ADDENDUM
SELF EVALUATION REPORT

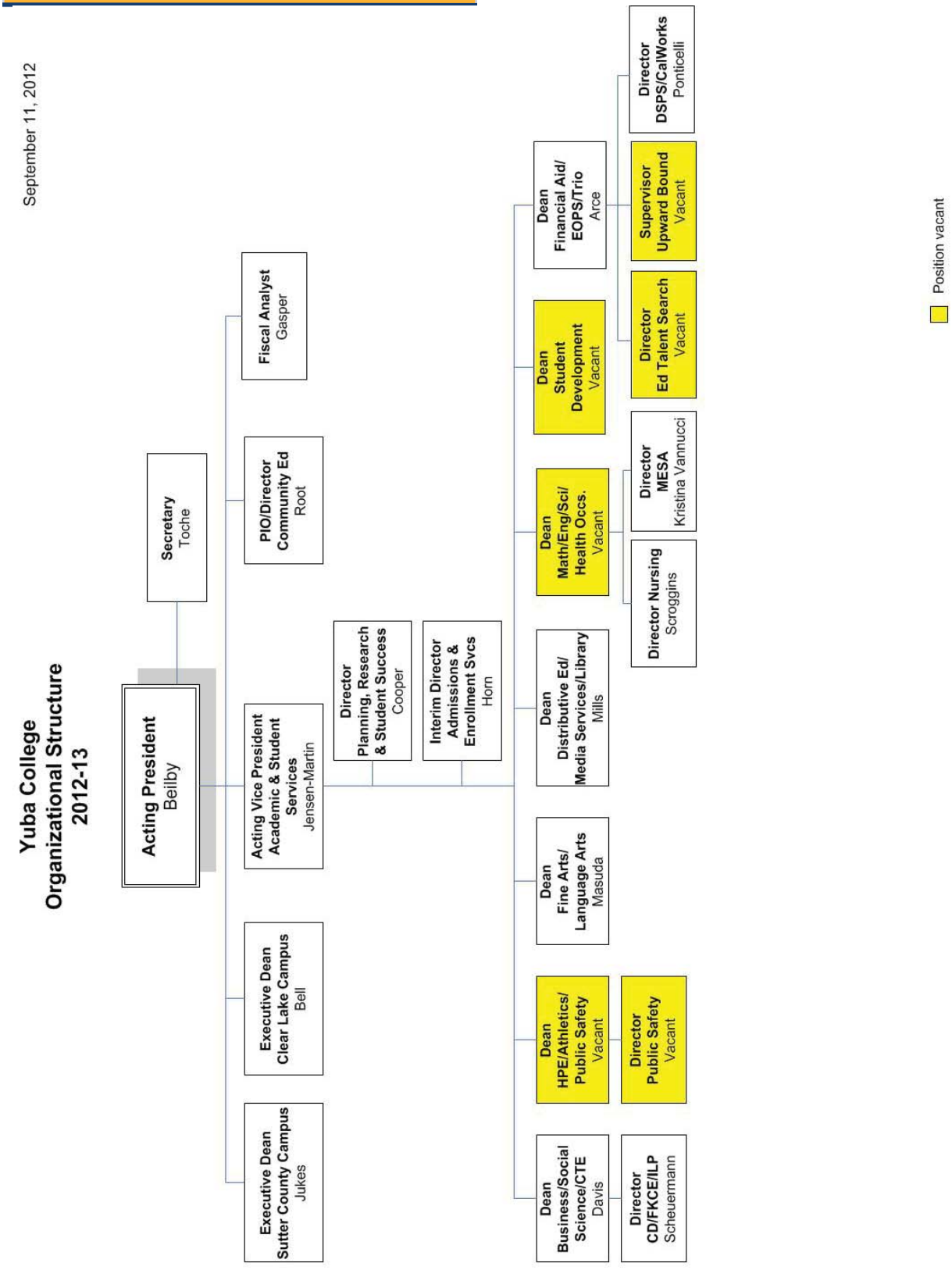
This addendum, details changes made since the printing of the Self Evaluation Report of Educational Quality and Institutional Effectiveness, on August 1, 2012. Between Yuba Community College District and Yuba College, the following changes have been made for the October 22-25, 2012 site visit:

1. **Changes in Personnel**
2. **Chapter C: Organization of Institution and YCCD Functional Map**
3. **Chapter F: Response to 2005 Recommendations from ACCJC Site Visit**

Changes in Personnel

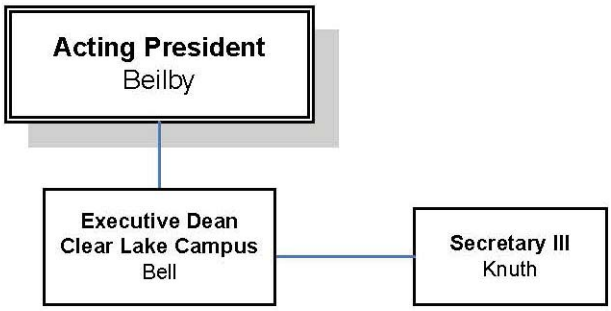
Position	During the Printing of Report	Currently Serving
Accreditation Liaison Officer	Kevin Trutna	Brian Condrey (Co-Liaison Officer) Lisa Jensen-Martin (Co-Liaison Officer)
Accreditation Faculty Co-Chair	Brian Condrey	Brian Condrey
President	Kay Adkins	Rod Beilby (Acting President)
Vice President Academic and Student Services	Kevin Trutna	Lisa Jensen-Martin (Acting Vice President Academic and Student Services
Vice Chancellor of Administra-tive Services (No Longer)	Al Alt	Kuldeep Kaur (Chief Business Officer)
Dean HPE/Athletics/Public Safety	Rod Beilby	Position Vacant
Director Admissions & Enrollment Services	Kendyl Magnuson	Sonya Horn (Interim Director Admissions & Enrollment Services)

Chapter C:
Organization of Institution



September 11, 2012

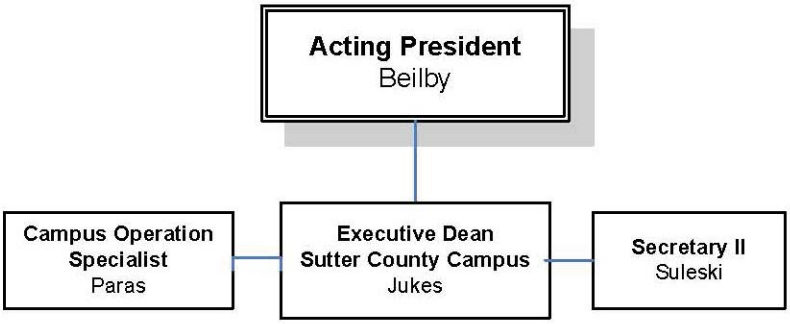
Yuba College
Organizational Structure
Executive Dean-Clear Lake Campus
2012-13



PROGRAMS

- Custodial/Maintenance
- Biology/Ecology
- Business/Business Computer Application
- Culinary Arts
- Early Childhood Education
- English/ESL
- Language Arts
- Mathematics
- Psychology
- Student Services
- CalWorks
- Counseling
- Financial Aid
- Learning Skills/DSPS
- EOPS/CARE
- Library/Media
- Tutoring

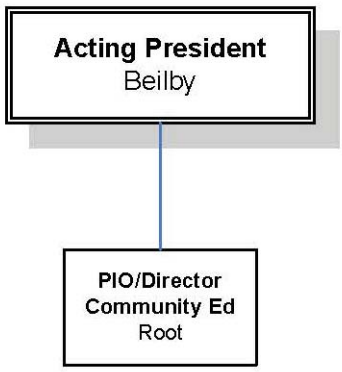
Yuba College
Organizational Structure
Executive Dean-Sutter County Campus
2012-13



PROGRAMS

- Custodial/Maintenance
- Biology/Ecology
- Business/Business Computer Application
- English/ESL
- Language Arts
- Mathematics
- Psychology
- Student Services
- Counseling
- Financial Aid
- Learning Skills/DSPS
- Library/Media
- Tutoring

Yuba College
Organizational Structure
PIO/Director Community Ed
2012-13

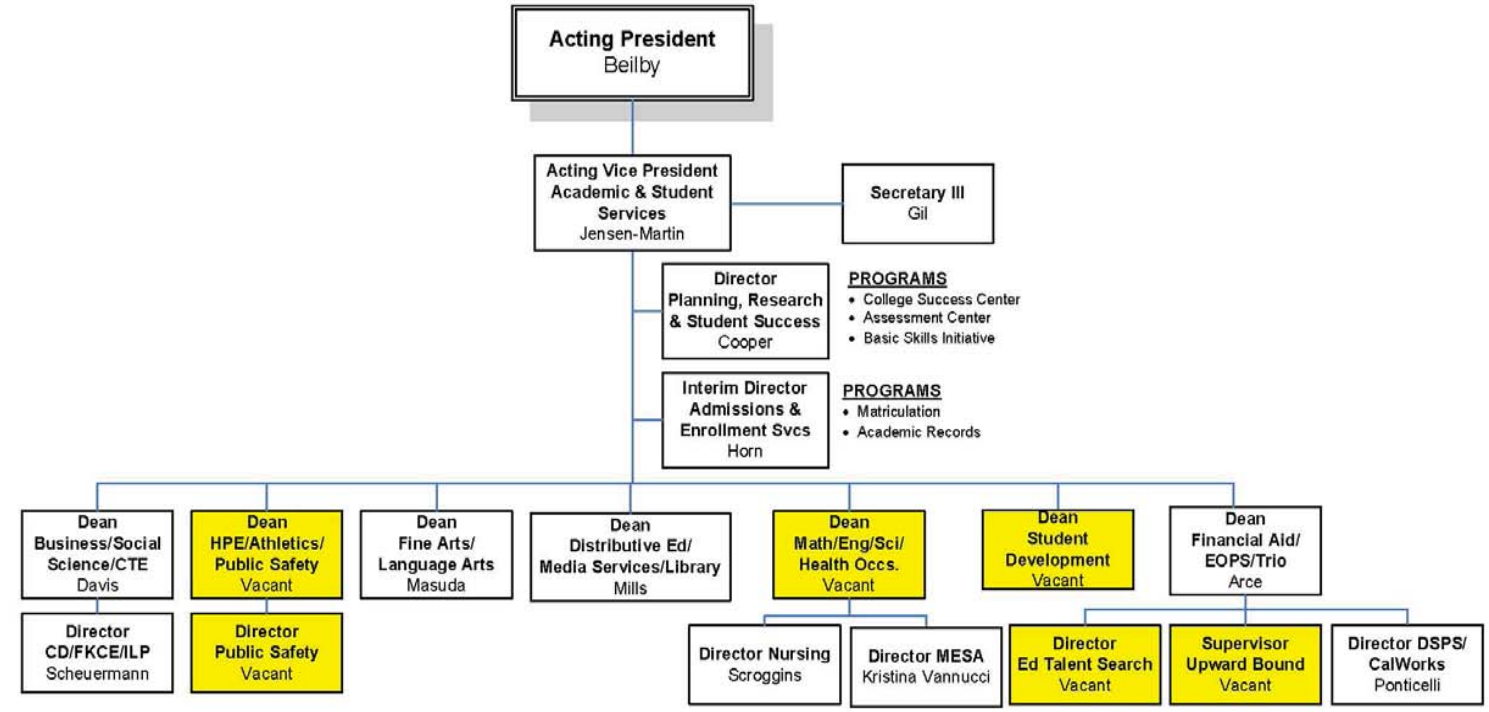


PROGRAMS

- Community Education
- Outreach and Recruitment
- Public Events
- ASYC
- Campus Life
- Flex and Staff Development
- College Access and Awareness

Yuba College
Organizational Structure
Vice President Academic and Student Services
2012-13

September 11, 2012



YCCD Functional Map

As the Yuba Community College District (YCCD) transitioned from a single college district to a multi-college district in 2008, it was the District's intention to align programs and services to meet the diverse needs of its service area communities. YCCD has one elected Governing Board of seven members that represent four service areas within our 4,192 square miles. As outlined in the Guide for Evaluating Institutions, the Board has the responsibility of setting policy and hiring/evaluating the Chancellor for the effective operation of the institution. Along the same governance structure, the Colleges have a President who serves as the college chief executive officer and is responsible for the college's institutional effectiveness and operation. As a multi-college district, YCCD is organized to have the shared decision-making processes occur at the college level and then coordinated with the district level for those processes that require alignment and district-wide implementation. These processes are outlined through our planning and shared decision-making model that has college specific committees, council and management/leadership groups and across-colleges and district committees, councils, and management/leadership groups. These processes are outlined in the college and district handbooks that include purpose statements, membership, communication and process flow charts, and are updated annually. Further, Board policies and Administrative Procedures direct the workflow and organizational processes throughout YCCD.

The following chart reflects the delineation of roles, responsibilities, and authority between the college and the district relative to the ACCJC Standards.

Key:
P = Primary
S = Secondary
SH = Shared

Standard I: Institutional Mission and Effectiveness The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.		
A. Mission The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	**District**
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	**P**	**S**
2. The mission statement is approved by the governing board and published.	**P**	**S**
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	**P**	**S**
4. The institution's mission is central to institutional planning and decision making.	**P**	**S**

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	**P**	**S**
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	**P**	**S**
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	**P**	**S**
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	**P**	**S**
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	**P**	**S**
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	**P**	**S**
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	**P**	**S**

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	**P**	**S**
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	**P**	**S**
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	**P**	**S**
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	**P**	**S**
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	**P**	**S**
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving	**P**	
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	**P**	

c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	**P**	
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	**P**	**S**
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	**P**	
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	**P**	
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	**P**	
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	**P**	**S**
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	**SH**	**SH**
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.	**P**	**S**
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	**P**	
b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, Scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	**P**	**S**
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	**P**	**S**
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	**P**	
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet	**P**	

employment and other applicable standards and are prepared for external licensure and certification.		
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institutions officially approved course outline.	**P**	**S**
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	**P**	**S**
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	**P**	**S**
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	**P**	**S**
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	**SH**	**SH**
a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	**P**	
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	**P**	**S**
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	**SH**	**SH**
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.		

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	**P**	**S**
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information ❑Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution ❑Educational Mission ❑Course, Program, and Degree Offerings ❑Academic Calendar and Program Length ❑Academic Freedom Statement ❑Available Student Financial Aid ❑Available Learning Resources ❑Names and Degrees of Administrators and Faculty ❑Names of Governing Board Members	**P**	**S**
b. Requirements ❑Admissions ❑Student Fees and Other Financial Obligations ❑Degree, Certificates, Graduation and Transfer	**P**	**S**
c. Major Policies Affecting Students ❑Academic Regulations, including Academic Honesty ❑Nondiscrimination ❑Acceptance of Transfer Credits ❑Grievance and Complaint Procedures ❑Sexual Harassment ❑Refund of Fees	**P**	**S**
d. Locations or publications where other policies may be found.	**SH**	**SH**
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	**P**	**S**
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students	**P**	**S**

regardless of service location or delivery method.[1]		
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	**P**	**S**
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	**P**	
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	**P**	**S**
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	**P**	**S**
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	**SH**	**SH**
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	**P**	**S**

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.1	**P**	**S**
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	**P**	**S**
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	**P**	
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	**P**	**S**
d. The institution provides effective maintenance and security for its library and other learning support services.	**P**	**S**
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	**SH**	**SH**
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	**P**	

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District
1. The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.	**SH**	**SH**
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	**SH**	**SH**
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	**SH**	**SH**
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	**P**	
d. The institution upholds a written code of professional ethics for all of its personnel.	**SH**	**SH**
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient	**P**	**S**

number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.		
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	**SH**	**SH**
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	**SH**	**SH**
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	**SH**	**SH**
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	**SH**	**SH**
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	**P**	
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	**P**	
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	**P**	**S**
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	**SH**	**SH**
a. The institution plans professional development activities to meet the needs of its personnel.	**SH**	**SH**
b. With the assistance of the participants, the institution systematically evaluates professional development programs	**P**	**S**
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	**SH**	**SH**

B. Physical Resources Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	**District**
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	**P**	**S**
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	**SH**	**SH**
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	**P**	**S**
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	**P**	**S**
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	**SH**	**SH**
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	**P**	**S**

C. Technology Resources Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	**SH**	**SH**
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	**SH**	**SH**
b. The institution provides quality training in the effective application of its information technology to students and personnel.	**SH**	**SH**
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	**SH**	**SH**
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	**SH**	**SH**
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	**P**	**S**

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	**P**	
a. Financial planning is integrated with and supports all institutional planning.	**P**	
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	**P**	
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	**SH**	**SH**
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	**P**	
2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	**SH**	**SH**
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	**SH**	**SH**
b. Appropriate financial information is provided throughout the institution.	**SH**	**SH**
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.		**P**
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	**SH**	**SH**
e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	**SH**	**SH**
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	**SH**	**SH**
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	**SH**	**SH**

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	**SH**	**SH**

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	**SH**	**SH**
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	**SH**	**SH**
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	**P**	**S**
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	**P**	
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	**SH**	**SH**
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	**SH**	**SH**
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	**SH**	**SH**

B. Board and Administrative Organization In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
	College	**District**
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.		**P**
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.		**P**
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.		**P**
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.		**P**
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		**P**
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.		**P**
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		**P**
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.		**P**
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.		**P**
i. The governing board is informed about and involved in the accreditation process.		**P**
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a		**P**

clearly defined policy for selecting and evaluating the presidents of the colleges.		
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	
b. The president guides institutional improvement of the teaching and learning environment by the following: ❑ Establishing a collegial process that sets values, goals, and priorities. ❑ Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions. ❑ Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes. ❑ Establishing procedures to evaluate overall institutional planning and implementation efforts.	P	
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	
d. The president effectively controls budget and expenditures.	P	
e. The president works and communicates effectively with the communities served by the institution.	P	
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.		P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.		P
b. The district/system provides effective services that support the colleges in their missions and functions.		P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.		P
d. The district/system effectively controls its expenditures.		P
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.		P
f. The district/system acts as the liaison between the colleges and the		P

	governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.		
g.	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.		**P**

Chapter F: Response to 2005 Recommendations from ACCJC Site Visit

It is important to note that the 2005 Self Evaluation Report detailed Yuba College as a single-college district. Even the midterm report in 2008 reflected a single-college district, albeit movement toward multi-college status was well underway. Since 2008, Yuba College has existed as one college that is part of a two-college district with a newly created District Office. The individual sections "Update on Status Since 2008 Midterm Report" reflect the activities of Yuba College as part of a multi-college district.

The Yuba College Midterm Report in 2008 addressed all of the recommendations from the 2005 site visit. Recommendations have been addressed and an update on activities since the 2008 Midterm Report is provided. Additional local planning agenda items were identified in the 2005 Institutional Self Evaluation process. These results have been fully vetted by the Yuba College Council over a five-month time period in 2011. This planning agenda has been accomplished and the results are evaluated through the Yuba Community College District (YCCD) Institutional Effectiveness (IE) Model. The transition of YCCD to a multi-college district has changed the structure of several planning agenda items; however, a related college or district-level planning agenda has been implemented for each.

Recommendation 1:
Improving Institutional Communication

The College needs to develop a variety of communication strategies to ensure that all employees are aware of how they can access information regarding the development and implementation of the various planning processes and the results of decisions made through the collegial governance process. (IB, IIA, IIID, IVB)

1A Yuba College Status as Reported in Midterm Report (2005-08)

Communications Plan: A District Communications Project Team was established in 2005, the purpose of which was:

> "To propose and review ideas that will enhance, improve and encourage communications between campuses and centers. The team will then create a plan and implement it within the constraints of budget and staffing."

The Project Team completed this task by April of 2006 and made the following recommendations:

- Introducing internally and externally oriented newsletters, bulletins and web sites,
- That list serves be modified to target audiences appropriate to various types of communications,
- That graphic unity be established for each of the campuses to provide uniformity and professionalism in communication,
- That the web site, and each of its sub-sections, be updated at stipulated intervals to ensure currency,
- That inter-site transmissions, such as Tandberg, be available in more rooms, on larger screens, and in a more audible manner to the audiences of all the campuses,
- That minutes of all committee and project team meetings be posted on the website. Most committees now provide minutes in this format.

At the time of this writing, all of these recommendations had achieved various levels of implementation at the colleges and most have been implemented at the Clear Lake Campus. Yuba College has exceeded these recommendations in some ways by holding "all staff" meetings once to twice per term, providing a monthly on-campus newsletter, and having developed a "Vice President's Webpage," which updates information on college-related academic and student affairs. The Yuba College Classified Staff meet informally for periodic updates (these sessions may eventually be formalized).

The District publishes a biannual newsletter, that is distributed directly to the 113,000 households throughout the entire district. The District-based Information Technology (IT) office has also created listserves appropriately segmented by college, by committee, by employment classification, and by leadership groupings.

Where difficulties have emerged, they have involved highly transitory items such as changing listserves, an evolving website, and graphic unity, which faces competition from desktop publishing. However, progress has been made in all areas.

Public Information Staffing: Since the authoring of the 2004-05 Self-Study, new public information positions have been added at Yuba College and throughout the District. These are bulleted below:

- Yuba College – The Director of Public Information now has an assistant whose primary role is to develop support graphics.
- Yuba College – An outreach coordinator has been added to the Public Information staff to aid in providing information and recruitment services throughout the Yuba College service area.
- District – A Director of Public and Governmental Relations has been added to guide and oversee overall outreach.

Committee Communications: Committee communication of roles is defined in the Yuba College and Woodland Community College, Council Handbooks, while responsibility resides with both the committee members and the administrative leadership of each college within Yuba Community College District. A representative of the college administration is, according to the College Council Handbooks, intended to be on each of the college's committees, while a member of a college's faculty and/or staff is expected to represent their respective classification at all District-wide committee meetings – as well as at college-based committee meetings.

Some responsibility for communication resides with the committee members themselves. Because committees have been designed to achieve representation from all college constituencies, it is the formal responsibility of committee representatives to communicate committee issues, resolutions and decisions to their constituents and to invite input from these constituents. It is similarly the role of administrative leadership to convey changes in roles and responsibilities to those under their jurisdiction.

1B Yuba College Updates (2008-Present)

Several activities have started to enhance the communication among employees, committees, and shared governance entities. The College Access and Awareness Committee was charged "to increase awareness/branding of Yuba College in the business/general community," including the standardization of the Yuba College web site and development of the Portal system as stand alone entities apart from district operations. The creation of the Portal has allowed committees to operate in a shared environment outside of formal meetings. However, the Portal system is a closed system and YCCD is working to allow access to all employees who may not be formal members of any committee to have access to information from said committee.

The president's office started a monthly newsletter, **YC Focus**, that provides updates on college information and board updates. The Yuba College Council Handbook has further undergone revisions every year to update processes for committees and project teams to organize their work, communicate with college constituents, provide orientation training for new members, and utilize strategic goals that are related to both college and district strategic directions.

Recommendation 2:
Research, Planning, and Evaluation

The College needs to strengthen its use of research in support of planning and evaluation so that measures of effectiveness in support of mission, goals, and objectives are more visible, more widely communicated, and more clearly used to improve programs and services. Evidence, both quantitative and qualitative, of Student Learning Outcomes and institutional, as well as program performance should be an integral part of the College's planning and decision-making processes. (IB, IIA, IIB, IIC, IIIA, IIIB, IIIC)

2A Yuba College Status as Reported in Midterm Report (2005-08)

During the Self-Study visit of 2004-05, Yuba College (YCCD) had one Research Analyst's position to serve all campuses and outreach facilities. As of 2006, the District had an Institutional Effectiveness Director, while each of the two colleges had its own Research Analyst, who worked cooperatively with the IE Director. As of August 2008, the IE Director was joined by a college-level director at Yuba College and at Woodland Community College. Research at the campuses has centered around five principal areas (1) survey needs assessment, (2) program review, (3) faculty inquiries about program and course success indicators, (4) basic skills baseline data, and (5) planning and support for institutional and program-level SLOs. All information derived through these processes is available to, and utilized by, those making decisions that impact the colleges, the curriculum, campus financial priorities, and overall planning, evaluation and feedback.

Student Learning Outcomes (SLO) Pilot Survey: Core knowledge and abilities for students attending campuses of Yuba College were defined at the 2006 convocation. Of the eight categories that were defined, three (global awareness, information

competency, and technological awareness) were tested in a December 2007 survey to which 150 students, from three campuses, provided completed responses. (The number of questions to which these students responded varied.)

The purpose of this 2007 survey was to determine whether there were significant differences in response/perception between new students and continuing students. The results indicated that there were, indeed, significant differences between these two tested groups. Follow-up tests, built around this pilot, will expand to include students who are enrolled in distributive education courses, students who register on-line, and students who are graduating.

Impact of Math Tutoring on Student Success: In an effort to publicize to students (and faculty alike) the importance of tutoring in achieving student success, Yuba College conducted a study of the five-year success trend of students enrolled in a non-credit math tutoring course, Math 501. While success levels varied by age, gender and ethnicity, it was discovered that students who enrolled in math 501 had a 9% higher success rate in the completion of all other courses in which they were enrolled than did students who had never enrolled in math tutoring. Whether this success is attributable to Math 501 itself or to the motivational level of students who are likely to enroll in tutoring is not isolated by the study.

A similar study indicated that students who enrolled in Reading 97 (Efficient Reading for Biology) tended to complete Biology 15 at a higher rate than did students who elected not to enroll in Reading 97. Studies of this type are being utilized by faculty to recommend interventions to populations of students who are at risk, as well as to give guidance to more effective course sequencing in programs.

Distributive Education Retention/Completion: Distributive Education (district-wide) course retention and completion rates were studied for the years 2000-2006 (Fall Term) in an effort to determine if support interventions needed to be introduced for students utilizing DE. The study has been invaluable in providing indicators as to which courses are best suited to interventions. Results are being utilized to assist faculty and administrators in justifying innovative on-line means of providing additional academic support to DE students.

Basic Skills Success Trends: Basic skill success trends were studied, district wide, by age, gender and ethnicity for a two-year period beginning with the 2004-05 academic year and ending with data from 2005-06 year. Course completion and retention were studied. Most of what was gleaned from this study indicated that success rates were similar (though occasionally fluctuating) among the groups tested. The purpose of the study had been to determine which, if any, of the groups under study would need additional interventions (student services or academic support) to complete the basic skills component of their higher education experience.

Sutter County Center Survey: A survey was conducted of citizens in Sutter County, California to determine the nature, size and curricular emphases of a proposed center to be located in a northern area of Yuba City. Of the 1,000 surveys randomly distributed, 124 (12.4%) completed responses were tabulated. Respondents indicated that all forms of educational opportunities tested would be desirable, but that their highest priorities would be (1) transfer education, (2) professional development, and (3) vocational education courses. The survey's results will serve as part of a substantive change report that is planned for Spring 2009 in support of the facility's development and impact.

Communicating/Interpreting Research: As important as the mere addition of research staffing has been, the ability of research staff to communicate the meaning of data has been of equal or greater importance. In the preparation of this report, it was revealed that a Research Analyst had provided a Program Review team with their requested data and then asked the team if she could explain to them both what the data meant and the various interpretations that could be implied by virtue of these data.

2B Yuba College Updates (2008-Present)

College has improved considerably over the past five years. Utilizing the "Rubric for Evaluating Institutional Effectiveness," Yuba College and the District have advanced to the "Proficiency Level," having a "well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results, and planning and implementing improvements." A survey titled "If Accreditation Were Today" was given in 2010 to all members of the Academic Senate, Curriculum Committee, and Deans and Directors, which asked people to measure

Yuba College against the ACCJC rubrics. This was repeated in 2011 and the results show significant improvement toward the "Proficiency Level."

The Institutional Effectiveness (IE) Model forms the basis for utilizing research and data analysis in decision making. All academic programs undergo a program review and provide yearly updates. Program Reviews are discussed at the Curriculum Committee, Academic Senate, and feedback is provided by the Office of the Vice President. This further review and feedback loop was in response to requests from faculty members about the lack of knowledge of the process regarding the program review documents once they were submitted. Discussions at the Academic Senate and Curriculum Committee have been well received by departmental faculty members. Since the 2008 midterm update, all student services departments have similarly undergone a formal review. Administrative reviews were completed in 2010-11.

A Director of Research, Planning, and Student Success was hired in 2009 to provide further direction and integration of departments with the IE Model. Due to staffing shortages, the director is now charged with oversight of the College Success Center and the Office of Testing/Assessment. These support services are directly related to the director's responsibilities and have provided an additional link between college support activities, academic programs, and data-based decision making. The director has created a Research Agenda, and he is often called upon by the Academic Senate regarding data requests as they make recommendations for program improvement. Examples include the impact of priority enrollment recommendations and a proposal from one division to limit the number of units a student can enroll in during priority registration.

The Director of Research, Planning and Student Success is integrated with academic division operations, student services departments and has lead such initiatives as Title IX athletics survey, College Success Center completer data, assessment test cut score validation, as well as ESL enrollment patterns and predictors of student success. The director is also the co-chair of the Student Learning Outcomes (SLO) committee, changing the impetus of this committee to ensure that the SLO assessment data is incorporated into Program Review process and the IE Model.

Recommendation 3:
Utilization of Program Review

The College needs to ensure that its various program review processes and results, including its assessment of how well student learning outcomes are achieved, are used to improve institutional effectiveness in meeting its mission and goals, in prioritizing its needs, in integrating its various priorities, and in allocating its resources. (IB, IIA, IIB, IIC, IIIA, IIIC)

3A Yuba College Status as Reported in Midterm Report (2005-08)

Program Review Process have been evaluated and modified annually since the 2004-05 Self-Study and Team Visit. In 2006-07, Woodland Community College and Yuba College began conducting separate Academic Program Reviews in anticipation of the transition to a multi-college structure. Each has now completed two academic years of independent Program Reviews (which run in four-year cycles) and have strengthened the process at the college level.

Numerous improvements have been introduced at each of the colleges/centers (as well as district-wide) owing to recommendations stemming from Program Reviews. Several of these are bulleted below:

Yuba College:

- Several aspects of developmental education are being addressed as a result of Program Reviews. These include expansion of the math tutoring center (Hard Math Café), the addition (Fall 2008) of a Writing and Language Development Center, and a student development initiative built around the Basic Skills Initiative.
- Through the Student Services Review process, the decision was made to close the residence hall.
- Concerns regarding the isolation of disabled students from mainstream campus culture are being discussed with academic and counseling faculty, under the direction of the Office of Disabled Students Programs and Services.
- Program Review recommendations have been considered in facility planning stemming from the successful campaign for Bond Measure J.
- As a result of the Business Division Program Review, several faculty members are pursuing green technology, forming external partnerships to enhance these efforts, and thereby helping to

increase program enrollments.

- Completed reviews were used by the Faculty Staffing Committee to make recommendations as to which faculty positions should be filled for 2006-07.
- During the budgeting process for 2006-07, completed program reviews were used to justify funding allocations for specific programs.
- Information in program reviews was used as one source of input in the development of the recently completed Facilities Master Plan.
- Several recommendations were submitted regarding the updating of course outlines – a process that was accelerated in fall of 2007.

3B Yuba College Updates (2008-Present)

Yuba College has succeeded in improving its Program Review process to the point at which the College can be considered at the "Continuous Quality Improvement Phase" of the "Rubric for Evaluating Institutional Effectiveness." All parts of the Institutional Effectiveness (IE) Model have been completed through at least one cycle, including an annual IE Model report to the Board of Trustees. The survey results from "If Accreditation Were Today" confirm these findings.

With the hiring of the Director of Research, Planning and Student Success in 2009, the academic program review process has undergone improvements to both the standard data set available and the feedback loop to departments. The director expanded the standard data provided to departments to allow more informed decisions within each department and in communication with the Clear Lake Campus. Departmental information now includes several demographic groups, success rates, and individual course and campus location information. Further, the program review is integrated into the planning process for items like the Faculty Staffing Committee, and the Perkins IV/CTE Local Planning Team, who require that justification be included in a program review before they will consider any recommendations. The academic program reviews are now reviewed by the Curriculum Committee and the Academic Senate. It is a welcome addition to have direct feedback from the same groups that review all course and program modifications. Starting in 2010, the Vice President of Academic and Student Services also provided feedback. Finally, a focused convocation activity was conducted in 2011 to improve the program review process and recommended changes are included in the Yuba College Planning Agenda.

Recommendation 4:
Evaluation

The College needs to develop and implement an evaluation cycle for all of its plans, committees, project teams, and shared decision-making processes and use the results of these evaluations to improve these groups and processes. (IB, IIA, IIB, IIC, IIIA, IIIC, IVA)

4A Yuba College Status as Reported in Midterm Report (2005-08)

Subsequent to the 2004-05 Self-Study process, Yuba College (YCCD) had developed, and subsequently tested and revised, a planning and evaluation cycle for all of its committees, project teams and shared decision-making bodies. This planning and evaluation cycle is comprised of four inter-related models, each described below, that serve to integrate all planning, evaluation and feedback processes for all shared governance processes throughout the District.

Long Range Planning Model: The District's Long-Range Planning Model describes the process by which progress toward achieving goals is gauged. Yuba College has adopted this model as its goals and objectives have unfolded. This plan was designed to address the comprehensive planning needs of the District and had in mind the colleges that would emerge under a multi-college structure. This planning model works hand-in-hand with the District's March 2005 Institutional Effectiveness (IE) Model, which links Program Review and outcomes assessment to all academic and administrative units throughout the District and the Colleges within. Student Learning Outcomes are an integral component of these two models.

The Long-Range Planning Model builds upon an initial needs assessment. It requires that each plan carry with it Vision and Mission Statements as well as guiding principles. All critical plans must be integrated into the District's current Strategic Initiatives and be designed in light of previously defined plans for technology, facilities, fiscal stability, staffing, instruction, student services, and (very importantly) the Educational Master Plan. As a plan is implemented, the model indicates that it must address Student Learning Outcomes, Enrollment Management and Services, and the learning styles of students, as appropriate. The plan must additionally

indicate what delivery methods will be utilized in its implementation, as well as the time and place of its delivery.

Institutional Effectiveness Model: The academic and administrative leadership of the colleges and of the District have played a role in the development of the District's Institutional Effectiveness Model. This model has six components: Academic Program Review, Student Services Review, Administrative Services Review, District Image/Marketing Review, Shared Decision-Making Process Review and outcomes assessment. Program/service reviews in each of the aforementioned review areas are periodic formal evaluations designed to bring about systematic and continuous improvements in programs or services. They also serve as the basis for program/service recommendations, including budget allocations, curriculum in academic programs, program or service direction, staffing, facilities, equipment and technology. Reviews involve a critical self-evaluation of the program/service as well as the use of appropriate internal and external data, including the use of surveys, to support the evaluative conclusions and recommendations. Currently, two of the five aforementioned components of the Institutional Effectiveness Model, Academic Program Review and Student Services Review, are fully operational. The other three components have been implemented and are in various stages of refinement. The IE Model itself is reproduced as an attachment.

Continuous Improvement Process Model: The Continuous Improvement Process ties together the Long Range Planning and the Institutional Effectiveness Models to depict how continuous improvement takes place for college programs, services and processes, to better support Student Learning Outcomes and student success.

Evaluation Rubric: An evaluation rubric was adapted from the one developed by the ACCJC. A key addition to the model has been the addition of a "documentary evidence" column that serves to verify statements proffered in the "progress indicators" column. The purpose of the rubric, as modified, has been to utilize it as an overlay to the College's own planning, institutional effectiveness and continuous improvement models and to monitor where Yuba College stands in relation to the "levels of implementation" suggested by the Commission.

In conclusion, the enhancement of research functions (See Recommendation #2) at Yuba Colleges, with coordination at the District level, now allows the colleges to implement these models for administrative, academic and student services planning, evaluation and continuous improvement. As Recommendation #4b will indicate, this should allow the colleges to proceed in the assessment of, especially, Student Learning Outcomes in an expeditious manner over the next three years.

4B Yuba College Updates (2008-Present)

As stated in the 2009 ACCJC Follow-Up Report, YCCD has developed a district wide Institutional Effectiveness (IE) Model that is used for planning, evaluation, and improvement. The model for planning is the Long Range Planning Model, the model for evaluation is the IE Model, and the model for improvement is the Continuous Improvement Cycle. Each model has a process that involves diverse membership for development, implementation, review, and analysis.

Four committees utilized a pilot survey in 2008-09 to determine their effectiveness within the shared decision making process. Five additional committees were assessed in 2009-10, and the IE Model is in full implementation as all committees are in the assessment, evaluation, feedback, and improvement process.

In addition, a survey titled "If Accreditation Were Today" was presented to the Yuba College Academic Senate, Curriculum Committee, and Deans/ Directors groups in 2010 and repeated in 2011. This survey took the ACCJC rubrics for Program Review, Planning, and Student Learning Outcomes, then asked members to evaluate their perception of where Yuba College stands in relation to the stated rubric for Proficiency and Continuous Quality Improvement. This data provide the background for the fall 2011 convocation break-out activity to solicit improvements to the program review process.

Recommendation 5:
Student Learning Outcomes

That the College complete an annual report on the progress of Student Learning Outcomes Continuous Improvement Model. The use of assessment and data analysis to create instructional improvements must be part of this report. (IIA1, IIA2, IIA3)

5A Yuba College Status as Reported in Midterm Report (2005-08)

The College has, for the past three years, completed an annual SLOs rubric sent in conjunction with the Accreditation Annual Report. In this report, the College indicates that it has successfully advanced from the "Awareness" to the "Development" level of achievement as it pertains to SLOs.

The College began the SLO process at the institution-wide level and was moving to the program and course levels as of the Fall 2008 term. Yuba College held Flex Workshops at the Fall 2008 Convocation to initiate the development of these course and program level SLOs.

5B Yuba College Updates (2008-Present)

A survey entitle "If Accreditation Were Today" assessed Yuba College's SLO achievement compared to the ACCJC Proficiency rubric in the fall of 2010 and again in the fall of 2011 to determine improvement. An SLO Handbook was created by the SLO committee in 2009, which delineated the process and time lines for SLO creation, assessment, and resulting discussions that lead to improvements. In 2009, SLO data was also included in the Program Review Handbook. An SLO Coordinator formally began in 2011 and annual reports have been presented to the Academic Senate and College Council. The SLO Handbook was revised by the SLO Committee in 2011-12.

Recommendation 6:
Program Reviews/Educational Planning

That the College use completed program reviews as the basis for educational planning. (IIA1, IIA2)

6A Yuba College Status Reported in 2008 Midterm Report

Background (Pre-2003): Academic Program Review was in place at Yuba College, but not seemingly effective, for a number of years prior to the formation of a Program Review Project Team in 2002-03. This project team was developed to address this shortcoming and, with input from all campuses, created a revised Academic Program Review process that was piloted in 2003-04. This model had been devised based upon various models from other colleges. During this time, Student Services Review also was piloted.

Revised Process Developed: With the creation of the revised Program Review processes, an emphasis was placed on using data/institutional research to support conclusions drawn and recommendations made. Both the Academic Program Review and Student Services Review Handbooks detail how research should be used in preparing the reviews.

In 2006-07, Woodland Community College and Yuba College completed separate Program Reviews for the first time. Qualitative and quantitative data and analysis to improve program effectiveness are an integral part of the review process. Additionally, dialogue among those involved in the review process in both Academic and Student Services areas has been critical in completing the reviews and in developing recommendations to improve program effectiveness. The Academic Program Review Handbook outlines who is involved in the process and how the dialogue and analysis process takes place.

Academic Program Reviews are critiqued by the Curriculum Committee which, under the auspices of the Academic Senate, is composed of faculty, classified staff, and administration. Student Services Reviews are assessed by a review team also composed of faculty, classified staff, and administration. In the past, Program Review "Executive Summaries" were presented to the District Council (Transitioned to College Councils for 2007-08). Executive Summaries of reviews completed during 2007-08 were presented to the respective College Councils. Executive Summaries of those programs completing a review are presented in June of each year to the Board of Trustees.

Program Review Linked to Planning: The use of Program Review results for purposes of planning is improving. For many years, the results of Program Review were dutifully collected, documented and distributed through appropriate channels, but only modestly did they impact college or district planning. Changing this has been a challenge, especially convincing individuals who participate in these studies (or in Institutional Effectiveness studies) to believe that their work has impact which, is only now beginning to occur. Some recommendations from Program Reviews, as we noted above, have now been enacted.

Rather than again distilling this list, it is important to introduce here the idea that an inter-relationship

also exists between Program Review and the Educational Master Plan. The Educational Master Plan, as referenced throughout this document, was authored in 2005, has been subject to annual review before the Board of Trustees, and is being re-authored and updated at each of the two colleges that now comprise YCCD. This update occurred in the 2010-11 academic year.

Some of the recommendations provided in the Educational Master Plan's "Annual Updates" speak reciprocally to the Program Review process. In essence, the Educational Master Plan has impacted Program Review and Program Review has, in turn, impacted the 22 EMP goals.

Examples of the impact of Program Review are plentiful:

- Facilities planning (EMP Goal #1) was informed by needs expressed in a series of Program Reviews conducted throughout the current decade. In turn, the Facilities Plan resulted in a successful district-wide bond measure (November 2006) that will positively impact many programs at all campuses.
- Technology planning (EMP Goal #2) was developed in light of a comprehensive study of recommendations in all academic and student services Program Reviews. The resulting Technology Plan is, in turn, impacting the programs that detailed their technology needs in this review process.
- English and Math Graduation Requirements (EMP Goals #7) were changed throughout the 2005-06 Academic Year as a result of recommendations in their respective Program Reviews.
- Course Scheduling Practices have been improved because of suggestions emanating from Program Review. The Educational Master Plan annual review process was then utilized to provide specific recommendations to programs for improving scheduling

6B Yuba College Updates (2008-Present)

The Institutional Effectiveness (IE) Model is fully developed and implemented at Yuba College. Each program review component (academic, student services, and administration) had their own handbook, but these were consolidated into one IE Handbook in 2011 to improve efficiency and the relationship with the planning process. The academic program review process now includes formal feedback from the Curriculum Committee, Academic Senate, and the Vice President of Academic and Student Services. Planning committees, like the Faculty Staffing Committee and Perkins IV/CTE Local Planning Team, utilize the program review recommendations as the first level basis recommendations under their purview.

Recommendation 7:
SLO Process/Student Support Services

The College needs to proceed with the implementation of the process for developing Student Learning Outcomes for student support service programs and the process needs to be enhanced to include broad representation and the addition of data and analysis to document findings and recommendations for action based on the conclusions. (IIB1, IIB3, IIB4)

7A Yuba College Status as Reported in Midterm Report (2005-08)

The Student Learning Outcomes Project Team made the decision to begin the process for developing Student Learning Outcomes at the institutional level. This district-wide project team has among its ranks representatives from the faculty, staff and administration from the campuses and the District office.

Student Support Services, like academic programs, are at the same stage in the process. The steps completed to this point have included the following – all of which are elaborated upon in response to the SLO related questions that appear throughout this Mid-Term Review:

1. In March 2005, the Academic Senate adopted an SLO statement that defined, explained, and delineated the process for developing SLOs. The statement made reference to developing both Student Support Service SLOs and Academic Program SLOs.
2. In June 2005, an SLO Project Team began the process of "developing a plan to address the creation of SLOs at the institution, program (both Academic and Student Support Services), and course level, and for coordinating the staff training needed to accomplish this."
3. On August 17, 2005 the SLO Project Team included several members of faculty, staff, and administration in a day-long training seminar conducted in conjunction with the District's annual Convocation Day ceremonies.

4. The SLO Project Team developed institutional SLOs. These core SLOs include communication, computation, critical thinking, global awareness, information competency, personal and social responsibility, technological awareness, and scientific awareness. The Board of Trustees approved the core SLOs at its February 15, 2006 meeting.
5. Concurrent with the development of core SLOs, the project team sought input from campuses on how to cluster programs and services (collections of related programs and services) to further facilitate the design of program-level Student Learning Outcomes. Such clusters were developed for both instructional programs and student support services.
6. The next step in the SLO development process was the creation of program SLOs. Representatives of each program cluster were to choose from among the eight YCCD SLOs the ones that best applied to the programs within the cluster. During the Fall 2006 Convocation, breakout sessions were held in which representatives of the program clusters made their selection of the SLOs that best applied to all programs within a given cluster. In October 2006, Student Support Services and Academic Program SLOs were presented to the Board.
7. Much of the 2007-08 academic year was devoted to the selection of methods of assessment for both academic and student support service SLOs. The 2008-09 Convocation at each college and campus was devoted to workshops regarding the development of program and course-level SLOs.

7B Yuba College Updates (2008-Present)

Student Service SLOs have been developed through several targeted workshops and the resulting data has been used in Student Services Program Review as part of the IE Model for Continuous Improvement. These meetings have included several areas within student services, as it was decided to develop SLOs based upon similar areas of service. The 2011 fall convocation activities culminated in a focused discussion on using the accumulated data to improve services and functions within student services. The collaborative approach has yielded alliances between previously distinct departments such as Counseling, Veterans Affairs, CalWorks, and Disabled Student Programs and Services. Representatives from each student services area brainstormed shared goals amongst each department as they pertained to students' relationship building, collaboration, diversity (knowledge skills and abilities), and information competency. Core abilities for student learning within student services were listed and examples of action verbs were presented to practitioners. SLOs using verbs that captured overt behavior and were pertinent to what students would be able to do in the life roles outside of Yuba College were discussed in targeted workshops. As a result, authentic and measurable SLOs were developed for student services that map to the eight institutional SLOs. The student services arena is one of the few areas on campus to move deeper beyond the eight institutional and program SLOs in designing their own categories that fit several programs who provide similar services, yet ultimately relate to the institutional SLOs.

Recommendation 8:
Biases in Placement Testing

The College needs to systematically conduct studies to review the effectiveness of practices used for student placement and to insure that bias in such practices is minimized. (IIB3)

8A Yuba College Status as Reported in Midterm Report (2005-08)

Yuba College conducts incoming testing on all students. These assessment services are also offered at all service area high schools through the web site. Students are placed in appropriate math, writing, and reading courses based on these assessments. Placement testing is done through Accuplacer.

A disproportionate impact study was conducted in 2005 to see if various groups were being unfairly impacted by placement scores. Consistent with studies conducted by the Chancellor's Office, Yuba College found that such was not the case. Yuba College also conducted a cut-score validation process for English.

8B Yuba College Updates (2008-Present)

The college completed three Disproportionate Impact Studies in 2010 for English, Mathematics, and Reading course placement. Separate placement cut score validation studies have also occurred. The English department conducted cut score validations during the Fall 2011 semester. This validation process also extended to Reading courses, which are

being integrated with English courses at the college. The ESL department worked on their placement scores from 2008-10, but held up a final decision as a major curriculum revision was developed simultaneously. The Mathematics department validated their cut scores in the Spring 2010. These validations included a statistical analysis of student success rates, the correlation with placement results, and the potential impact of changing placement cut scores. Additionally, the Assessment and Research Specialist presented information on placement test scores to the AccuPlacer National Conference in 2011. His presentation was titled "Use More Than Test Scores Alone for Placement – The California Multiple Measure Program."

Recommendation 9:
Library/LRC – Student Learning Outcomes

The Library/Learning Resource Center should develop Student Learning Outcomes for students to develop skills in information competency and provide ongoing instruction aimed at achieving those outcomes. (IIC1)

9A Yuba College Status as Reported in Midterm Report (2005-08)

Information competency is among the core Student Learning Outcomes defined for the campuses within Yuba College. Information competency is defined and detailed in the description, provided verbatim, below.

Information Competency: Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

1. Use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information. Students will demonstrate the ability to use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information. To be measured by successful submission of the research paper submitted in the English 1A class and to be scored using a rubric.
2. Students will be able to (1) define and classify types of intellectual property, (2) explain the ethical and legal ramifications of plagiarism, (3) discuss how social issues of privacy relate to gathering and using certain information, and (4) explain the reasons for knowing who funds studies, surveys, and other data collection and how such funding can produce a conflict of interest in gathering information. To be measured by a pre and post test that will be used to assess changes in students understanding of the ethical, social, and legal issues surrounding use of information. The pre-test will be given as part of the orientation/ placement process and the post-test with the graduation petition.

Yuba College Library Learning Resource Center (LRC) is exploring a draft plan for the development of Information Competency Skills. The plan, which is in the governance approval process, ties Student Learning Outcomes to ACRL Standards and Yuba College Library/LRC goals. The plan relies heavily on data generated from surveys, counts of Library/ LRC user propensities, and the outcomes of pre and post-tests surrounding enrollment in the (proposed for 2009) information competency course.

At Woodland Community College, a full-time Librarian began teaching a course on information competency in fall of 2007. This course migrated, as well, to Yuba College in Fall of 2009 and was taught by the new Librarian.

9B Yuba College Updates (2008-Present)

The Library Program has developed Student Learning Outcomes related to information competency and offers courses and workshops aimed at helping students achieve those outcomes. The first course was offered in the summer of 2011, and the librarian has been conducting course-specific research workshops since fall 2008. The librarian also visits classrooms, upon request, to provide orientation and database training for academic research. These activities are directly related to Library SLO's. The Library Program continues to conduct regular program reviews and use the results of these reviews to evaluate and improve services.

Recommendation 10:
LRC Program Review

The Library/Learning Resource Center should develop a regular process of program review, including review of staffing levels, to evaluate the library and other learning resources services in order to assure their adequacy in meeting identified student needs and the results should be used as the basis for improvement. (IIC2)

10A Yuba College Status as Reported in Midterm Report (2005-08)

All Yuba College programs participate in the formal Program Review process. This process occurs in four-year cycles and was last completed for all Yuba College libraries and learning resource centers in October 2005. Results of Program Review are examined and used as a basis for change. The 2005 review clearly documented the need for additional full-time librarians, two of whom were subsequently hired to work at Woodland Community College (Fall 2006) and at Yuba College (Summer 2008).

Program Review has been performed separately at each of the colleges for the past two years. Therefore, the Library/LRC's Program Review is now specific to each college and will therefore benefit from a more focused approach. However, the previous, district-wide Program Review provided a myriad of recommendations, many of which have now been implemented.

10B Yuba College Updates (2008-Present)

The Library Program conducts regular program reviews, including annual program review updates, to evaluate quality of services and ensure that the needs of students are being met. Similarly, the Learning Resource Center's College Success Center (CSC) conducts a program review every four years and uses the review as a basis for improvement. These Academic Program Reviews and Student Services Reviews are two of the five components of the Institutional Effectiveness Model. The results of these formal evaluations formed the basis for the Learning Resource Center remodel project at Yuba College and a new Student Services Center that includes a Library on the Clear Lake Campus.

Recommendation 11:
SLOs in Evaluation Process

The College should ensure that faculty and others directly responsible for student progress toward achieving Student Learning Outcomes have, as a component of their evaluations, effectiveness in producing those learning outcomes. (IIA1)

11A Yuba College Status as Reported in Midterm Report (2005-08)

Administration: Evaluation of the academic administration is tied to institution-wide strategic goals, at both the District and the college levels. Administrators such as the Chancellor, the Vice Chancellors, the College Presidents, the Vice Presidents for Instruction and Student Services, the pertinent Deans, and several of the Directors will increasingly be held formally responsible, within the context of their evaluation, for Student Learning Outcomes. This is already the case with all upper level administrators.

Faculty: Faculty evaluation processes are subject to labor contracts and must be negotiated. 2008-09 was a contract negotiations year. Many faculty, however, are assuming professional responsibility for infusing SLOs (and voluntary evaluation) into their planning for the coming years. The Curriculum Committee, the Academic Senate and other academically appropriate shared decision-making bodies have played strong roles in encouraging this planning and participation – contract not withstanding.

11B Yuba College Updates (2008-Present)

The Management Handbook was created in 2008 and part of the evaluation of administrators includes Position Responsibilities: "The level of performance in completing the duties and responsibilities required in the employee's position description and/or as set forth with employee as specific performance objectives." For academic managers, this includes the oversight of educational programs, including SLO development and assessment.

Student Learning Outcomes are now included in all Curriculum Committee Course Outline of Record (COR) for every course taught at Yuba College. The Curriculum Committee oversees the COR approval process and the Curriculum Committee is a formal subcommittee of the Academic Senate. As such, faculty are directly responsible for the development and oversight of the Yuba College curriculum. Further, faculty members are formally evaluated based upon six areas of evaluation – including "acceptance of responsibility." This includes SLO's within the curriculum. The Yuba College Faculty Association has clarified that oversight of the curriculum, including SLOs, is a responsibility of faculty members at Yuba College and is included as one of the six areas of evaluation, and all courses and all programs have identified SLOs.

Recommendation 12:
Adequate Custodial & Maintenance Staff

The College should ensure that custodial, maintenance and grounds staff are adequate to support the existing facilities and should develop a plan to address staffing needs due to anticipated growth in facilities. (IIB1)

12A Yuba College Status as Reported in Midterm Report (2005-08)

Custodial, maintenance and grounds staffing, as well as the supervision of these, has enjoyed modest growth during the three-year period under consideration in this document.

The Director of Yuba College's Maintenance and Operations (M&O) area has developed a reorganization plan for implementation during the 2008-09 Academic Year. The purpose of the plan is to study current and emerging needs, project staffing requirements, reconsider priorities, and direct attention pro actively toward the development of an environmentally friendly institution. This plan has been developed in conjunction with the college-wide M&O equipment assessment completed in November of 2007.

The M&O Plan addresses eight goals, each of which is designed to maintain consistency with state mandates and Board Strategic Initiatives. These goals include:

1. **Reduce Liability:** The essence of this goal is to reduce safety hazards that face students, employees and maintenance personnel while employing improved/comprehensive safety practices.
2. **Improve (Employee) Ergonomics:** Related to Goal #1, this goal strives to create a work environment in which employees have access to equipment, tools, lighting and vehicles that reduce stresses on the human body and mind.
3. **Enhance Classroom Environment:** This concern, which will be addressed in part by Measure J funding, strives to create building systems (ie: HVAC) that operate efficiently, effectively, and on an "as needed" basis. Part of this goal ties, as well, to Goal #4, which involves the more effective usage of energy.
4. **Save Substantial Energy & Maintenance Costs:** The outcomes sought through this goal are twofold; to minimize expensive outsourcing through improved training and to implement energy-reduction policies, procedures and systems.
5. **Minimize Wear and Tear:** This goals encourages preventive maintenance on buildings, equipment and systems. The "spin-off" achieved through success in this realm will be that of having staff who can devote more time and attention to cleaning and enrichment of the visual environment.
6. **Implement Sustainability Policy:** Ensures consistency with (and leadership in) the implementation of the District's Sustainability Policy. It encourages green technologies and practices in M&O.
7. **Training:** This goal addresses a long-standing paucity in training practices for maintenance personnel and seeks to ensure cross-training both professionally and contractually throughout the College.
8. **Develop Workforce Diversity:** This goal relates to both Goal #7 and to the College's/ District's Diversity initiative. M&O seeks to train employees in diverse workforce skills and seeks to employ individuals who reflect the diversity of the area's population in terms of age, gender, ethnicity, and belief systems.

Current employment trends in M&O have been positive. Studies dating to the 1970s have all noted that in the entire realm of staffing, YCCD and Yuba College need to improve numbers and training of individuals involved in the M&O arena.

12B Yuba College Updates (2008-Present)

Since the accreditation of Woodland Community College (WCC) in 2008, both WCC and Yuba College have hired their own Director of Maintenance and Operations to allow each college to focus on their own facility needs. A district Director of Facilities Planning has been hired to remove construction oversight from the maintenance and operations responsibility. In 2011, the Director of M&O created custodial standards and implemented rotations to ensure effective coverage of all facilities. Several replacement custodial positions were filled since 2010, even in the face of severe budget reductions to statewide funding. Finally, district wide facilities standards were developed for all construction and remodel projects. These provide standard equipment and fixtures for buildings, thereby enabling the aforementioned custodial standards to be in place.

Recommendation 13:
Total Cost of Ownership; Facilities & Equipment

The College should develop a plan that considers the Total Cost of Ownership in its projections of costs for new facilities and equipment. (IIIB2)

13A Yuba College Status as Reported in Midterm Report (2005-08)

The "Total Cost of Ownership" (TCO) concept, while not in place within every aspect of District or College planning, has been utilized on an increasing basis since the District submitted its 2004-05 Self Study. In various areas of both the College and the District, Total Cost of Ownership has been factored into planning. Within the past two years, for example, the cost of developing a new position has extended beyond the mere cost of salary and benefits and is required to consider factors such as computing needs, office furnishings, space requirements, and supplies. The Office of Information Technology, which has long supported measures aimed at TCO, has taken a lead in providing information relating to the total computing costs associated with equipping the new buildings and laboratories funded by the successful November 2006 bond measure. Their lead has been followed by the new Dean for Distributive Education and Media Services, who is also attempting to build out expenses as these relate to direct and secondary costs for ITV and on-line instruction.

13B Yuba College Updates (2008-Present)

District wide standards were developed for audio-visual, multimedia, classroom design, offices, furniture, maintenance equipment, and technology. These help standardize facilities and equipment, making the TCO model predictable to the extent possible. These standards have been implemented for all construction projects and technology purchases.

The TCO is included in the YCCD Technology Plan and media standards. However, due to budget reductions, the desired level of staffing for several areas has not been fully implemented.

Recommendation 14:
Facilities Master Plan

The College should develop a Facilities Master Plan to ensure that facilities appropriately support student learning programs and services and improve institutional effectiveness. (IIIB1, IIB2)

14A Yuba College Status as Reported in Midterm Report (2005-08)

Subsequent to the 2004-05 Self-Study and visit, as well as the recommendations stemming from this visit, the colleges participated with the District in developing a Facilities Master Plan (2006). At core, this document was designed based upon multiple needs assessments (dating to the late 1990s) that had considered the current and prospective programming needs throughout each service area within the District. These assessments were conducted primarily during the development of the Educational Master Plan (2005) and the Multi-College District Plan (2005).

This Facilities Master Plan speaks to comprehensive facilities issues at all locations. The Facilities Master Plan was used as the basis for engaging in a successful Measure J bond campaign (November 2006) that resulted in an additional $190 million dollars for remodeling and new construction.

14B Yuba College Updates (2008-Present)

While a thorough Facilities Master Plan existed as part of the 2006 bond measure, planning activities are now under specific construction and remodeling committees (User Groups) have been established at Yuba College and the Clear Lake Campus for each major building and renovation project. Each User Group reports to the College Bond Steering Committee. User group committees directly supporting Yuba College include the Health & Public Safety Building, the Business Division Building, Gymnasium and Athletic Complex, the Student Services Center at Clear Lake Campus, the Learning Resource Center, Theatre, and the Sutter Educational Center. The scope of work for each individual User Group is defined by the Facilities Master Plan.

Recommendation 15:
Technology Training

The College should ensure that quality training in the use of technology is provided for faculty, staff, and students. (IIIC1)

15A Yuba College Status as Reported in Midterm Report (2005-08)

Yuba College has been especially effective at introducing and enhancing professional development opportunities that encourage faculty and staff to achieve currency in a rapidly evolving work environment. In desktop technology and Distributive Education, progress has been considerable since the 2004-05 Self Study.

While tech training opportunities can be described as informal, employees actively seek opportunities to participate in training that pertains to their networking, software and Internet needs. The Information Technologies Office has, over the years, surveyed staff as to their preferences in such training, and designated specific training rooms to respond to these requests.

Additionally training has been done to assist staff in learning Datatel Colleague, the District's database software. The launch of iCampus has inspired yet further training as a trainer spent an entire day providing group training to students as to how to access and utilize this program. Other technologically related training has been conducted at each campus in support of ITV and On-line Education.

In Distributive Education, the Director (and now Dean) of Distributive Education has provided one-on-one guidance to virtually all faculty members wishing to experiment with DE formats – at the pace at which faculty wish to become immersed. This was the primary means of professional development in the early years of the program.

During the spring and summer terms of 2008, an instructional design consultant (Dr. Patricia Dellich) was brought to the District to develop recommendations for training and to provide one-on-one specialized training for eight of the faculty who were most advanced in web-based instruction. Part of this training involved instruction on the addition of "rich media" (audio and video components) to traditional on-line instruction. The purpose of this training was to give these faculty members the tools to train yet more faculty in the use of rich media as they participate in their own instructional design process.

Multi-day faculty training sessions are held in August, January and June to provide faculty the opportunity to learn all aspects of DE course design and delivery. These seminars provide faculty with several examples of exemplary instructional design while at the same time giving them the hands-on basics of WebCT functionality.

Faculty members are also provided on-line instruction as to how to perform most DE-related functions and operations on the District's Distributive Education website. This site explores basic logistic information, guides faculty toward extensive WebCT resources, provides a segment on "best practices" from other institutions, and displays a periodic bulletin that updates faculty on current practices, issues and technologies.

The DE office also produces an annual Distributive Education guide that serves as a resource for faculty, students or any college personnel potentially participating in DE. It includes information on participating faculty, on academic and student support services, and on base requirements for participation in DE.

Professional development funding is also available to those who would be interested in developing or enhancing courses for Distributive Education. In recent years, as YCCD has ramped up its Distributive Education emphasis, faculty members have taken increasing advantage of this avenue of support to upgrade their DE-based courses.

The Office of Information Technologies developed a draft training plan in 2003. This plan was never formally adopted, but nonetheless served as a guideline to IT's professional development efforts for the years pertinent to this report. The plan was designed to review the training needs of all users, develop a curricular response, and evaluate the results. This plan was competency-based and, to that extent, outcomes driven. It was designed at the time with the understanding that technology was changing at a tremendously rapid rate, that resources were limited, and that not all end users had similar needs.

15B Yuba College Updates (2008-Present)

Distribute Education (DE) has continued to offer and widely publicize one-time and multi-day training sessions for faculty users of DE-related instructional technologies. The DE office has also developed an extensive collection of web-based training and informational resources for both students and instructors. In addition to the continuation of professional training mentioned above, in-house expertise has been developed as the Distributive Education Server Specialist has lead various faculty training workshops. Ongoing faculty FLEX professional development workshops have also

targeted the use of technology in teaching.

Since the last accreditation update, the college has moved to a new student, staff, and faculty e-mail programs and implemented a new campus electronic portal system to enable the sharing of information. After the transition to "MyCampus Portal" in Spring 2011, Information Systems has offered several one-time faculty and staff training sessions, including specific breakout sessions during adjunct (part time) faculty orientation sessions. These efforts have not been effective in providing continuous and timely training opportunities as evidenced by the 2011 Convocation activities and resulting needs that were consolidated into the 2012 Yuba College Planning Agenda.

Recommendation 16:
Staffing; Information Systems

The College should review its staffing resources in Information Systems in order to ensure adequate service throughout the District. (IIIC1)

16A Yuba College Status as Reported in Midterm Report (2005-08)

Between the time of the last visit, and the establishment of YCCD as a multi-college district, considerable progress has been made in the IT staffing of the District's campuses. The following table provides information as to the nature of each approved (and filled) position, its affiliation, and its employment status (full- or part-time).

Updated IT Positions

POSITION TITLE	CAMPUS	DATE OF HIRE	EMPLOYMENT STATUS
Programmer/Analyst II	Woodland	Oct. 2005	1.0 FTE
Instructional Network Specialist	Clearlake	July 2006	.4 > 1.0 FTE
Instructional Network Specialist	Woodland	July 2006	.6 > 1.0 FTE
Instructional Network Specialist	Yuba – Msvl.	July 2007	1.0 FTE
Supervisors	Yuba – Msvl.	2007-08	2.0 FTE
Helpdesk	District	Jan. 2008	1.0 FTE

16B Yuba College Updates (2008-Present)

The projection of staffing needs and priorities in the field of Information Technology is fairly fluid, as technologies change, titles change, and the needs of a college/district change accordingly. Therefore annual evaluation and revision of IT needs is an important component of annual operations. This review occurs through the Administrative Program Review which is one component of the IE Model. There has been an increase to the above levels for Instructional Network Specialists as well as outsourcing for some functions previously performed by YCCD staff. Financial Aid has a dedicated IT professional to deal with student financial aid coding issues. The rest of the IT staffing levels have remained constant with some internal shifting due to changing job responsibilities.

Recommendation 17:
Retiree Health Benefits Liability

The College should implement a plan to identify what the retiree health benefits liability is and determine what funds are necessary to begin to cover these costs. (IID1)

17A Yuba College Status as Reported in Midterm Report (2005-08)

Yuba Community College District, in conjunction with the Retiree Health Benefits Joint Powers Agreement (JPA) Board, has established a JPA, has conducted an actuarial study of retiree health benefits liability, and is examining options for its funding. This JPA Agreement was entered into by community college districts, including this District, and the Community College League of California for the purpose of managing, operating and maintaining retiree programs, investment programs, and other programs, including this Retiree Health Benefit Program.

17B Yuba College Updates (2008-Present)

The current JPA appears to be sufficiently managed to address projected funding needs for the foreseeable future. YCCD has made it a budget priority to fund retiree benefits and this level of support has increased over the past several years. A lawsuit was settled in 2012 with YCCD retirees and the funds have been identified to make these payments over the next three years.

Recommendation 18:
Governance Structures and Effective Communication

The College should review its governance structures and mechanisms, as well as its processes for planning and program review, to ensure that they are clear, that they facilitate the discussion of ideas, and that they promote effective communication among the institution's constituencies. (IVA3)

18A Yuba College Status as Reported in Midterm Report (2005-08)

The governance structures and mechanisms within Yuba College (YCCD) have been established, implemented, evaluated and modified over the past five years. As part of the transition from a single-college to multi-college district, college councils were established at Yuba College and at Woodland Community College during the 2006-07 academic year. Each college also transitioned from a district-wide Academic Senate to having its own Senate.

Functional Transition Process: Yuba College (and the District) have developed a process by which administrative and staffing functions, as well as shared governance committees/functions, are transitioning toward a multi-college formulation.

It is important to note that this transition is more of a change of emphasis than a radical reformulation. A review of the Functional Transition Process chart will indicate that an increased number of administrative/staffing functions are now under the purview of the colleges, but that certain areas continue to be maintained at the District level, where their continued operation is most cost effective.

The committee functions are also being transitioned in a graduated manner from the District to the colleges. This transition has occurred in two phases, with eleven committees being transitioned during Fall of 2007 and another four transitioned during Fall of 2008, subsequent to formalized approval of Woodland Community College's Initial Accreditation. At Yuba College, several committee functions have been consolidated under this model. Committees such as the Matriculation Advisory Board, the Enrollment Management Committee, the Budget Subcommittee and the Student Equity Committee have been folded into the College Council. Where necessary, Project Teams have been developed at Yuba College to address short-term needs in these or other areas.

By graduating the transition process, the colleges have had time to recruit new membership to such committees, provide training to these individuals, and thereby emphasize the importance of maintaining formal and informal communications channels between committees and stakeholders.

Communication Processes: Under this evolving structure, planning and shared decision-making as well as formal communication are priorities of the College Councils and the college leadership structure, particularly the Academic Senates. The addition of a district-wide Director of Public and Governmental Relations has helped to facilitate communication within and among campuses.

The Continuous Improvement Model stipulates communication as a key ingredient in the annual review and adjustment of all programs and processes. Under this model, planning priorities are delivered, assessed and improved on an annual cycle that involves all shared decision-making bodies and looks for improved outcomes - and the communications of these outcomes - both internally and externally.

Institutional Effectiveness & Communications: The district-wide Institutional Effectiveness (IE) model serves to formally link continuous improvement with communications. Where planning and evaluation cycles follow the stipulated model (which is increasingly the case), planning and evaluation in Academic Program Review (for example) informs planning and evaluation in Student Services Program Review - and vice versa. The areas included in the IE model are bulleted below:

- Academic Program Review
- Student Services Review
- Administrative Services Review
- District Image/Marketing Review
- Planning and Shared Decision-Making Review
- Outcomes Assessment (District/College driven)

The reviews in each of these six areas are both formal and ongoing. They are designed to bring about systematic/continuous improvements that result in enhancements in programs, services, or processes. The reviews also serve as the basis for program/service/process recommendations, many (but not all) of which are bulleted below:

- Budget Allocation
- District and College Planning
- District and College Staffing
- Facilities
- Equipment
- Project Team Structures and Functions

Academic and Student Services Program Reviews are on four-year cycles. Each has been conducted independently at Yuba College and at Woodland Community College for the past two years.

The Administrative Services Review process has been tested and redesigned and is being launched in Spring Term of 2009-10. The District Image/ Marketing Review process has included focused surveys and town hall meetings, both in Colusa and in the Yuba-Sutter area. With the approval to hire Directors of Planning, Research and Student Success for both Yuba College and Woodland Community College, more such surveys and studies are anticipated.

Process Encourages Communication of Data: As noted above, all reviews involve a critical self-evaluation of the program/service/process. This requires not only the mining of data, but also the sharing of such data and agreement upon the parameters of data usage.

When utilizing survey research, both the planning of such research and the sharing (interpretation) of results are communicated to multiple shared decision-making bodies so as to ensure consistency in usage. One such survey, aimed at attaining community input, has been tailored to provide needs assessment data specific to each college's service area and is currently (Fall 2008) being administered.

Summary: Communications, both formally and informally, have improved at Yuba College as well as between/among the colleges and centers within the District. The Continuous Improvement Cycle includes communication as an integral component of its operation. Professional development is provided at the beginning of each academic year to each college or district committee with veteran leaders/ members sharing knowledge and experiences with newer members. Associated documents with training information are also updated annually. Part of this professional development involves an emphasis of two-way communications between (a) committee members and their constituents and (b) among various members of the shared decision-making bodies.

18B Yuba College Updates (2008-Present)

Yuba College has continued to progress in the areas listed above. However, significant issues emerged as district functions and college responsibilities were not well defined in the multi-college transition. Some district wide committees were created from 2009-11 to address the coordination and communication between the two college and district services. These include the Multi College Transition (MCT) Team for Student Services, District Communication and Consultation Council (DC3), and District-College Academic Senate (DCAS). With the arrival of a new chancellor in 2011, these committees have evolved into an integral part of the overall governance structure and relationship between colleges, district services, and the Board of Trustees.

Recommendation 19:
Staff Development per Collegial Governance

The College should provide staff development regarding the definition, meaning, and function of collegial governance in order to help staff and faculty understand their roles in relation to the governance process. (IVA1, IVA2)

19A Yuba College Status as Reported in Midterm Report (2005-08)

Each of the campuses under the umbrella of Yuba College has taken steps to ensure that professional development is provided to those seeking to participate in the collegial governance process. Most of this training is provided at the beginning of each academic year as the committees transition from District authority to College authority.

The primary tool for providing initial guidance to campus committees is the College Council Handbook. The Handbook was developed for each campus based upon the District Council Handbook (the District Council is now disbanded) and was meant to serve as a template upon which Woodland Community College and Yuba College could develop their own tailored versions during

the 2007-08 Academic Year. This handbook provides committee members with a listing and description of all District and College committees, their functions, their structures, their relationship to one another, and their guidelines for operation. The book also provides a description of shared decision-making, the models for Long-Range Planning and Institutional Effectiveness, and an elaborated version of the District's Strategic Goals.

The Academic Senate, first at the District level and currently at the College level, has provided transitional and new member mentoring to prospective and new Senate members. Most of this training has existed fairly informally with veteran Senate leadership providing guidance in the development of new Academic Senate members – regardless of the campus at which such Senators might serve. An example of this occurred when the district-wide Academic Senate provided professional development for the Woodland faculty in 2007-08 as WCC developed their Provisional Academic Senate and their Curriculum Committee.

A college-wide planning and shared decision-making workshop. The purpose of this November 2008 workshop was held for all administrators, faculty and staff was to educate new employees and reacquaint veteran employees with planning and shared decision-making procedures and processes. The Board of Trustees participated in a similar 'brush-up' session in the Fall 2008 term.

19B Yuba College Updates (2008-Present)

The Academic Senate reviewed their bylaws and created a comprehensive handbook in 2010. A retreat every June by the Academic Senate helps define yearly goals, communication, and Senator participation expectations. The Academic Senate created the Mentor Program in 2008 to address the large number of faculty hires over the previous years; this program provided a structured approach to help new faculty understand the roles and responsibilities of the Academic Senate in shared governance processes. An internship program began in 2010 to expose master's level students at local universities to direct community college teaching experiences and associated professional responsibilities.

The Yuba College Council developed a reporting time line for all committees to present updates to the council regarding yearly goals and accomplishments. Specific dialog has ensued regarding the interrelationship between the College Council and all other college committees. Student Learning Outcomes and Board of Trustee Strategic Directions have also been incorporated in the Yuba College Council Handbook.