-time students receiving an AEP prior to registration. Plan will include strategies and implementation timelines for activities such as the development of an online module, targeted marketing, and improved data collection and reporting for AEP exemptions.	Plan, Number of AEPs	2017-2020	SSSP	Director of Counseling
Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE activities, peer ambassador in reach and outreach, etc. to increase student enrollments.	Plan, Application data	2017-2019	GF	Dean of Student Success, College Marketing and Promotion Coordinator, & Outreach Committee
2018-2019 Objective: By June 30, 2019 increase the number of new student enrollments by 2%.				
Develop promotional materials and a marketing program to increase the awareness of the benefits of the Associate Degrees for Transfer.	Application and degree data	2018-2019	GF, AEBG, SWF, EQUITY	College Marketing and Promotion Coordinator and Director of Counseling
Evaluate the Quick Reg Program and modify the program as appropriate to improve outcomes.	Student registration	2018-2019	EQUITY	VP and Director of Counseling
2019-2020 Objective: By June 30, 2020 increase the number of new student enrollments by 2%.				
Evaluate the Peer Center/Welcome Center services and scale as appropriate.	Student registration	2019-2020	GF, SSSP	Dean of Student Services
OBJECTIVE 1.2– Entry				
* 2017-2018: By June 30, 2018, increase the rate of students completing transfer-level math and English coursework in two years by 2% (IEPI Goal).				
* 2018-2019: By June 30, 2019, increase the rate of students completing transfer-level math and English coursework in two years by 3% (IEPI Goal).				
* 2019-2020: By June 30, 2020, increase the rate of students completing transfer-level math and English coursework in two years by 3% (IEPI Goal).				
ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
2017-2018 Objective: By June 30, 2018 increase the rate of student completing transfer-level math and English coursework in two years by 2%.				
Send a team of faculty, staff, and administrators to the California Guided Pathways Institutes.	Training, identification of best practices, data analysis, & pilot implementation	2017-2019	IEPI, GF	Dean of Applied Academics
Create a task force of faculty, staff and administrators to establish clear student success goals and identify coordinated and scalable strategies to improve student outcomes. Engage the college community in collaborative discussions around how to improve student success in areas such as number of college credits earned in first term and first year, completion of math and English in student's first year, persistence from term to terms and rates of college-level course completion. Create a sense of urgency for change.	Goals, data, recommendations, plan, & plan	2017-2020	EQUITY, GF, SSSP	President, Vice President, Academic Senate & Guided Pathways Task Force
Implement multiple measures.	Improved placement evidenced by success and retention data	2017-2019	SSSP	Testing and Assessment Coordinator, SAI Workgroup
Develop a dual enrollment program with all local high school districts. Initiate a pilot program during the fall 2018 semester.	MOUs, enrollment data, success and retention data	2017-2019	EQUITY	Dean of Student Success, College Marketing and Promotion Coordinator, & Outreach Committee
Evaluate the effectiveness of embedded ESL tutoring and Embedded Peer Mentors for Accelerated English. Expand the program and continue data evaluation and analysis.	Success and retention data	2017-2018	EQUITY, GF	Dean of STEM, Director of Academic Excellence, & Student Equity Committee
2018-2019 Objective: By June 30, 2019 increase the rate of student completing transfer-level math and English coursework in two years by 3%.				
Evaluate best practices and design and implement a First Year Experience (FYE) program.	Program development, success and retention data	2019-2020	EQUITY	Director of Counseling
2019-2020 Objective: By June 30, 2020 increase the rate of student completing transfer-level math and English coursework in two years by 3%.				
Review best practices, design and execute a summer bridge program.	Program development, success and retention data	2019-2020	EQUITY, GF	Dean of Student Services & Dean of Student Success

OBJECTIVE 1.3– Progress				
* 2017-2018: By June 30, 2018, increase the rate of students persisting from term to term by 3%. (Scorecard)				
* 2018-2019: By June 30, 2019, increase the rate of students persisting from term to term by 3%. (Scorecard)				
* 2019-2020: By June 30, 2020, increase the rate of students persisting from term to term 3%. (Scorecard)				
2017-2018 Objective: By June 30, 2018 increase the rate of students persisting from year 1 to year 2 by 3%.				
Transition early alert to Student Services. Expand the utilization of Early Alert by increasing faculty awareness through Flex workshops, trainings, division presentations, student testimonials, etc.	Utilization rate	2017-2018	EQUITY, SSSP	Dean of Student Services
Implement a curriculum and degree rotational update system.	Currency of curriculum	2017-2018	GF	Curriculum Committee
Update all out of date degrees and certificates.	Currency of degrees & certificates	2017-2019	GF	Curriculum Committee
Implement new catalog development process and interactive, searchable online catalog. Organize College catalog around programs tied to transfer and career pathways.	Online catalog	2017-2019	GF	Vice President & College Marketing and Promotion Coordinator
2018-2019 Objective: By June 30, 2019 increase the rate of students persisting from year 1 to year 2 by 3%.				
Expand the Student Ambassador Club to support peer engagement.	Student enrollment and achievement data	2018-2019	EQUITY	Program Coordinator
Implement Degree Audit	Electronic Ed Plans	2018-2019	SSSP	Dean of Student Services
Develop five additional AS-T/AA-T degrees.	Degrees	2018-2019	GF	Curriculum Committee
Increase student participation in the Puente, Umja and MESA programs.	Student enrollment and achievement data	2018-2019	EQUITY	Program Coordinator, Equity & SSSP Committees
2019-2020 Objective: By June 30, 2020 increase the rate of students persisting from year 1 to year 2 by 3%.				
Increase participation in Student Success Symposiums	Success and retention data	2019-2020	EQUITY, SSSP	Excellence & Director of Counseling
OBJECTIVE 1.4– Completion				
* 2017-2018: By June 30, 2018, increase the rate of students completing certificates, degrees, and are transfer ready by 5%. (IEPI Goal-Overall #12)				
* 2018-2019: By June 30, 2019, increase the rate of students completing certificates, degrees, and are transfer ready by 5%. (IEPI Goal-Overall #12)				
* 2019-2020: By June 30, 2020 increase the rate of students completing certificates, degrees and are transfer ready by 5%. (IEPI Goal-Overall #12)				
2017-2018 Objective: By June 30, 2018 increase the rate of students completing certificates, degrees, and are transfer ready by 5%.				
Research if students can be automatically awarded degrees and certificates without utilizing the existing petition process and without a negative impact on financial aid options.	Research and recommendation	2017-2018	SSSP	Dean of Student Services
Analyze Transfer Center operations, programs and activities. Research statewide best practices and create Transfer Center Program Plan.	Plan	2017-2018	SSSP, EQUITY	Dean of Student Services, Director of Counseling, & Transfer Counselor
2018-2019 Objective: By June 30, 2019 increase the rate of students completing certificates, degrees, and are transfer ready by 5%.				
Initiate faculty to faculty and executive level conversations with key transfer institutions to identify ways to improve transfer outcomes.	Transfer rates	2018-2019	GF	President, Vice President, & Academic Senate
Admission and Records will perform degree audits to identify students who have completed degree requirements, but not yet applied for a degree. Students who have departed, but are near completion will also be contacted. Automate degree audit process.	Degrees and certificates	2017-2018	SSSP	Dean of Student Services
2019-2020 Objective: By June 30, 2020 increase the rate of students completing certificates, degrees, and are transfer ready by 5%.				
Develop a comprehensive internship and job placement program.	Internship and job placement rates.	2017-2020	SWP	Dean of Applied Academics and CWEI Coordinator
DISTRICT GOAL 2: Integrate planning and institutional effectiveness processes with a culture of evidence.				
OBJECTIVE 2.1– Finalize implementation of resource allocation model.				
ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Assess effectiveness of one-time allocation process changes and scale for on-going allocations.	Evaluation and Implementation	2017-2019	GF	Planning & Budget Committee
Design and implement a rubric for evaluating one-time allocations.	Implementation	2017-2018	GF	Planning & Budget Committee
Incorporate facilities into resource allocation model process.	Implementation	2017-2018	GF	Planning & Budget Committee
Incorporate staffing into resource allocation model process.	Implementation	2018-2019	GF	Planning & Budget Committee
Develop a process to ensure that categorical funding (BSI, SSSP, SEP, SWP, etc.) aligns with the Educational Master Plan and informs the resource allocation process.	Implementation	2018-2019	GF	Planning & Budget Committee
OBJECTIVE 2.2: Integrate authentic SLO/SAO assessment data into the planning processes.				
Improve assessment practices.	Process development	2017-2018	GF	SLO Committee & Academic Senate
OBJECTIVE 2.3: Build capacity for data infrastructure.				
Coordinate Planning Office and YC and District Technology Committees to identify infrastructure needs.	Plan	2017-2018	GF	Technology Committee
Complete development of dashboards.	Tool	2018-2020	GF	Technology Committee
Coordinate campus-wide training on use of data.	Training	2018-2020	GF	Technology Committee

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

OBJECTIVE 3.1 By 2020, improve communication and collaboration across the campus and centers as measured by campus survey data.

Identify a task force charged with creating an actionable plan to address the areas of concern identified in the Griffalo Noel-Levitz College Employees Satisfaction Survey (CESS), the Survey of Entering Student Engagement (SENSE), and the Community College Survey of Student Engagement. The plan should address how to improve spirit of teamwork and cooperation, communication, and orientation and ongoing training.	Plan	2017-2018	GF	College Council
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DISTRICT GOAL 4: Complete multi-college district transition in structure, rules, responsibilities, and processes.

None

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

OBJECTIVE 5.1- By 2020, collaborate with local industry, government organizations, and other educational institutions to explore non-credit pathways aligned with YC credit programs.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Create a task force to analyze noncredit offerings and identify areas of possible expansion. Identify pathways to credit offerings evaluating expanded CTE, ESL, contract education, and community education offerings.	Plan	2017-2018	AEBG, SWF	Dean of Arts and Education and Dean of Applied Academics.



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