



Appendix- Additional References

Institutional Self Evaluation Report



October 2012

Compliance with Federal Regulations



COMPLIANCE WITH FEDERAL REGULATIONS

This section is designed to demonstrate compliance with Federal Regulations not specifically included within any of the standards.

- 1. Data on Student Grievances and Complaints**
- 2. Data on Student Discipline**
- 3. Number of non-US students enrolled – 6-year history**
- 4. ADA Compliance Testing of Distributive Education Courses**
- 5. Policy & Procedure for Award of Credit - 60-credit Hour Minimum Requirement for Degrees**
- 6. Policy & Procedure for Award of Credit - Determination of Unit of Academic Credit**
- 7. Gainful Employment Regulations**
- 8. Required Information on Student Achievement**
- 9. ACCJC Substantive Change Regulation**
- 10. ACCJC Required Evidentiary Documents for Financial Review**

1. Data on Student Grievance and Complaints

The evaluation team will be sent a copy of any complaints that have been filed with the ACCJC in accordance with the criteria for filing such complaints. The evaluation team will examine the institution's own files containing formal student complaints or student grievances for the five years preceding a comprehensive evaluation. The evaluation team will examine any patterns observed in the complaints to determine whether they constitute evidence that indicates the institution has failed to comply with Accreditation Standards, ERs and policies. Any deficiencies will be identified in the team report as such.

Yuba College and YCCD provide for the submission of complaints and grievances and respond quickly to any such complaints. Depending upon the nature of the complaint or grievance, individuals may submit a general complaint on the YCCD Complaint Form, students may submit grievances per AP 5530- Student Rights and Grievances with the enclosed form, or unlawful discrimination complaints may be filed with the California Community College Chancellors Office. All of the pertinent policies and forms are attached in the following pages. A summary is provided for all complaints filed since 2005.

YCCD Human Resources

Page 1 of 1


Diversity and Equity
Yuba Community College District

Search

District | Yuba College | Woodland Community College | Clear Lake Campus

Navigation Menu

- [Diversity and Equity Home](#)
- [Presentations](#)
- [Press Releases](#)
- [Recruitment and Hiring Procedures](#)
- [FAQ's](#)



Diversity and Equity

Mission Statement

The goal of the Yuba Community College Diversity Project Team is to provide a broad, multi-faceted educational experience for the students of the District. The Diversity Project Team aspires to develop the cultural competence of the institution through this mission:

"Promote awareness and understanding, gain knowledge and develop multi-cultural skills"

District Policy

Vision Statement

Board Policy:

- BP 1410 - Diversity Policy
- BP 3410 - Non-Discrimination
- BP 3420 - EEO
- BP 3430 - Harassment
- BP 5141 - Academic Accommodations
- BP 5141 - Academic Accommodations
- BP 7100 - Commitment to Diversity - Hiring
- BP 7120 - Recruitment and Hiring

Recruitment and Hiring Procedures

District Resources

Section 504/ADA Coordinator

District EEO Representatives

EEO Training Outline

EEO Training for Non-EEO Representatives

EEO Training for EEO Representatives

Advertising Sources

EEO/Interviewing Tips

District Documents

Academic Accommodations

EEO Plan

Diversity Project Team Purpose Statement

Diversity Plan

Student Equity Plan

Educational Master Plan

Institutional SLO's - (Under Development)

YCCD Complaint Process

- YCCD Complaint Form
- YCCD Unlawful Discrimination Complaint Form
- CCC Chancellor's Office Complaint Process

Cultural Calendars:

Yuba-Sutter Community Events

Yuba County Visitor's Bureau

For questions or more information about Diversity and Equity at Yuba Community College District please email Al Alt, Director of Human Resources and Personnel Services.

You are visitor #17715061

Locations: District | Yuba College | Woodland Community College | Clear Lake Campus

Yuba Community College District, 2068 North Beale Road, Marysville, CA 95801, (530) 741-6700

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10/19/2011

<http://www.yccd.edu/diversity/index.php>

Student Grievance

Most complaints, grievances or disciplinary matters should be resolved at the campus level. This is the quickest and most successful way of resolving issues involving Yuba College. You are encouraged to work through the campus complaint process first:

- [AP 4231 - Grade Appeal Process](#)
- [AP 5530 - Statement of Grievance Form](#)

Issues that are not resolved at the campus level may be presented to the California Community College Chancellor's Office by completing this [web form](#).

<http://yc.yccd.edu/student/student-grievance.aspx>

4/3/2012

DATE	TYPE	FILE LOCATION
4/1/2005	Student Complaint	President/VP Office
4/29/2005	Student Complaint	President/VP Office
6/14/2005	Student Complaint	President/VP Office
10/21/2005	Grievance	President/VP Office
11/17/2005	Student Complaint	Chancellor's Office
12/6/2006	Student Complaint	President/VP Office
5/12/2007	Complaint	President/VP Office
11/2/2007	Student Complaint	President/VP Office
12/14/2007	Grievance/UDC	President/VP Office
2/29/2008	Student Complaint	President/VP Office
4/3/2008	Student Complaint	President/VP Office
5/28/2008	Student Complaint	President/VP Office
5/28/2008	Student Complaint	President/VP Office
6/10/2008	Student Complaint	President/VP Office
1/1/2009	Student Complaint	President/VP Office
1/6/2009	Student Complaint	President/VP Office
1/28/2009	Student Complaint	President/VP Office
2/26/2009	UDC	Human Resources
3/12/2009	UDC	Human Resources
4/17/2009	Grievance	President/VP Office
4/21/2009	Grievance	President/VP Office
4/22/2009	Grievance	President/VP Office
1/29/2010	Student Petition	President/VP Office
2/1/2010	Unlawful Discrimination Complaint	President/VP Office
3/10/2010	Student Complaint	President/VP Office
3/11/2010	Informal Complaint	President/VP Office
5/4/2010	Student Complaint	President/VP Office
5/5/2010	Student Complaint/Grievance Hearing	President/VP Office
5/11/2010	Grievance Hearing	President/VP Office
8/10/2010	Grievance	President/VP Office
8/18/2010	UDC	Human Resources
9/1/2010	Grievance	President/VP Office
11/4/2010	UDC	Human Resources
12/1/2010	UDC	Human Resources
3/2/2011	Student Complaint	President/VP Office
3/9/2011	Grievance (student withdrew 3/16/11)	President/VP Office
3/29/2011	Student Petition	President/VP Office
4/12/2011	Grievance	President/VP Office
4/14/2011	Grievance	President/VP Office
5/10/2011	Grievance	President/VP Office
5/31/2011	Financial Aid Complaint	President/VP Office
6/14/2011	UDC	Human Resources
6/14/2011	UDC	Human Resources
6/15/2011	Residency Appeal	President/VP Office
7/14/2011	UDC	Human Resources
12/14/2011	Complaint (Not UDC)	Human Resources
1/16/2012	Grievance	President/VP Office
1/18/2012	Complaint (Not UDC)	Human Resources
1/25/2012	Sexual Harassment	Human Resources
1/5/2012	UDC-Sex/Gender	Human Resources
5/5/2010	UDC	Human Resources

5/9/11



YUBA COMMUNITY COLLEGE DISTRICT (YCCD) COMPLAINT PROCESS

Most complaints, grievances or disciplinary matters should be resolved at the District or College level. You are encouraged to work through the YCCD complaint process first before escalating issues to any of the following resources. Issues that are not resolved at the YCCD level may be presented:

- To the Accrediting Commission for Community and Junior Colleges (ACCJC) at <http://www.accjc.org/complaint-process> if your complaint is associated with the institution's compliance with academic program quality and accrediting standards. ACCJC is the agency that accredits the academic programs of the California Community Colleges.
- To the CCC Chancellor's Office at <http://www.californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx> if your complaint does not concern CCC's compliance with academic program quality and accrediting standards.
- If your complaint involves unlawful discrimination, use the YCCD Unlawful Discrimination Complaint Form at <http://www.yccd.edu/diversity/index.php>.

Nothing in this disclosure should be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaints.

The California Community Colleges Chancellor's Office (CCCCO) has provided this disclosure to you in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in CFR 34, Sections 600.9 (b) (3) and 668.43(b). If anything in this disclosure is out of date, please notify the CCCCCO at 1102 Q St., Sacramento, CA 95814. This disclosure was last revised on 5-09-11.

COMPLAINT FORM

I have read and understand the Complaint Process Notice, as provided above. ☐ YES

Complaint Category:

- ☐ Academic Disputes
- ☐ Accounting/Billing
- ☐ Customer Service
- ☐ Educational Quality
- ☐ Fraud and Abuse
- ☐ Health and Safety
- ☐ Privacy
- ☐ Program Scheduling/Availability
- ☐ Other: _____

District Location:

- ☐ Yuba Community College District
- ☐ District Services
- ☐ Woodland Community College
- ☐ Yuba College
- ☐ Clear Lake Campus
- ☐ Other: _____

Specific Department or Individual:

Relationship to YCCD:

☐ EMPLOYEE ☐ STUDENT ☐ COMMUNITY MEMBER ☐ OTHER

Explain Other:

Do you wish to remain ANONYMOUS for this complaint?

☐ YES ☐ NO

(If you desire to remain **ANONYMOUS**, you will not receive any contact follow up, even if you provide your name, phone number and/or email information below)

Your name:

Your phone number:

Your email:

Please provide ALL DETAILS regarding your complaint:

Attach additional pages and supporting documentation as needed

Signature:

Date:

Print and submit this form to:

Human Resources Development/Personnel Services • 2088 North Beale Road • Marysville, CA 95901

Contact: (530) 741-6976 • Fax: (530) 741-1017 • hr@yccd.edu



Chapter 5—Student Services

AP 5530 – Student Rights and Grievances

Reference: Title IX, Education Amendments of 1972

Purpose

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights or privileges as a student. The procedures shall include, but not be limited to, grievances regarding:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual Harassment
- Financial Aid
- Illegal Discrimination
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.

This procedure does not apply to:

- Student disciplinary actions, which are covered under separate Board policies and Administrative Procedures.
- Police citations (i.e. "tickets"); complaints about citations must be directed to the County Courthouse in the same way as any traffic violation.

Definitions:

- **Party.** The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the College Grievance Officer.
- **President.** The President or a designated representative of the President.
- **Student.** A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Respondent. Any person claimed by a grievant to be responsible for the alleged grievance.
- **Day.** Unless otherwise provided, day shall mean a day during which the District operations are in session, excluding Saturdays and Sundays.

Informal Resolution

Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration.

The President shall appoint an employee who shall assist students in seeking resolution by informal means. This person shall be called the Grievance Officer. The Grievance Officer and the student may also seek the assistance of the Associated Student Organization in attempting to resolve a grievance informally.



Chapter 5—Student Services

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

Any student who believes he or she has a grievance shall file a Statement of Grievance with the Grievance Officer within 15 working days of the incident on which the grievance is based, or fifteen working days after the student learns of the basis for the grievance, whichever is later. The Statement of Grievance must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official. Within five days following receipt of the Statement of Grievance Form, the Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the Statement of Grievance form.

If at the end of five working days following the student's first meeting with the Grievance Officer, there is no informal resolution of the complaint that is satisfactory to the student, the student shall have the right to request a grievance hearing.

Grievance Hearing Committee

The President shall at the beginning of each semester, including any summer session, establish a standing panel of members of the college community, including students, faculty, classified staff, and administrators, from which one or more Grievance Hearing Committees may be appointed. The panel will be established with the advice and assistance of the Associated Students Organization, the Academic Senate, and the exclusive representative for the classified, who shall each submit two names to the President for inclusion on the panel. A Grievance Hearing Committee shall be constituted in accordance with the following:

It shall include one student, two instructors, one college administrator, and one classified selected from the panel described above.

No person shall serve as a member of a Grievance Hearing Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. Any party to the grievance may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge to the President who shall determine whether cause for disqualification has been shown. If the President feels that sufficient ground for removal of a member of the committee has been presented, the President shall remove the challenged member or members and substitute a member or members from the panel described above. This determination is subject to appeal as defined below.



Chapter 5—Student Services

The Grievance Officer shall sit with the Grievance Hearing Committee as Chair of the Committee but shall not serve as a member nor vote. The Grievance Officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an adversary role.

Request for Grievance Hearing

Any request for a grievance hearing shall be filed on a Request for a Grievance Hearing within ten working days after filing the Statement of Grievance as described above.

Within ten working days following receipt of the Request for Grievance Hearing, the President shall appoint a Grievance Hearing Committee as described above, and the Grievance Hearing Committee shall meet in private and without the parties present to determine on the basis of the Statement of Grievance whether it presents sufficient grounds for a hearing.

The determination of whether the Statement of Grievance presents sufficient grounds for a hearing shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student as defined in these procedures, which include applicants and former students;
- The grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner;
- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet each of the requirements, the Hearing Committee chair shall notify the student in writing of the rejection of the Request for a Grievance Hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within five working days of the date the decision is made by the Grievance Hearing Committee.

If the Request for a Grievance Hearing satisfies each of the requirements, the Grievance Officer shall schedule a grievance hearing. The hearing will begin within five days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given not less than five working days notice of the date, time, and place of the hearing.

Hearing Procedure

The decision of the Grievance Hearing Committee chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.

The members of the Grievance Hearing Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins.



Chapter 5—Student Services

Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant or grievants shall make the first presentation, followed by the respondent or respondents. The grievant(s) may present rebuttal evidence after the respondent(s) evidence. The burden shall be on the grievant or grievants to prove by substantial evidence that the facts alleged are true and that a grievance has been established as specified above.

Each party to the grievance may represent him or herself, and may also have the right to be represented by a person of his or her choice; except that an attorney shall not represent a party unless, in the judgment of the Grievance Hearing Committee, complex legal issues are involved. If a party wishes to be represented by an attorney, a request must be presented not less than five working days prior to the date of the hearing. If one party is permitted to be represented by an attorney, any other party shall have the right to be represented by an attorney. The hearing committee may also request legal assistance through the President, or designee, any legal advisor provided to the hearing committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than five working days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.

The hearing shall be recorded either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the Grievance Hearing Committee Chair shall, at the beginning of the hearing, ask each person present to identify himself/herself by name, and thereafter shall ask witnesses to identify themselves by name. The tape recording shall remain in the custody of the District, either at the college or the District office, at all times, unless released to a professional transcribing service. Any party may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the Grievance Hearing Committee Chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape-recorded shall be considered to be unavailable.

Within five working days following the close of the hearing, the Grievance Hearing Committee shall prepare and send to the President a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision



Chapter 5—Student Services

shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.

President's Decision

Within five working days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the President shall send to all parties his or her written decision, together with the Hearing Committee's decision and recommendations. The President may accept or reject the findings, decisions and recommendations of the Hearing Committee. The factual findings of the Hearing Committee shall be accorded great weight; and if the President does not accept the decision or a finding or recommendation of the Hearing Committee, the President shall review the record of the hearing, and shall prepare a new written decision that contains specific factual findings and conclusions. The decision of the President shall be final, subject only to appeal as provided below.

Appeal

Any party to the grievance may appeal the decision of the President after a hearing before a Grievance Hearing Committee by filing an appeal with the Chancellor. The Chancellor may designate a District administrator to review the appeal and make a recommendation.

Any such appeal shall be submitted in writing within five days following receipt of the President's decision and shall state specifically the grounds for appeal.

The written appeal shall be sent to all concerned parties. All parties may submit written statements on the appeal.

The Chancellor or designee shall review the record of the hearing and the documents submitted in connection with the appeal, but shall not consider any matters outside of the record. Following the review of the record and appeal statements, the Chancellor's designee, if any, shall make a written recommendation to the Chancellor regarding the outcome of the appeal.

The Chancellor may decide to sustain, reverse or modify the decision of the Chancellor's designee. The Chancellor's decision shall be in writing and shall include a statement of reasons for the decision. The Chancellor's decision shall be final.

The decision on appeal shall be reached within five days after receipt of the appeal documents. Copies of the Chancellor's appeal decision shall be sent to all parties.

Time Limits

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Revised: 12/01/2006; 12/17/2007; 4/27/2009

Adopted: 7/21/2004



AP 5530

Yuba Community College District
Request for
GRIEVANCE HEARING

REQUEST FOR GRIEVANCE HEARING MUST BE FILED WITHIN TEN
WORKING DAYS AFTER FILING THE STATEMENT OF GRIEVANCE.

Name of Grievant _____ Date _____

Home Address _____ City _____ State _____ Zip Code _____

Telephone Number _____

I, _____, hereby request a hearing before the
Grievance Hearing Committee to resolve the grievance filed on _____.

(CHECK ONE)

☐ I will be represented by Legal Counsel. If so, state name of Counsel: _____

☐ I will not be represented by Legal Counsel.

Office Use Only _____

Grievance Officer _____ Date Received _____

College/Campus Location of Grievance _____

I-10-06

8/3/2006



AP 5530

YUBA COMMUNITY COLLEGE DISTRICT
Statement of Grievance

Within fifteen days of the occurrence of an adverse action--and after having attempted to resolve the problem by an informal conference with the immediate supervisor and the appropriate Dean -- a person may prepare this form and submit it to the Grievance Officer who shall hear the complaint and render a written decision within five days of the filing of this form.

-please print-

NAME OF GRIEVANT _____ DATE _____

ADDRESS _____
Street # or PO Box # City State Zip Code

RESIDENTIAL TELEPHONE # _____
ANY OTHER TELEPHONE NUMBER WHERE YOU MAY BE REACHED _____

I WISH TO GRIEVE that (fully state the nature of grievance, completely identifying individuals involved, dates of occurrences, etc.):

STATE FULL RELIEF, REMEDY, or ACTION YOU BELIEVE IS REQUIRED TO RESOLVE THIS GRIEVANCE: (Attach additional sheet(s) if necessary)

If there is anyone else who could provide more information regarding this grievance, please list names, addresses, and telephone numbers:

NAME	ADDRESS	TELEPHONE
------	---------	-----------

I CERTIFY THAT THIS INFORMATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Signature of Complainant

Grievance received for College

Signature of Appropriate Grievance Officer

Date

(Return a copy to the grievant and file a copy with the President)

RESPONSE OF COLLEGE OFFICIAL

To: _____

Name of Grievant

Date

Street # or PO Box #

City

State

Zip Code

As a proposed resolution to your grievance on _____, the Yuba Community College District intends to:

Signature of Grievance Officer

(CHECK ONE)

☐

If this proposal is objectionable to you, you may send your objections, in written form of your own choosing to the College President.

☐

Or you can request a hearing before the Grievance Hearing Committee by completing the "Request for a Grievance Hearing Form" and returning this form to the Grievance Officer.

1-10-06;

REVISED 11-06-07

9/24/2004

YUBA COLLEGE
Complaint Form A

Case # _____
(college use only)

YUBA COMMUNITY COLLEGE DISTRICT
Marysville, CA 95901

COMPLAINT FORM
(District Rules & Regulations 2.26)

Within thirty days of the occurrence of an adverse action - and after having attempted to resolve the problem by an informal conference with the Area Dean or Administrator- a person may prepare this form and submit it to the immediate supervisor or appropriate Dean. The complaint will then be routed to the appropriate college official for action. A written decision will be rendered within thirty days of the filing of this form.

- please print-

NAME OF COMPLAINANT _____ DATE _____

ADDRESS _____

- # Street or P.O. Box City State Zip Code

RESIDENTIAL ANY OTHER PHONE WHERE YOU MAY BE REACHED?
TELEPHONE # (_____) (_____) During what hours?

I WISH TO COMPLAIN that (fully state nature of complaint, completely identifying individuals involved, dates of occurrences, etc.):

(attach additional sheet(s) if necessary)

STATE FULL RELIEF, REMEDY, ACTION, YOU BELIEVE IS REQUIRED TO RESOLVE THIS COMPLAINT:

If there is anyone else who could provide more information regarding this complaint, please list names, addresses, and telephone numbers:

NAME	ADDRESS	TELEPHONE #
_____	_____	_____
_____	_____	_____

I certify that this information is correct to the best of my knowledge.

Signature of Complainant _____

7/12/95

(OVER)

**YUBA COMMUNITY COLLEGE DISTRICT
STUDENT COMPLAINTS INVOLVING FACULTY
OR OTHER STAFF MEMBERS**

A student who feels that he or she has been treated wrongly by faculty or other staff member (while performing his or her duties on or off-campus during an official college activity) and who seeks to remedy the situation, is advised to follow the procedures below. These procedures are to provide for due process and a remedy for the basis of the complaint:

1. Complaints Pertaining to Academic Matters

- o If the basis for the complaint is an academic matter, such as: grading standards, scores on assignments, laboratory procedures, skills performance, or other areas directly related to course content and requirements, the student **SHOULD** meet informally with staff member and attempt to resolve the complaint.
- o If basis for the complaint is an academic matter as described above, and the student has met informally with the staff member in an attempt to resolve the complaint and the student is not satisfied with the results and wishes to pursue the complaint further, he or she then **MUST** meet with the immediate supervisor of the staff member (usually the Dean of a Division) and advise this person of the complaint. The immediate supervisor will further pursue an informal remedy to the complaint.
- o In the event that informal attempts to resolve the complaint through the supervisor of the staff person are unsuccessful, the student may file a formal written complaint on Complaint Form A. The supervisor must respond to the formal complaint in writing within 30 working days.
- o If the remedy stated in the reply to the written formal complaint is objectionable to the student, he or she may send objections in written form to the Superintendent/President

2. Complaints Pertaining to Alleged Mistreatment

- o If the basis for the complaint is mistreatment by a staff member, but is not "ALLEGED UNLAWFUL DISCRIMINATION OR SEXUAL HARASSMENT", the student **SHOULD** meet with the staff member and try to resolve the complaint informally. If the student has deep concerns and does not wish to meet informally with the staff member, he or she must meet with the supervisor of the staff member and pursue an informal remedy to the complaint.
- o If the complaint is not resolved informally through the supervisor, the student has the option to file a written complaint on Complaint Form A as described above. The written formal complaint will then be processed as described above.
- o If the complaint is an "ALLEGED UNLAWFUL DISCRIMINATION COMPLAINT" in relation to ethnic group identification, religion, age, sex (INCLUDING SEXUAL HARASSMENT), marital status, color, or physical or mental ability, the Discrimination Form 1 is to be used. These forms are available in the offices of the Vice President of Student Services and the Associate Dean of Student Activities, and the procedures described on that form will be followed.

Complaint received for District:

Signature of Area Dean/Administrator

Date

(return a copy to the the Complainant and file a copy with the Superintendent and appropriate Supervisor)

RESPONSE OF COLLEGE OFFICIAL

To: _____
Name of Complainant Date

Street or P.O. Box # City State Zip Code

As a proposed resolution to your complaint, filed on _____, the Yuba Community College District intends to:

(Signature of College Official)

If this proposal is objectionable to you, you may send your objections, in written form of your own choosing, within 30 days of receipt of this notice or within 60 days of original filing of complaint, whichever comes first, to:

Nicki Harrington, Ed.D.,
Superintendent/President
Yuba College
2088 North Beale Road
Marysville, CA 95901

7-12-95

(OVER)

STUDENT COMPLAINTS

The Board of Trustees authorizes the administration to develop regulations and procedures to equitably resolve a student's complaint that his/her status or privileges as a student have been adversely affected by a College decision or action.

The regulations and procedures developed by the administration will follow these general principles:

1. A complaint cannot be anonymous, and the complaint must be filed within 30 days of the incident addressed in the complaint.
2. This procedure has no jurisdiction over complaints for which separate legal processes are in existence as provided by law.
3. The procedures should ensure that all participants shall respect the rights of all other parties, maintain confidentiality of the participants and nature of the complaint, and refrain from indiscriminant or inappropriate discussion of the case. Such discussion might endanger due process as well as the integrity of all participants by fostering rumor and prejudice.

It is not the intent of this policy to infringe upon the academic freedom or legal right of the faculty, staff, or the student.



Unlawful Discrimination Complaint Form

Name:	
_____	_____
_____	_____
Address:	
_____	_____
_____	_____
_____	_____
Phone: Day (____) _____	Evening (____) _____
I Am A: <input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Other: _____	
I Wish To Complain Against: _____	
District: _____	College: _____
Date of Most Recent Incident of Alleged Discrimination: _____	
<i>(Nonemployment complaints must be filed within one year of the date of the alleged unlawful discrimination. Employment complaints must be filed within six months of the date of the alleged unlawful discrimination.)</i>	
I Allege Discrimination Based on the Following Category Protected under Title 5 (you must select at least one):	
<input type="checkbox"/> Age	<input type="checkbox"/> Ethnic Group Identification
<input type="checkbox"/> Ancestry	<input type="checkbox"/> Mental Disability
<input type="checkbox"/> Color	<input type="checkbox"/> National Origin
<input type="checkbox"/> Perceived to be in protected category or associated with those in protected category	<input type="checkbox"/> Physical Disability
	<input type="checkbox"/> Race
	<input type="checkbox"/> Religion
	<input type="checkbox"/> Retaliation**
	<input type="checkbox"/> Sex/Gender (includes Harassment)
	<input type="checkbox"/> Sexual Orientation
Clearly state your complaint. Describe each incident of alleged discrimination separately. For each incident provide the following information: 1) date(s) the discriminatory action occurred; 2) name of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of your religion, age, race, sex or whatever basis you indicated above. **If applicable, explain why you believe you were retaliated against for filing a complaint or asserting your right to be free from discrimination on any of the above grounds. (Attach additional pages as necessary.)	
What would you like the District to do as a result of your complaint -- what remedy are you seeking?	

I certify that this information is correct to the best of my knowledge.

_____	_____
Signature of Complainant	Date
Send Original to: YCCD, Human Resources Office	
2088 North Beale Road, Marysville, CA 95901	

2. Data on Student Discipline

Yuba College and YCCD have prescribed discipline processes identified in the Student Code of Conduct. The Office of the Vice President of Academic and Student Services is the common point for all student discipline matters and this is assisted by the Office of the President as necessary. All official student discipline and probation matters are handled in writing and stored in secure files in the Office of the Vice President. Policies are discussed with faculty and staff members during orientation and periodically during convocation activities. Attached are relevant policies, a summary of student discipline over the past five years, and the Student Code of Conduct.

Excerpt from Student Code of Conduct
Discipline Process from Vice President's Office

Section 12. Scope of Disciplinary Authority; "Good Cause" Grounds for Discipline

Students are subject to discipline, as provided in Section 15, for any of the following behavior, if the behavior is related to College activity or attendance, which includes, but is not necessarily limited to, behavior that occurs on property owned or controlled by the College, at a College sponsored activity off College premises, or while going to or from a College sponsored activity in College provided or approved transportation.

Behavior constituting "good cause" for discipline includes, but is not necessarily limited to, the following:

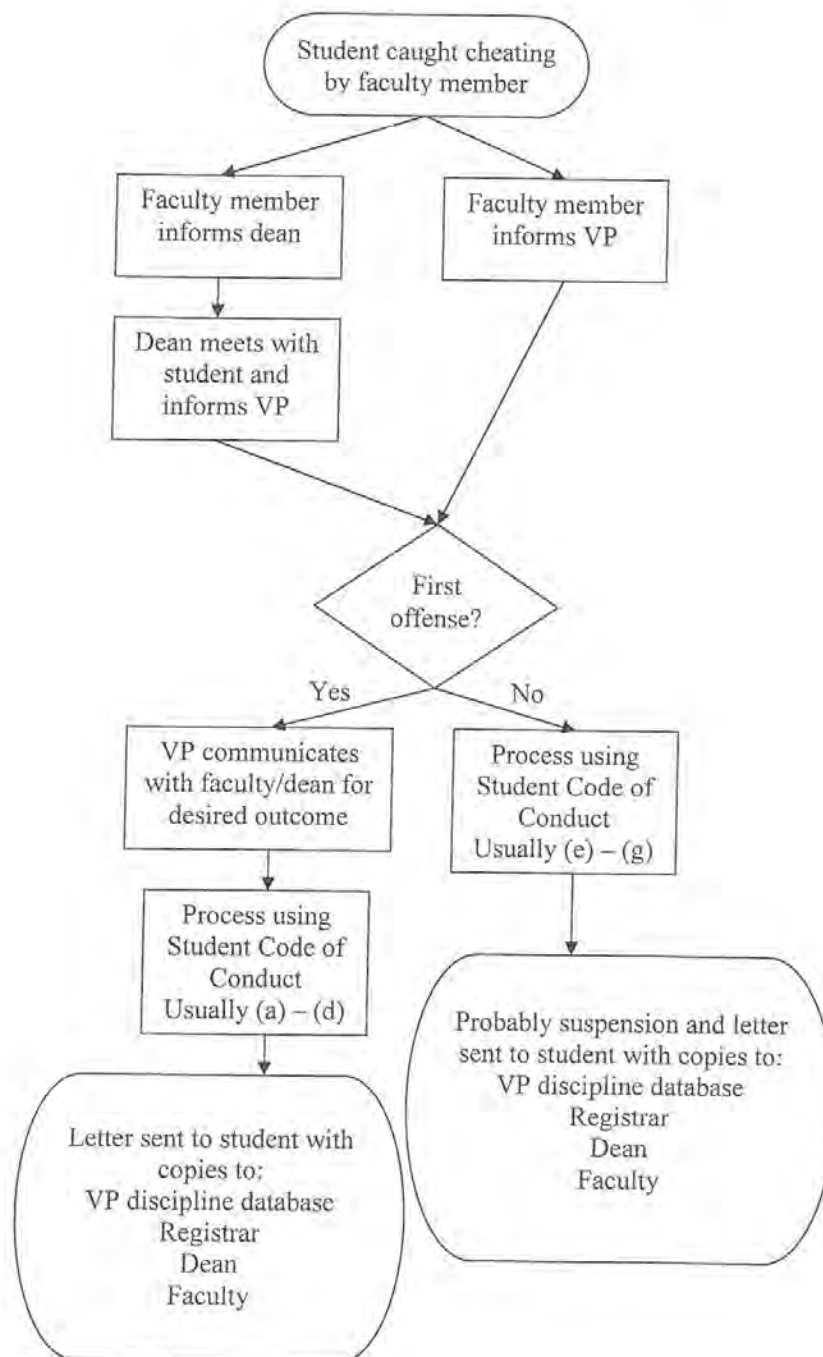
- (1) Cheating or plagiarism in connection with the College academic program.

Section 15. Forms of Discipline

- | | | |
|-----------------------|---|---|
| President or designee | { | (a) A verbal reprimand given in a disciplinary conference with an administrator. No record of the reprimand is made in the student's permanent file. |
| | | (b) A written reprimand, also known as disciplinary probation, given after a disciplinary conference with an administrator. A copy of the written reprimand is filed in the student's permanent file. In addition, if the student is a minor, a copy of the letter shall be sent to the student's parent or guardian, and the parent or guardian shall be invited to confer with the college administrator imposing the discipline. |
| | | (c) Suspension from one or more classes for a period of up to 10 consecutive instructional days. |
| | | (d) Suspension from one or more classes for more than 10 consecutive instructional days, up to the remainder of the school term. |
| Due process procedure | { | (e) Suspension from all classes and College activities for the remainder of the school term and one or more additional terms. |
| | | (f) Expulsion from college. |
| | | (g) The College president shall report all suspensions of students to the District governing board or to the District Chancellor. |

March 5, 2009

Excerpt from Student Code of Conduct
Discipline Process from Vice President's Office



March 5, 2009

Yuba College Student Discipline

School Year	Underage	Title of Violation	Date	Classification	Notes 2	VP Action	Probation
2005/2006	No	Crime - Misuse of Handcuffs	02/21/2006	Crime - Misdemeanor	4/25/06 - Probation	Probation	0
2005/2006	No	Mutual Affray/Assault/Battery on Campus	04/02/2006	Incident	3/3/06 - Probation	Probation	6302007
2005/2006	No	Possession of Alcohol/Beverages on Campus	04/02/2006	Crime - Misdemeanor	3/7/06 - Probation	Probation	6302007
2005/2006	No	Continued Parking Violation	04/02/2006	Incident	3/3/06 - Warning Letter	No Action	0
2005/2006	No	Disruptive Behavior/Sexual Harassment/Willful Obstruction	03/02/2006	Incident	4/1/06 - Request for Hearing/Probation/Trespassing	Suspension	6312007
2005/2006	No	Vehicle Violation	03/02/2006	Incident	04/19/06 - Probation	No Action	0
2005/2006	No	Forced/Distress/Willful Obstruction/Disruptive Behavior	03/02/2006	Suspension	3/6/06 - Intern Suspension/11/06 - Release of Appeal/Warning	Probation	6302007
2005/2006	No	Threat to School Employee/Vandalism	02/21/2006	Crime - Misdemeanor	4/19/06 - Directive to stay off premises	Suspension	123107
2005/2006	No	Assault or Battery on School Grounds	02/21/2006	Crime - Misdemeanor	3/3/06 - Probation	Probation	0
2006/2007	No	Cheating/Plagiarism Incident	09/20/2006	Cheating	3/3/06 - Probation	Probation	6302007
2006/2007	No	Cheating/Plagiarism	11/14/2006	Cheating	10/3/06 - Probation	Probation	6312007
2006/2007	No	Assault or Battery/Cheating	09/25/2006	Cheating	11/22/06 - Probation	Probation	0
2006/2007	No	False Information/Potential Discipline Case	01/27/2006	Assault or Battery	10/6/06 - Probation	Probation	1302007
2006/2007	No	Disruptive Behavior/Willful Obstruction/	12/11/2006	False Information	05/11/06 - Petition Follow-up Letter	No Action	0
2006/2007	No	Cheating/Plagiarism	11/30/2006	Incident	2/1/07 - Schedule a Meeting	Probation	6312007
2006/2007	No	Threats	09/25/2006	Cheating	12/6/06 - Probation	No Action	0
2006/2007	No	Allegation/Assault and Battery	09/25/2006	Incident - Misdemeanor	6/1/06 - Directives/Local Action	Local Action - HR	0
2006/2007	No	Accomplice of lost property by finder/Stolen Parked Car	10/02/2006	Incident - Misdemeanor	10/6/06 - Probation	Probation	6302007
2006/2007	No	Accomplice of lost property by finder/Stolen Parked Car	10/02/2006	Misdemeanor	10/10/06 - K. Truina met with both students	No Action	0
2006/2007	No	Disruptive Behavior/Willful Obstruction of Administration - R. Edmunds	09/19/2007	Misdemeanor	10/10/06 - K. Truina met with both students	No Action	0
2006/2007	No	YCCD Complaint against R. Mural	07/24/2007	Incident	7/10/07 - Probation	Probation	6302008
2006/2007	No	Loitering	01/31/2007	Infraction	04/20/07 - Responds to complaint denied complaint	No Action	0
2006/2007	No	Willful Misconduct/Theft - Library	09/18/2006	Crime - Misdemeanor	9/27/06 - Probation letter and request to pay \$233.50 in damages	No Action	6302007
2006/2007	No	Deadly Weapons on Campus	03/16/2007	Crime - Misdemeanor	9/27/06 - Probation	Probation	6302008
2006/2007	No	Disruptive Behavior/Willful Obstruction/Serious Misconduct	03/26/2006	Suspension	9/27/06 - Probation	Probation	6302007
2006/2007	No	Cheating/Plagiarism	11/14/2006	Cheating	10/3/06 - Probation	Probation	0
2006/2007	No	Cheating/Plagiarism/Dishonesty	10/03/2006	Cheating	10/3/06 - Probation	Probation	6302007
2006/2007	No	Theft/Dishonesty	10/02/2006	Crime - Misdemeanor	10/6/06 - Probation	Probation	12312006
2006/2007	No	Theft/Willful Misconduct	09/22/2006	Crime - Misdemeanor	12/7/06 - Probation and asked to pay \$15 in damage	Probation	6302007
2006/2007	No	Consent - Ver Tech Desecration	11/26/2006	Crime - Misdemeanor	12/7/06 - Grading, Medical File, Reimbursement	No Action	0
2006/2007	No	Cheating/Plagiarism	11/07/2007	Crime - Misdemeanor	None	No Action	0
2007/2008	No	Verbal Altercation	05/09/2008	Incident	05/09/08 - Response to Complaint	No Action	0
2007/2008	No	Not allowed in MESA/Hard Math Cafe	04/02/2008	Incident - Misdemeanor	5/7/08 - Admon student to not return to Hard Math Cafe/MESA	No Action	6312007
2007/2008	No	Witness Mutual Affray	11/01/2007	Incident - Misdemeanor	2/1/07 - Schedule a Meeting	Probation	123106
2007/2008	No	YCCD Complaint against R. Mural	05/27/2007	Witness Incident	1/8/08 - Probation	Probation	0
2007/2008	No	Allegation Attempted to Change Grades - Chemistiv J. Lanostov	05/27/2007	Incident	7/17/07 - Follow-up letter to complaint. Denied Complaint	No Action	0
2007/2008	No	Cheating/Plagiarism/Dishonesty	02/28/2008	Cheating	3/7/08 - Probation	No Action	0
2007/2008	No	Campus Expression (Off Campus Person)	02/27/2008	Cheating	11/20/07 - Warning of possible expulsion from college	No Action	0
2007/2008	No	Verbal Altercation	05/14/2008	Crime - Misdemeanor	05/30/08 - Warning	Probation	123108
2007/2008	No	Mutual Affray/Physical Altercation	04/02/2008	Verbal Altercation	3/18/08 - M. Stern incident notification	Probation	63009
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/18/2008	Incident	12/5/07 - Intern Suspension/12/14/07 - Request for Hearing	Probation	123108
2007/2008	No	Tampering with a Vehicle - Intern Suspension	12/03/2007	Crime - Misdemeanor	12/5/07 - Intern Suspension/12/14/07 - Request for Hearing	Probation	123108
2007/2008	No	Mutual Affray and Physical Altercation	09/17/2007	Incident	4/8/08 - Intern Suspension/12/14/07 - Request for Hearing	Probation	63009
2007/2008	No	Cheating/Plagiarism/Dishonesty	04/02/2008	Cheating	5/30/08 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	05/05/2008	Cheating	3/20/08 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/17/2008	Cheating	3/7/08 - Probation	Probation	123108
2007/2008	Yes	Cheating/Plagiarism/Dishonesty	03/03/2008	Cheating	3/7/08 - Probation	Probation	123108
2007/2008	No	Grade Appeal	01/09/2008	Grade Appeal	7/25/08 - Request for Grade Appeal Form from student	No Action	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/18/2008	Cheating	4/8/08 - Probation	Probation	12312008
2007/2008	No	Threats/Verbal Altercations	09/03/2008	Threats of Violence/Habitual	9/19/08 - Letter to request a hearing	Request for Hearing	0
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/03/2008	Cheating	4/8/08 - Probation	Probation	12312008
2007/2008	No	Verbal Altercation	04/23/2008	Cheating	4/25/08 - Probation	Probation	123108
2007/2008	No	Formal Complaint	05/14/2008	Verbal Altercation	05/30/08 - Probation	Probation	123108
2007/2008	No	Verbal Altercation	04/14/2008	Verbal Altercation	5/6/08 - Response to Complaint Letter	No Action	0
2007/2008	Yes	Cheating/Plagiarism/Dishonesty	03/03/2008	Cheating	3/7/08 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	3/20/08 - Probation	Probation	63008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	6302008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	0
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	123108
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	12312008
2007/2008	No	Cheating/Plagiarism/Dishonesty	03/12/2008	Cheating	8/1/07 - Probation	Probation	1231

3. Number of Non-US Students Enrolled: 6-year History

Yuba College enrolls the following numbers of non-US students. All residency requirements are monitored by the Director of Admissions and Records.

Year	Number of non-US students
2006-07	166
2007-08	251
2008-09	191
2009-10	156
2010-11	107
2011-12	98

4. ADA Compliance Testing of Distributive Education Courses

Yuba College incorporates Section 504 compliance with its online training seminars and utilizes the expertise of different instructional designers to work with faculty on best practices in producing online course material. As an extra check, Yuba College has contracted with an outside entity to verify ADA compliance. As of the time of this self-evaluation study, the results were not completed, but they will be shared with the individuals and general guidelines will be incorporated into future online training sessions.

Memorandum

To: Karsten Stemmman, Professor
From: Kevin Trutna, Vice President Academic & Student Services
CC: Martha Mills, Dean Distributive Education; Jan Ponticelli, Director DSPS
Date: February 2, 2012
Re: ADA Compliance Testing

Your online course (Math 50 – D9595) was randomly selected to participate in an ADA compliance test. Patricia Delich has been contracted to utilize specialized software to determine how our DE websites are in compliance with ADA standards. You should see no disruption to the course resulting from her administrative visits. She will not be evaluating any of the content, teaching methodology, activity, student work, nor any aspect of your professional teaching. No evaluation of your teaching will occur. The purpose is simply to determine how our DE Program websites comply with federal regulations. The results of the study will be used for various reports, including federal compliance with U.S. Department of Education regulations related to accreditation. Identifying information will be removed from results.

Please contact me if you have any questions. I am sending this note so that you are aware a third party instructional designer will be using various web pages from your online course for testing. Once again, this will not be an evaluation of your teaching, but a check for compliance against federal regulations for our DE Program.

Memorandum

To: Crystyn Chase, Adjunct Professor
From: Kevin Trutna, Vice President Academic & Student Services
CC: Martha Mills, Dean Distributive Education; Jan Ponticelli, Director DSPS
Date: February 2, 2012
Re: ADA Compliance Testing

Your online course (Vett 9 – D9646) was randomly selected to participate in an ADA compliance test. Patricia Delich has been contracted to utilize specialized software to determine how our DE websites are in compliance with ADA standards. You should see no disruption to the course resulting from her administrative visits. She will not be evaluating any of the content, teaching methodology, activity, student work, nor any aspect of your professional teaching. No evaluation of your teaching will occur. The purpose is simply to determine how our DE Program websites comply with federal regulations. The results of the study will be used for various reports, including federal compliance with U.S. Department of Education regulations related to accreditation. Identifying information will be removed from results.

Please contact me if you have any questions. I am sending this note so that you are aware a third party instructional designer will be using various web pages from your online course for testing. Once again, this will not be an evaluation of your teaching, but a check for compliance against federal regulations for our DE Program.

Memorandum

To: Neelam Canto-Lugo, Professor
From: Kevin Trutna, Vice President Academic & Student Services
CC: Martha Mills, Dean Distributive Education; Jan Ponticelli, Director DSPS
Date: February 2, 2012
Re: ADA Compliance Testing

Your online course (Punj 1 – D9753) was randomly selected to participate in an ADA compliance test. Patricia Delich has been contracted to utilize specialized software to determine how our DE websites are in compliance with ADA standards. You should see no disruption to the course resulting from her administrative visits. She will not be evaluating any of the content, teaching methodology, activity, student work, nor any aspect of your professional teaching. No evaluation of your teaching will occur. The purpose is simply to determine how our DE Program websites comply with federal regulations. The results of the study will be used for various reports, including federal compliance with U.S. Department of Education regulations related to accreditation. Identifying information will be removed from results.

Please contact me if you have any questions. I am sending this note so that you are aware a third party instructional designer will be using various web pages from your online course for testing. Once again, this will not be an evaluation of your teaching, but a check for compliance against federal regulations for our DE Program.

5. Policy & Procedure for Award of Credit: 60-Credit Hour Minimum Requirement for Degree

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

Yuba College conforms to the 60 semester credit hours standard. Yuba College graduation requirements include eight requirements and Requirement #6 (Yuba College 2011-12 catalog, p. 48) expressly states that a student must complete a minimum of 60 semester units in lower division associate degree level courses. This requirement is addressed in our administrative procedures in AP 4100 – Graduation Requirements for Degrees and Certificates where it states a student must “complete a minimum of 60 semester units in lower division associate degree level courses....” This requirement is further defined by State mandate in Title 5 CCR § 55063. This Title 5 regulation states that an associate degree includes “at least 60 semester units or 90 quarter units of degree-applicable credit course work.” Attached are relevant policies and documents.

Regulations & Information

REQUIREMENT 5: All students are required to fulfill the Multicultural Graduation Requirement (MGR) by completing three or more units from the following courses or the programs listed below:

Anthropology 2; Art 1A, 3B, 5; Asian-American 14, 31; ECE 27; Education 1; English 30A, 30B, 36, 37, 44B; History 5A, 5B, 6, 7, 14; Human Services 11; Humanities 5, 12, 16, 17, 26B, 31; Music 12, 16, 17; Native American 7; Philosophy 1, 3, 20; Sociology 5; Spanish 20A, 20B, 36; Speech 8; Women 26B, 37

Completion of the following programs also fulfills the multicultural graduation requirement:

Basic Police Academy, Associate Degree Nursing; Psychiatric Technician; Radiologic Technology; Veterinary Technology; and Vocational Nursing.



REQUIREMENT 6: All students are required to complete a minimum of 60 semester units in lower division associate degree level courses with at least a 2.0 ("C") grade point average. The grade point average that is calculated for associate degree purposes only counts units and grade points earned in associate degree level classes. Non-associate degree credit courses (numbered 100-199 and 200-299) completed fall 1989 and thereafter will not count toward the associate degree. For courses completed between July 1, 1983, and July 30, 1989, a maximum of 6 semester units of courses numbered 100-199 may be counted toward this requirement. All courses numbered 200-299 completed prior to fall 1989 may be counted toward this requirement.

REQUIREMENT 7: All students are required to complete a minimum of 12 semester units with at least a 2.0 ("C") grade point average in associate degree level classes at Yuba College.

REQUIREMENT 8: All students wishing to graduate must file a petition as a *Candidate for Graduation*. Deadline dates to apply are: Fall-November 15; Spring-April 15; Summer-July 1.

Courses from Other Colleges

Courses from other colleges will be checked for repeats when a student petitions for graduation. At that time, any credit awarded for repeated classes will be coded on the student's academic record. Consult with a counselor for evaluation of credits/requirements/repeat checks prior to petitioning for graduation.

Servicemembers' Opportunity College

Members of the Armed Forces interested in a Contract for Degree which allows transfer of graduation requirements from other institutions with as few as 12 units earned in residency with Yuba College in any time sequence should consult with a counselor.



Chapter 4—Academic Affairs

AP 4100 – Graduation Requirements for Degrees and Certificates

Reference: Education Code Section 70902(b)(3); Title 5, Sections 55060, et seq.

Degrees

The Yuba College Catalog and the Woodland Community College Catalog cite the specific requirements for Associate in Arts and Associate in Science degrees. Courses acceptable toward the associate degree include those that have been properly approved pursuant to Title 5, Section 55002(a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section.

These requirements specify that students must:

- Pass the reading, writing, and mathematics competency examinations or equivalents listed in the respective college Catalog.
- Complete 18 units of general education, selecting from each of the six areas listed in the Catalog and 18 units in a single major/discipline or related disciplines listed in the California Community Colleges "Taxonomy of Programs."
- Complete the designated degree major courses with a grade of "C" or better. Majors are listed in the Catalog.
- Successfully complete the Health/Physical Education requirement as listed in the Catalog. Students who will be completing degrees in the Allied Health areas, Associate in Arts for Transfer (AA-T), Associate in Science for Transfer (AS-T), and students who submit documentation of active military service are exempt from this requirement.
- Successfully complete the Multi-cultural Graduation Requirement (MGR) as listed in the Catalog. Students who will be completing Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees are exempt from this requirement.
- Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.
- Complete a minimum of 60 semester units in lower division associate degree level courses with at least a 2.0 ("C") grade point average.
- Complete a minimum of 12 semester units with at least a 2.0 ("C") grade point average in associate degree level classes in the College.
- File a petition card as a Candidate for Graduation by the College deadline.

Certificates

Requirements for certificate programs are included in the Yuba College Catalog and the Woodland Community College Catalog. The Curriculum Committees provide oversight to ensure that certificate programs are consistent with the mission of the College, meet the needs of



Chapter 4—Academic Affairs

students and the communities served, and adhere to guidelines of academic achievement. In general;

- For a certificate of achievement, a student must successfully complete a course of study that consists of 18 or more semester units of degree-applicable coursework.
- All courses must be completed with a grade of “C”, “P”, “CR”, or better.
- For shorter credit programs that lead to a certificate, see the appropriate College Catalog.

Revised: 8/29/2011; 9/29/2008; 12/17/2007; 12/01/2006

Adopted: 7/21/2004



Welcome to the online source for the California Code of Regulations

5 CA ADC § 55063

Term
5 CCR § 55063

Cal. Admin. Code tit. 5, § 55063

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES
ARTICLE 6. THE ASSOCIATE DEGREE

This database is current through 1/15/10 Register 2010, No. 3

§ 55063. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for

Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(I) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

(II) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking

requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Amendment and redesignation of former subsection (b)(3) as subsection (b)(2) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

5 CCR § 55063, ➡ **5 CA ADC § 55063** ➡
➡ **5 CA ADC § 55063** ➡

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6. Policy & Procedure for Award of Credit: Determination of Unit of Academic Credit

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

Yuba College conforms to the commonly accepted academic expectation for a credit hour. The definition of a "Unit of Academic Credit" is defined in the Yuba College 2011-12 catalog on p. 27. The Yuba College Curriculum Handbook (pp. 33-34) defines "each unit of credit for lecture will require 18 hours of classroom instruction. It is expected that for each hour of lecture in a class, a student would also be expected to study at least 2 hours outside of scheduled class hours." The Curriculum Handbook also states that "Each unit of credit for the laboratory will require 54 hours of lab activity." This is further defined in 5 CCR § 55002.5. This Title 5 regulation on "Credit Hour" defines that a credit hour (also known as a Unit at Yuba College) to be a "minimum of 48 hours of lecture, study, or laboratory work..."

Registration Procedures

Students may meet the recommended criteria for "L" courses by:

1. Achieving a *Reading Placement Code* of "3004" or higher; or achieving a grade of "C" or better in Reading 70; or concurrent enrollment in Reading 70; or
2. Achieving an *English Placement Code* of "1003" or higher; or achieving a grade of "C" or better in English 105/106; or concurrent enrollment in English 105/106.

Students may meet the recommended criteria for "M" courses by:

1. Achieving a *Mathematics Placement Code* of "2003" or higher; or completing Math 110, General Business 100, or Math 111 with a grade of "C" or better; or concurrent enrollment in Math 110, General Business 100, or Math 111.

Schedule of Classes

The *Schedule of Classes* is published each semester. The *Schedule* includes registration procedures, course information, critical deadline dates, the official *Academic Calendar*, and other important information for students.

Unit of Academic Credit

THE UNIT OF CREDIT IS THE SEMESTER HOUR.

The value of a course is computed on the basis of one unit of credit for each hour of lecture or discussion and two-to-three hours of laboratory. Courses meeting less than a full semester will require an equivalent number of hours prorated on a per-week basis. Two hours of outside preparation are normally required for each semester hour of class lecture. In order to earn credit in a course, the student must complete the course; no partial units of credit are allowed. To serve the purposes of the students and the District, courses may on occasion be offered for less than the number of units indicated in the *Course Outline*.



Fees and Expenses

All fees quoted below are those known at the time this Catalog went to press.

STATE-MANDATED ENROLLMENT FEE. All students (unless at the time of registration they qualify for exemption* under State mandates) are subject to an *Enrollment Fee*. These fees are established by the State legislature and are determined at the time of enrollment by the student's unit load. The current fee is \$26.00 per unit.

*Exemptions: State regulations provide the following three programs to help eligible low income students with California residence status to have the *Enrollment Fee* waived.

- Board of Governor's Waiver Program A. For any student who, at the time of registration, is a recipient of (1) TANF (*Temporary Assistance for Needy Families*); (2) SSI/SSP (*Supplementary Security Income/State Supplementary Program*); (3) *General Assistance/General Relief Program*; or (4) The California Department of Veteran Affairs or the National Guard Adjutant General's Certification of Eligibility for a dependent's fee waiver.
- Board of Governor's Waiver Program B. For low income students who meet eligibility requirements.
- Board of Governor's Waiver Program C. For low income students who qualify for Financial Aid.

Prior to registration, students in any of these categories

should obtain the appropriate application materials from the Financial Aid Office for exemptions.

NONRESIDENT/NON-CITIZEN TUITION. Students who have not established California residency in accordance with state regulations (see Residency section), will be required to pay the *Nonresident Tuition Fee* of 210.00 per unit. Students who are both citizens and residents of a foreign country are required to pay \$210.00 per unit.

STUDENT SERVICES FEE. ALL Students are required to pay a \$6.00 *Student Services Health Fee* each semester/summer session. Students who depend exclusively upon prayer for healing in accordance with a bona fide religion, sect, or denomination (upon written verification from an authorized church official) are exempt from paying the *Student Services Health Fee*. This church documentation must be submitted to the Vice President's Office for the exemption.

PARKING FEE. Students and staff who drive vehicles on campus will pay a Parking Fee and be issued a decal. The cost is \$40.00 per semester; \$20 for summer session. As an option, students may purchase a \$2 daily parking pass in lieu of a semester decal. The Parking Fee covers day and evening campus attendance. All non-student, seasonal, and short-term employees may park in the General Parking Lots and must display either a valid semester parking decal or a \$2 parking pass.

Fall 2008

YUBA COLLEGE CURRICULUM
HANDBOOK 2011-12

- 47 Exploration of selected areas or topics in a subject matter area. Course is intended for transfer and meets the definition of a Baccalaureate-level course.
- 97 Exploration of selected areas or topics in a subject matter area. Course is not intended for transfer but is of the Associate Degree level.
- 197 Exploration of selected areas or topics in a subject matter area. Course not taught at the Associate Degree level.
- 297 Exploration of subject matter area of a technical nature. Course not taught for Associate Degree credit.

For additional information on experimental courses, see the Experimental Courses Policy in section two of this handbook.

A number previously used in a discipline for a different course cannot be used again.

TITLE

The title should be descriptive of the course. If you must use an abbreviation, choose one that will communicate best to the general reader of the class schedule and catalog. If the course is offered by a four-year institution and you are planning to articulate it, use the same name.

DIVISION

List the division to which the department is assigned.

TOTAL HOURS

Indicate the total course hours required of the student. Check to see if the total course hours match the appropriate number of course units.

Use the following scale as the standard:

✱ Lecture	18 hours equals 1 unit	✱ Laboratory	54 hours equals 1 unit
	36 hours equals 2 units		108 hours equals 2 units
	54 hours equals 3 units		162 hours equals 3 units
	72 hours equals 4 units		216 hours equals 4 units

LECTURE HRS.

Indicate the total number of lecture hours for the course. Each unit of credit for lecture will require 18 hours of classroom instruction. It is expected that for each hour of lecture in a class, a student would also be expected to study at least 2 hours outside of scheduled class hours. ✱

LAB HRS.

Fall 2008

Indicate the total number of laboratory hours for the course. Each unit of credit for the laboratory will require 54 hours of lab activity. The student is expected to be able to complete the lab requirements within the scheduled time for the class. In special circumstances, if a lab has a requirement of additional work by the student outside of the scheduled lab time, a student may receive 1 unit of credit for at least 36 hours of lab.

Lecture and laboratory hours may be prorated in one-half unit increments. For example, 9 hours of lecture equals one-half unit. Twenty-seven hours of lab equals one-half unit.

UNITS

Indicate the total units to be earned by the student's successful completion of the course. The units should be equal to the number of lecture and lecture/lab hour combinations.

IF MULTIPLE UNIT OPTION COURSE, ENTER APPLICABLE DATA BELOW:

Some courses have a multiple unit option, if so, enter the appropriate information.

ABBREVIATED TITLE (Maximum of 20 letters and spaces)

The abbreviated title is used for the schedule – develop a title for publication in the class schedule printouts, and other computer generated data reports. In selecting abbreviations, choose one that will communicate best to the general reader.

NEW COURSE ☐ REVISED COURSE ☐ TECHNICAL REVISION ☐ DISTRIBUTIVE ED. ☐

(If Distributive Education, complete the Distributive Education section of the outline.)

(If revised, indicate sections of the outline changed: dep/no ☐, description ☐, other (list) _____)

NEW COURSE

Mark this ☐ if the course is new to the curriculum. A new course addresses a need not met by the existing curriculum. Either it has never been offered before in the district, or it was offered as an experimental 47, 97, or 197 course and deemed appropriate for inclusion in the curriculum. A new course has no Static Id # until it is approved.

REVISED COURSE

Mark this ☐ if a course with a previous Title V certification and changes are in one or more of the following items: course number, title, department, division, total credit hours, lecture hours, lab hours, units, abbreviated title, degree credit, grading, pre-requisites, co-requisites, course objectives, course topical outline, outside preparation. Changes in these items will trigger a review by the Curriculum Committee. For revised courses, list the sections changed where asked.

TECHNICAL REVISION

Mark this ☐ if a course with a previous Title V certification if the only changes are for items not listed above. Changes in these items will not trigger a review by the Curriculum Committee, for instance, putting the outline on a new form.

DISTRIBUTIVE EDUCATION



Welcome to the online source for the California Code of Regulations

5 CA ADC § 55002.5
§ 55002.5. Credit Hour.



Term
5 CCR § 55002.5

Cal. Admin. Code tit. 5, § 55002.5

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 1. Programs, Courses and Classes

* [Article 1. Program, Course and Class Classification and Standards](#)

➔ **§ 55002.5. Credit Hour.**

(a) One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system.

(b) A course requiring 96 hours or more of lecture, study or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit.

(c) The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work in half unit increments.

(d) A district may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study or laboratory work in increments of less than one half unit.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of History 1 (Register 95, No. 20).

3. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

4. Amendment of subsection (a) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

5 CCR § 55002.5, ➔ **5 CA ADC § 55002** ➔.5

This database is current through 3/9/12 Register 2012, No. 10

7. Gainful Employment Regulations

Yuba College meets the requirements for reporting gainful employment information, which is available on the Financial Aid website. Yuba College produces fact sheets for all of the required gainful employment programs annually. An example of the gainful employment sheet for the Fire Academy is provided. The website for the gainful employment information is: <http://yc.yccd.edu/student/financial-aid-gainful-employment.aspx>



Fire Technology Fire Academy

Certificate of Achievement

Description: Fire Science/Fire-fighting. A program that prepares individuals to perform the duties of fire fighters. Includes instruction in fire-fighting equipment operation and maintenance, principles of fire science and combustible substances, methods of controlling different types of fires, hazardous material handling and control, fire rescue procedures, public relations and applicable laws and regulations. (CIP: 43.0203)

Normal Program Length

4 months or 9 months (1/2 time option)

Median Time to Completion*

4 months

73% of students completed the certificate in the expected time

Program Cost (based on 2011-12 Catalog)

Tuition & Fees: \$956

Books and Supplies \$500

Median Student Debt*

\$0

Related Occupations

Fire Fighter

[Job Description & Wage Data](#)

Fire Inspectors and Investigators

[Job Description & Wage Data](#)

*Based on 26 students who completed the certificate during the 2009-10 academic year.



[Home](#) > [Career InfoNet](#) > [Occupation Information](#) > [Occupation Profile](#)
America's Career InfoNet

Occupation Profile

Find Related Content...

Selected Criteria:

Occupation: Fire Inspectors and Investigators
State: [California](#)
Profile Content: (content listed below)

[Change Occupation](#)
[Change State](#)
[Modify Profile Content](#)

[Wages](#) | [Employment Trends](#)

FIRE INSPECTORS AND INVESTIGATORS: CALIFORNIA

Occupation Description

Inspect buildings to detect fire hazards and enforce local ordinances and State laws, or investigate and gather facts to determine cause of fires and explosions.

Career Video



View career video with one of the following:



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State and National Wages

[Wage Table](#) | [Hourly Wage Chart](#) | [Yearly Wage Chart](#)

Location	Pay Period	2010				
		10%	25%	Median	75%	90%
United States	Hourly	\$16.45	\$20.25	\$25.11	\$33.04	\$40.99
	Yearly	\$34,200	\$42,100	\$52,200	\$68,700	\$85,300
California	Hourly	\$19.26	\$21.45	\$22.29	\$38.85	\$52.45
	Yearly	\$40,100	\$44,600	\$46,400	\$80,800	\$109,100

Occupation Wages FAQs

[Median Wage by Occupation Across States](#)
[Compare Wages by Occupation and Local Area](#)
[Compare Wages by Metropolitan Areas](#)

National Data Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#)
State Data Source: [California Occupational Wages](#)

[Back to Top](#)

State and National Trends

United States	Employment		Percent Change	Job Openings ¹
	2008	2018		
Fire inspectors and investigators	14,700	16,100	+9%	540
California	Employment		Percent Change	Job Openings ¹
	2008	2018		
Fire inspectors and investigators	—	—	—	—

¹Job Openings refers to the average annual job openings due to growth and net replacement.

http://www.careerinfonet.org/occ_rep.asp?optstatus=011000000&socode=332021&id=1... 3/14/2012

[Occupation Trends FAQs](#)

[Employment Trends by Occupation Across States](#)
[Compare Employment Trends by Occupation](#)
[Employment Trends by Industry and Occupation](#)

National Data Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections
State Data Source: [California Employment Development Department, Labor Market Information Division](#)

[Back to Top](#)

Modify Occupation Profile Content :

<input checked="" type="checkbox"/> Wage Information	<input type="checkbox"/> Tools & Technology
<input checked="" type="checkbox"/> Employment Trends	<input type="checkbox"/> Education & Training
<input type="checkbox"/> Knowledge, Skills & Abilities	<input type="checkbox"/> Related Occupation Profiles
<input type="checkbox"/> Tasks & Activities	<input type="checkbox"/> Web Resources

Select or deselect profile options individually or use the **Select All** button below to change the report.
 To view the new results, select the **Update** button.

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America's Career InfoNet

Occupation Profile

Find Related Content...

Selected Criteria:

Occupation: **Firefighters**
State: **California**
Profile Content: (content listed below)

[Change Occupation](#)
[Change State](#)
[Modify Profile Content](#)

[Wages](#) | [Employment Trends](#) | [Education & Training](#)

FIREFIGHTERS: CALIFORNIA

Occupation Description

Control and extinguish fires or respond to emergency situations where life, property, or the environment is at risk. Duties may include fire prevention, emergency medical service, hazardous material response, search and rescue, and disaster assistance.

Career Video



View career video with one of the following:



[Additional videos](#) and more information available on CareerOneStop.

State and National Wages

[Wage Table](#) | [Hourly Wage Chart](#) | [Yearly Wage Chart](#)

Location	Pay Period	2010				
		10%	25%	Median	75%	90%
United States	Hourly	\$11.08	\$15.38	\$21.76	\$28.80	\$36.25
	Yearly	\$23,000	\$32,000	\$45,300	\$59,900	\$75,400
California	Hourly	\$16.60	\$23.75	\$32.59	\$42.65	\$53.62
	Yearly	\$34,500	\$49,400	\$67,800	\$88,700	\$111,500

[Occupation Wages FAQs](#)

[Median Wage by Occupation Across States](#)
[Compare Wages by Occupation and Local Area](#)
[Compare Wages by Metropolitan Areas](#)

National Data Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#)
State Data Source: [California Occupational Wages](#)

[Back to Top](#)

State and National Trends

United States	Employment		Percent Change	Job Openings ¹
	2008	2018		
Fire fighters	310,400	367,900	+19%	15,280
California	Employment		Percent Change	Job Openings ¹
	2008	2018		
Fire fighters	34,600	40,300	+17%	1,630

¹Job Openings refers to the average annual job openings due to growth and net replacement.

http://www.careerinfonet.org/occ_rep.asp?next=occ_rep&level=&optstatus=011001000&i... 3/14/2012

[Occupation Trends FAQs](#)[Employment Trends by Occupation Across States](#)[Compare Employment Trends by Occupation](#)[Employment Trends by Industry and Occupation](#)**National Data Source:** Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections**State Data Source:** California Employment Development Department, Labor Market Information Division[Back to Top](#)**Education and Training****Occupation:** Firefighters**Most Common Educational/Training Level:** Long-term on-the-job training**Related Instructional Programs:**

- Fire Prevention and Safety Technology/Technician
- Fire Protection, Other
- Fire Science/Fire-fighting
- Natural Resources Law Enforcement and Protective Services
- Wildland/Forest Firefighting and Investigation

Distribution of Educational Attainment

Occupation	Percent of employees aged 25 to 44 in the occupation whose highest level of educational attainment is						
	Less than high school diploma	High school diploma or equivalent	Some college, no degree	Associate's degree	Bachelor's degree	Master's degree	Doctoral or professional degree
Fire fighters	1.1%	20.2%	41.1%	19.3%	16.3%	1.5%	0.5%
Fire Fighting and Prevention Workers	2.2%	21%	34.8%	17%	21%	4%	0.2%
Protective Service	4.8%	26.4%	30.3%	12.7%	20.7%	4.4%	0.7%
Total, All Occupations	10.7%	27.6%	20.6%	8.9%	19.4%	8.3%	4.5%

Find [colleges, training schools and instructional programs](#) for this occupation.Find education and training programs where you can earn a certificate, diploma, or award in less than 2 years with the [Short-Term Training Finder](#).Access additional [Education Resources](#) in the Career Resource Library.Use the [Financial Aid Advisor](#) to help find funds for financing education.**WIA Eligible Training Provider List:** <http://etpl.edd.ca.gov/wiaetplind.htm>

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections (Education/Training Level, Educational Attainment); National Center for Education Statistics (Typical Instructional Programs)

[Back to Top](#)**Modify Occupation Profile Content :**

- | | |
|--|--|
| <input checked="" type="checkbox"/> Wage Information | <input type="checkbox"/> Tools & Technology |
| <input checked="" type="checkbox"/> Employment Trends | <input checked="" type="checkbox"/> Education & Training |
| <input type="checkbox"/> Knowledge, Skills & Abilities | <input type="checkbox"/> Related Occupation Profiles |
| <input type="checkbox"/> Tasks & Activities | <input type="checkbox"/> Web Resources |

Select or deselect profile options individually or use the **Select All** button below to change the report. To view the new results, select the **Update** button.**Select All****Update****Related Content:** Find Related Content...[New Profile](#)CareerOneStop is sponsored by the U. S. Department of Labor,
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http://www.careerinfonet.org/occ_rep.asp?next=occ_rep&level=&optstatus=011001000&i... 3/14/2012

8. Required Information on Student Achievement

Yuba College meets the standards and guidelines for Information on Student Achievement as part of our normal program review process, which is one component of the Institutional Effectiveness Model. Academic programs, the Clear Lake Center, and distance education program receive a comprehensive review of student achievement that includes individual course success, graduation rates (where applicable), and success by different student demographics. Those reports are available in TracDat to faculty and staff of a program at the beginning of each school year and contain achievement information from the previous five years. Enclosed is a sample report which was provided to the General Business and Management Department as part of their Academic Program Review during the 2011-12 year.

SAMPLE PROGRAM REVIEW DATA

Program YEAR*	Sections	Enrollments	Stu./Secs.	FTEF	FTES	WSCH	Stu./Fac.	WSCH/FTEF	SUCCESS** #	%	RETENTION+ #	%
2006-7	70	1107	15.81	3.35	77.29	2318.70	23.07	346.07	759	68.6%	993	89.7%
2007-8	67	1166	17.40	2.93	77.51	2325.30	26.42	396.36	762	65.4%	1019	87.4%
2008-9	67	1324	19.76	2.90	94.21	2826.30	32.49	487.29	872	65.9%	1173	88.6%
2009-10	40	837	20.93	2.13	79.52	2385.60	37.28	559.13	561	67.0%	674	80.5%
2010-11	34	731	21.50	2.10	72.61	2178.30	34.58	518.64	505	71.3%	617	87.1%
			Avg.	2.68	80.23	2406.84	29.90	448.48				

YEAR*	Sections	Enrollments	Stu./Secs.	FTEF	FTEs	WSCH	Stu./Fac.	WSCH/FTEF	#	%	#	%
2006-7	2378	50384	21.19	197.6	5923.09	177692.70	29.97	449.62	32581	68.1%	40178	83.9%
2007-8	2470	56673	22.94	214.1	6532.19	195965.70	30.50	457.56	36328	67.9%	44783	83.7%
2008-9	2492	60585	24.31	215.8	6848.51	205455.30	31.74	476.10	39582	68.9%	48491	84.3%
2009-10	2172	57788	26.61	174.0	6027.68	180830.40	34.64	519.60	37143	68.5%	46772	86.2%
2010-11	2027	52735	26.02	172.0	5747.68	172430.40	33.41	501.16	32650	68.4%	41300	86.5%

*** Success is defined as a student who earns an A, B, C, P or CR grade from students enrolled at census;
+ Retention is defined as a student who earns any letter grade other than a W from students who were enrolled at census.

YEAR*	Load			FTEF			Marysville Load			CCTF/FTEF		
	Contract	EP/NC/etc.	Contract	EP/NC/etc	Contract	EP/NC/etc.	FTEF	WSCH/FTEF	Contract	EP/NC/etc.	FTEF	WSCH/FTEF
2006-7	25.00	75.50	0.83	2.52	19.00	69.50	69.49	353.34	6.00	6.00	7.80	292.50
2007-8	16.00	72.00	0.53	2.40	10.00	66.00	68.91	408.02	6.00	6.00	8.60	322.50
2008-9	16.00	71.00	0.53	2.37	13.00	65.00	83.81	483.52	3.00	6.00	10.40	520.00
2009-10	24.00	40.00	0.80	1.33	18.00	37.00	65.82	538.53	6.00	3.00	13.70	685.00
2010-11	24.00	39.00	0.80	1.30	18.00	36.00	58.91	490.92	6.00	3.00	13.70	685.00

Degrees	Certificates
2006-7	32
2007-8	46
2008-9	26
2009-10	39
2010-11	28

Full-Time "Adjunct" 1.20
0.60

Full-Time	"Adjunct"
0.20	0.10

Planning, Research, and Student Success

General Business and Management

COURSE SUCCESS AND RETENTION

Course No.	2006-7				2007-8				2008-9				2009-10				2010-11			
	Sects.	Enrl.	Succ.	Ret.	Sects.	Enrl.	Succ.	Ret.	Sects.	Enrl.	Succ.	Ret.	Sects.	Enrl.	Succ.	Ret.	Sects.	Enrl.	Succ.	Ret.
GnBus-10	7	156	67.3%	84.6%	7	204	59.3%	78.9%	6	188	61.2%	84.0%	5	175	60.6%	78.3%	4	150	67.3%	82.0%
GnBus-100	3	36	58.3%	86.1%	2	29	58.6%	82.8%	3	48	72.9%	89.6%	3	69	72.5%	94.2%	3	61	77.0%	95.1%
GnBus-18A	5	74	64.9%	87.8%	5	78	79.5%	92.3%	5	100	70.0%	84.0%	5	121	72.7%	96.7%	5	110	70.0%	91.8%
GnBus-21																				
GnBus-25	9	116	60.3%	79.3%	11	109	56.9%	74.3%	10	92	58.7%	79.3%	9	10	20.0%	60.0%	3	21	38.1%	71.4%
GnBus-47	1	11	72.7%	90.9%																
GnBus-52	4	46	58.7%	84.8%	3	30	60.0%	76.7%	3	37	40.5%	78.4%	3	32	62.5%	90.6%	3	26	73.1%	92.3%
GnBus-56	7	120	75.8%	93.3%	5	93	72.0%	89.2%	5	129	81.4%	90.7%	4	116	81.0%	94.0%	3	99	81.8%	91.9%
Mgmt-10	1	15	93.3%	100.0%	1	15	60.0%	73.3%	1	19	52.6%	89.5%	1	25	52.0%	96.0%	1	27	70.4%	96.3%
Mgmt-14																				
Mgmt-15	1	25	52.0%	52.0%	1	19	68.4%	78.9%	1	19	57.9%	73.7%	1	27	29.6%	59.3%	1	25	60.0%	72.0%
Mgmt-280AF	2	15	100.0%	100.0%	2	21	100.0%	100.0%	1	5	100.0%	100.0%								
Mgmt-280BF	2	20	100.0%	100.0%	2	15	100.0%	100.0%	1	6	100.0%	100.0%								
Mgmt-280CF	2	12	100.0%	100.0%	2	16	100.0%	100.0%	1	3	100.0%	100.0%								
Mgmt-280DF	2	14	100.0%	100.0%	2	11	100.0%	100.0%	1	5	100.0%	100.0%								
Mgmt-280ER	2	16	100.0%	100.0%	2	19	100.0%	100.0%	1	8	100.0%	100.0%								
Mgmt-280FR	2	12	100.0%	100.0%	2	21	100.0%	100.0%	1	9	100.0%	100.0%								
Mgmt-280GF	2	15	100.0%	100.0%	2	26	100.0%	100.0%												
Mgmt-35	1	25	80.0%	92.0%	1	28	75.0%	89.3%	1	18	66.7%	94.4%	1	19	52.6%	78.9%				
Mgmt-47AR																				
Mgmt-5	1	17	100.0%	100.0%	1	14	92.9%	92.9%	3	21	100.0%	100.0%	3	37	94.6%	94.6%				
Mgmt-95AR	1	25	36.0%	76.0%	1	30	43.3%	76.7%	1	22	86.4%	100.0%	1	25	76.0%	92.0%	2	42	76.2%	85.7%
Mgmt-95BR	1	17	94.1%	94.1%	1	31	48.4%	83.9%	1	26	38.5%	92.3%								
Mgmt-95CR	1	14	71.4%	71.4%	1	7	100.0%	100.0%	1	10	90.0%	90.0%								
Mgmt-95DR	1	30	60.0%	100.0%	1	30	60.0%	93.3%	1	33	66.7%	97.0%								
Mgmt-95ER	1	16	100.0%	100.0%	1	18	88.9%	88.9%	1	17	100.0%	100.0%								
Mgmt-95FR	1	25	32.0%	96.0%	1	29	20.7%	96.6%	1	34	35.3%	97.1%								
Mgmt-95GR	1	15	100.0%	100.0%	1	27	51.9%	96.3%	1	33	93.9%	93.9%								
Mgmt-95HR	1	30	56.7%	86.7%	1	21	57.1%	90.5%	1	36	44.4%	83.3%								
Mgmt-95JR	2	34	70.6%	91.2%	3	66	74.2%	92.4%	5	109	87.2%	97.2%								
Mgmt-95KR	1	23	60.9%	100.0%	1	27	33.3%	88.9%	1	33	57.6%	90.9%								
Mgmt-95LR	1	30	63.3%	96.7%	1	30	66.7%	93.3%	1	37	70.3%	94.6%								
Mgmt-95MR	1	29	37.9%	96.6%	1	30	40.0%	96.7%	1	35	28.6%	91.4%								
Mgmt-95OR																				
Mgmt-95NR	1	30	63.3%	96.7%					1	1	100.0%	100.0%		3	100.0%	100.0%				
Mgmt-95PR	1	28	32.1%	100.0%	1	27	44.4%	96.3%	1	34	29.4%	94.1%								
Mgmt-95QR	1	10	100.0%	100.0%	1	32	43.8%	87.5%	1	14	100.0%	100.0%								
Mgmt-95WR	1	6	100.0%	100.0%	1	13	100.0%	100.0%	1	33	45.5%	93.9%								

Prepared by E. Cooper

Planning, Research, and Student Success

General Business and Management

STUDENT SUCCESS-PROGRAM

YEAR	TOTAL	GENDER		<18	18-24	25-30	31-40	>40
		Female	Male					
2006-7	68.6%	71.4%	61.0%	58.6%	64.0%	67.8%	77.7%	71.4%
2007-8	65.4%	65.9%	63.9%	48.7%	58.8%	61.1%	66.0%	82.7%
2008-9	65.9%	66.2%	65.0%	80.9%	59.0%	61.7%	73.4%	72.5%
2009-10	67.0%	67.8%	65.7%	75.9%	57.6%	69.8%	78.2%	77.1%
2010-11	71.3%	73.8%	67.9%	40.0%	66.4%	69.1%	81.1%	78.6%

RACE/ETHNICITY

YEAR	TOTAL	Asian	Black/Afr.-Am	Filipino	Hispanic	RACE/ETHNICITY			
						Nat. Amer.	Other	Pac. Islander	Unknown
2006-7	68.6%	70.2%	56.3%	92.3%	66.1%	57.1%	60.0%	100.0%	61.1%
2007-8	65.4%	63.0%	57.1%	66.7%	62.2%	57.1%	50.0%	80.0%	76.3%
2008-9	65.9%	60.0%	62.9%	76.5%	64.5%	55.3%	58.8%	50.0%	61.3%
2009-10	67.0%	62.5%	52.0%	52.6%	63.0%	61.1%	66.7%	75.0%	70.4%
2010-11	71.3%	57.8%	48.6%	55.6%	65.8%	94.4%	100.0%	100.0%	69.2%
									75.4%

STUDENT SUCCESS-COLLEGE

YEAR	TOTAL	GENDER		<18	18-24	25-30	31-40	>40
		Female	Male					
2006-7	68.1%	68.9%	66.7%	67.3%	65.6%	70.3%	70.7%	74.6%
2007-8	67.9%	68.7%	66.5%	67.0%	65.7%	68.8%	69.9%	75.0%
2008-9	68.9%	70.1%	66.9%	69.1%	66.2%	69.8%	73.0%	74.9%
2009-10	68.5%	69.7%	66.6%	68.7%	66.6%	69.5%	71.1%	73.9%
2010-11	68.4%	69.9%	66.2%	64.8%	66.3%	70.1%	71.7%	75.2%

RACE/ETHNICITY

YEAR	TOTAL	Asian	Black/Afr.-Am	Filipino	Hispanic	RACE/ETHNICITY			
						Nat. Amer.	Other	Pac. Islander	Unknown
2006-7	68.1%	71.6%	61.1%	73.8%	65.1%	66.2%	63.2%	65.0%	74.3%
2007-8	67.9%	71.9%	57.5%	69.9%	64.2%	66.1%	67.2%	62.1%	67.9%
2008-9	68.9%	71.9%	60.5%	76.2%	66.3%	64.9%	76.6%	62.4%	71.7%
2009-10	68.5%	69.6%	59.6%	67.2%	66.9%	60.8%	70.3%	66.9%	70.8%
2010-11	68.4%	71.4%	56.6%	70.7%	66.5%	62.0%	71.4%	70.5%	74.5%
									69.0%
									69.7%
									69.7%
									70.0%
									69.4%

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Planning, Research, and Student Success

General Business and Management

DEMOGRAPHICS

Program-Unduplicated Headcount

YEAR	Total	Female	Male	Unknown	<18	18-24	25-30	31-40	>40
2006-7	680	475 69.9%	205 30.1%	0 0.0%	43 6.3%	288 42.4%	124 18.2%	107 15.7%	118 17.4%
2007-8	741	535 72.2%	206 27.8%	0 0.0%	60 8.1%	283 38.2%	118 15.9%	133 17.9%	147 19.8%
2008-9	850	596 70.1%	254 29.9%	0 0.0%	37 4.4%	342 40.2%	150 17.6%	152 17.9%	169 19.9%
2009-10	615	376 61.1%	239 38.9%	0 0.0%	29 4.7%	292 47.5%	93 15.1%	102 16.6%	98 15.9%
2010-11	553	324 58.6%	228 41.2%	1 0.2%	14 2.5%	234 42.3%	107 19.3%	102 18.4%	96 17.4%

YEAR	Total	Asian	Black/Afr.-Am.	Filipino	Hispanic	Nat. Amer.	Other	Pac. Islander	Unknown	White
2006-7	680	58 8.5%	36 5.3%	7 1.0%	112 16.5%	22 3.2%	14 2.1%	3 0.4%	11 1.6%	417 61.3%
2007-8	741	56 7.6%	62 8.4%	9 1.2%	116 15.7%	21 2.8%	8 1.1%	5 0.7%	20 2.7%	444 59.9%
2008-9	850	73 8.6%	46 5.4%	15 1.8%	169 19.9%	20 2.4%	13 1.5%	6 0.7%	24 2.8%	474 55.8%
2009-10	615	68 11.1%	41 6.7%	12 2.0%	111 18.0%	15 2.4%	10 1.6%	6 1.0%	19 3.1%	333 54.1%
2010-11	553	37 6.7%	29 5.2%	5 0.9%	116 21.0%	15 2.7%	7 1.3%	3 0.5%	24 4.3%	317 57.3%

Yuba College-Unduplicated Headcount

YEAR	Total	Female	Male	Unknown	<18	18-24	25-30	31-40	>40
2006-7	11517	7196 62.5%	4317 37.5%	4 0.0%	893 7.8%	5184 45.0%	1783 15.5%	1709 14.8%	1944 16.9%
2007-8	12815	7906 61.7%	4906 38.3%	3 0.0%	2277 17.8%	4923 38.4%	1845 14.4%	1838 14.3%	1928 15.0%
2008-9	13819	8444 61.1%	5374 38.9%	1 0.0%	1161 8.4%	6214 45.0%	2177 15.8%	2104 15.2%	2142 15.5%
2009-10	12386	7502 60.6%	4872 39.3%	12 0.1%	917 7.4%	5914 47.7%	2026 16.4%	1781 14.4%	1723 13.9%
2010-11	10981	6507 59.3%	4440 40.4%	34 0.3%	566 5.2%	5555 50.6%	1804 16.4%	1507 13.7%	1524 13.9%

YEAR	Total	Asian	Black/Afr.-Am.	Filipino	Hispanic	Nat. Amer.	Other	Pac. Islander	Unknown	White
2006-7	11517	1157 10.0%	517 4.5%	165 1.4%	2450 21.3%	244 2.1%	207 1.8%	101 0.9%	267 2.3%	6409 55.6%
2007-8	12815	1315 10.3%	627 4.9%	184 1.4%	2838 22.1%	276 2.2%	234 1.8%	103 0.8%	385 3.0%	6853 53.5%
2008-9	13819	1409 10.2%	674 4.9%	210 1.5%	3045 22.0%	310 2.2%	246 1.8%	110 0.8%	435 3.1%	7380 53.4%
2009-10	12386	1331 10.7%	609 4.9%	190 1.5%	2700 21.8%	310 2.5%	206 1.7%	114 0.9%	494 4.0%	6432 51.9%
2010-11	10981	1158 10.5%	531 4.8%	153 1.4%	2570 23.4%	281 2.6%	135 1.2%	86 0.8%	402 3.7%	5665 51.6%

Prepared by E. Cooper

Planning, Research, and Student Success

Reports and Surveys

The Office of Planning, Research, and Student Success collects, analyzes, and distributes data to the campus community and is used as a repository for college reports from the state and other college offices.

Yuba College Reports

Quick Facts

A summary of the demographics, student load, financial aid, and degrees awarded for Yuba College.

[Yuba College Fact Book](#)

An annual publication of the demographics, enrollment, awards and population trends for Yuba College and its service area.

[Yuba College Quick Facts](#)

[Clear Lake Campus Quick Facts](#)

PRSS Reports and Presentations

In the fall of 2010, PRSS conducted a survey of students, faculty, and community members to determine what academic programs Yuba College could consider expanding or adding in the future. The results of that survey were integrated with transfer graduation report from the CSU and UC systems to [produce the following report](#).

[Basic Skills Evaluation Presentation \(PowerPoint Download\)](#)

PRSS Survey Results

Annual High School Report

The Annual High School Report is a product of the Testing and Assessment Office and summarizes demographics information for high schools within the Yuba Community College District service area, transfer rates, and the placement information for those students.

[Annual High School Report](#)

External Reports

ARCC Report—"Focus On Results"s

The Accountability Reporting for the Community Colleges is an annual report compiled by the California Community Colleges Chancellor's Office that serves as the annual evaluation of college and system effectiveness in meeting statewide educational goals.

[Full Report](#)

[Yuba College only](#)

9. ACCJC Substantive Change Regulation

The ACCJC Substantive Change Policy states that “institutions scheduled for a Comprehensive Visit may not employ the substantive change approval process in the six month period preceding the visit.” In the fall 2012 semester, Yuba College will open the Sutter County Campus – an educational center approximately 10 miles from the Marysville campus. A substantive change will be submitted after the comprehensive visit to ACCJC regarding the Sutter County Campus.

10. ACCJC Required Evidentiary Documents for Financial Review

Has the college received any qualified or adverse opinions in audit reports the last three years?

YCCD has audit findings but no adverse or qualified opinions. Audits and responses for the last three years are located at <http://php.yccd.edu/vcas/audits.html> and they are included to this report. (Appendix Reference 1)

Has the college implemented all audit recommendations? Have there been the same recommendations for more than one year? What was the response to management actions taken?

Findings are primarily college based, however, District findings that were consistent for several years were related to cash handling and separation of duties as the cashier was accepting cash and balancing the bank receipts for that cash. YCCD hired a new cashier who handles cash receipts and a fiscal services position handles reconciliation and balancing of receipts and bank deposits in response. A 3-year analysis of audit recommendations and the responses are attached. The newly hired chancellor has included an audit response report to every Board of Trustee agenda until all audit findings are completed. (Appendix Reference 2)

What is the institutions unrestricted fund balance and reserves and how has it changed over three years?

The CCFS 311 quarterly and annual funding and budget presentations can be found at <http://php.yccd.edu/vcas/index.html>. Unrestricted reserves have increased and are significantly above the required minimum. Data can be found at the CCCC website [http://www.cccc.edu/Portals/4/CFFP/Fiscal/Accountability/trends/1011/Yuba_Fiscal_Trend_Analysis\(09-10\).pdf](http://www.cccc.edu/Portals/4/CFFP/Fiscal/Accountability/trends/1011/Yuba_Fiscal_Trend_Analysis(09-10).pdf). Information is enclosed to this report. (Appendix Reference 3, Appendix Reference 4, Appendix Reference 5)

Has the Chancellor’s Office had to intervene regarding fiscal stability or compliance?

No, this has not occurred.

Does the college have long term debt financing?

Yes, the District financed facilities through Measure J local bond which was passed by voters in 2006 and information can be found at <http://php.yccd.edu/measurej/pdf/Bond-Distribution-Analysis-2010-08.pdf>. YCCD also incurred long term financing on Solar and Central Plant sustainability projects in 2010 which are identified in the District budget for 2011 and audit for 2011. Finally, information on long term liabilities are included in the enclosed sections from the district audits. (Appendix Reference 6, Appendix Reference 7)

Does the institution have an obligation for post-retirement health benefits? If it does, has an actuarial study been done? Is the District funding the liability?

Yes, YCCD has completed an actuarial study of the district retiree health liabilities in 2008 and this was repeated in 2011. A copy of this report is included. Funding for the liability is determined on an annual basis as part of the general fund expenditures. (Appendix Reference 8)

Does the institution have limits on accrual of unused vacation time? Compensatory time? Is the institution enforcing the limits?

Yes. All employee groups have limits which are found in the Management Handbook or individual collective bargaining agreements, copies of the pertinent sections are attached or they can be found at <http://php.yccd.edu/hr/contracts.php>. Limits are being enforced and are monitored annually by the Human Resource Department. A detailed report of vacation liability is also attached. (Appendix Reference 9)

Is the fiscal entity self-insured for health benefits, workers comp. and unemployment?

No, YCCD is covered through a Joint Powers Agreement (JPA); a copy of the relevant section from the fiscal audit is attached. Health benefits are covered through a JPA with TCSIG <http://www.tcsig.com/> and Workers Comp and Unemployment are covered through Keenan and Associates and EDD. (Appendix Reference 10)

Does the fiscal entity have obligations for future total compensation expenditures by collective bargaining agreements?

Yes. They are described in each collective bargaining agreement and can be found at <http://php.yccd.edu/hr/contracts.php>. They are limited to increases in step and column pay increases and health benefits and are included as part of general fund expenditures. Retiree health benefit obligations are described previously.

Does the institution and foundation have an agreement/contract and does the foundation have an independent audit?

Yes. Copies of the Charter, 501(c)(3) notification, and annual audits since 2008 are attached. Further information about the YCCD Foundation can be found at the website <http://php.yccd.edu/foundation/index.html>. (Appendix Reference 11, Appendix Reference 12, Appendix Reference 13)

Does the college/district have a prop 39 Bond?

Yes. YCCD was successful in passing Measure J in 2006. Copies of minutes from the Citizens Bond Oversight Committee and the last three audited financial statements are included. Further information regarding Measure J can be found at <http://php.yccd.edu/measurej/index.html>. (Appendix Reference 14, Appendix Reference 15)

Does the college or district have policies and procedures for purchasing? Are they being followed?

Yes. YCCD has various Board Policies (BP) and Administrative Procedures (AP) related to purchasing and employees are expected to follow these established processes. The Purchasing Department oversees the process to ensure compliance. A Purchasing Handbook is currently undergoing revision at the time of this report. Copies of relevant BP and AP are attached. (Appendix Reference 16)

Will additional buildings be opened in the next 2-3 years? Is there a plan to fund staff, utilities and operation expenses associated with additional facilities?

Yes. The Sutter County Campus will open in fall 2012 and a plan for funding has been developed and implemented. Additional state funding will be requested once the Sutter County Campus reaches the target of 1000 FTES and the letter of intent to the California Community College Chancellors Office is attached. (Appendix Reference 17)

Is there evidence that planning integrates fiscal and other resources?

Yes. Yuba College and YCCD engage in multiple dialogues to educate, inform, and integrate fiscal planning with processes throughout district operations. Evidence can be found in Board of Trustees meeting minutes, YCCD Handbooks, Yuba College Handbook, District Communication and Collaborative Council (DC3) minutes, Budget Task Force minutes, Budget Summit minutes, Flex presentations on the budget, Program Review Handbooks, and the Institutional Effectiveness (IE) Model Handbook. Further, the DC3 is currently undergoing a strategic plan development to link program review and planning to budget preparation and priorities. References and copies of all budget presentations can be found on the YCCD Budget website located at <http://php.yccd.edu/vcas/index.html>.

References Cited in Appendix

Appendix Reference 1	Audited Financial Statements 2010-11, 2009-10, and 2008-09
Appendix Reference 2	Explanatory Matrix of Auditor's Opinions 2009, 2010, and 2011
Appendix Reference 3	California Community College Annual Financial and Budget Report 2009-10, 2010-11, and 2011-12
Appendix Reference 4	Analysis of CCFS-311 for FY 2007-08 to 2011-12
Appendix Reference 5	Schedule of Financial Trends and Analysis for the Year Ended June 30, 2011
Appendix Reference 6	Notes to the Financial Statements: Long-Term Liabilities 2009, 2010, and 2011
Appendix Reference 7	YCCD Measure J Bond Program – Bond Dollar Distribution Summary
Appendix Reference 8	YCCD Actuarial Study of Retiree Health Liabilities – July 1, 2011
Appendix Reference 9	Vacation Liability Report, YCCD Management Handbook, CSEA Agreement, and POA Agreement
Appendix Reference 10	Notes to the Financial Statements – June 30, 2011 and EDD Rate Statement
Appendix Reference 11	YCCD Foundation Memorandum of Agreement and Charter
Appendix Reference 12	YCCD Foundation 501(c)(3) Statement
Appendix Reference 13	YCCD Foundation Audits 2008-11
Appendix Reference 14	YCCD Citizens Bond Oversight Committee Minutes 2007-12
Appendix Reference 15	YCCD Measure J Bond Financial Statements with Independent Auditors' Reports 2009, 2010, and 2011
Appendix Reference 16	Board Policies related to purchasing and budget preparation
Appendix Reference 17	Sutter County Educational Center Letter of Intent 2010

Additional References



ADDITIONAL REFERENCES

This section is designed to provide additional references and information used in the preparation of the self evaluation repor.

- 1. Question of the Month Grid**
- 2. Division & Department Question of the Month**
 - a. February 2011**
 - b. March 2011**
 - c. April 2011**
- 3. Committee/Project Team/ASYC Question of the Month**
 - a. February 2011**
 - b. March 2011**
 - c. April 2011**
 - d. May 2011**
- 4. General Web-based Question of the Month**
 - a. December 2010**
 - b. January 2011**
 - c. February 2011**
 - d. March 2011**
 - e. April 2011**
 - f. May 2011**
- 5. All-Yuba College Discussion - February 8, 2011**
- 6. Convocation Breakout Discussion - August 2011**
- 7. Yuba College Shared Decision Making Survey**
 - a. 2009-10**
 - b. 2010-11**
 - c. 2011-12**
- 8. Accreditation Update**
 - a. December 6, 2010**
 - b. April 20, 2011**
 - c. August 8, 2011**
 - d. December 1, 2011**
 - e. February 14, 2011**
- 9. Yuba College Fact Book 2011**

1. Question of the Month Grid

Question of the Month Grid – this is intended to show where each survey question applies to the ACCJC Standards

	December	January	February	March	April	May
Standard I						
A. Mission	A – web-based			A – web-based A – web-based		
B. Improving Institutional Effectiveness	B.5 – web-based		B – web-based B – web-based	B – CSEA meeting B – CSEA meeting	B.1 – all YC meeting	
Standard II						
A. Instructional Programs			A.1.b – all YC meeting A.2.e – committees A.7.a – div & depts	A.2.d – div & depts	A.5 – div & depts	A – committees A – web-based
B. Student Support Services		B – web-based B.1 – web-based	B – committees	B – web-based B – web-based B – CSEA meeting	B – div & depts B.1 – all YC meeting	B – committees
C. Library & Learning Support Services			C.1.a – div & depts	C – CSEA meeting C – CSEA meeting C.2 – div & depts C.2.a – div & depts	C.1.b – web-based	C – web-based
Standard III						
A. Human Resources		A.4 – web-based			A – web-based A – web-based A – committees	
B. Physical Resources			B.2.a – committees	B – CSEA meeting B – CSEA meeting B.1 – web-based		
C. Technology Resources				C – CSEA meeting C – CSEA meeting C.1.a – committees		C – web-based C – web-based C – web-based
D. Financial Resources		D.2.d – web-based		D – CSEA meeting	D – committees D – committees	
Standard IV						
A. Decision-Making Roles & Processes			A.2.a – web-based A.2.a – web-based A.2.a – all YC meeting A.2.a – all YC meeting A.2.b – div & depts A.2.b – div & depts A.3 – all YC meeting		A.1 – all YC meeting A.1 – all YC meeting A.1 – web-based A.2.b – div & depts A.5 – web-based	A.3 – committees A.3 – committees A.3 – committees
B. Board and Admin. Organization				B.2.b – div & depts B.2.b – CSEA meeting B.2.b – CSEA meeting B.3.b – committees B.3.f – CSEA meeting B.3.f – CSEA meeting	B.2.3 – committees	
General						
	What YC does best – web-based			What YC does best – CSEA meeting	Planning needs – all YC meeting – web-based	

2. Division & Department Question of the Month

- a. February 2011**
- b. March 2011**
- c. April 2011**

Division & Department Question of the Month
February 2011

1. In the classroom, how do faculty and staff distinguish the difference between personal conviction and professionally accepted views in the discipline? What evidence, if any, can be used to support your response? (Standard II.A.7.a)

Answers	Submitted by:
<ul style="list-style-type: none"> • When I use personal convictions in the classroom, I preference it with this my opinion. • Different professional points of view open the subjects to different ideas. 	<ul style="list-style-type: none"> • HPER
<ul style="list-style-type: none"> • Facilitate dialog so students' views are exchanged. • Facilitation does not support any particular (political) view, but let's student on both side discuss their views. • Consultation with a variety of practitioners in the field. • Ongoing research and instructor training outside the organization • Apply POST guidelines, ethics, and standards • Subscribe to current and relevant professional journals & periodicals. • Instructors are evaluated and encouraged to identify personal experience vs. facts from empirical research. • Faculty are invited to participate in completing regular classroom surveys of student progress and performance reports for various support service programs. • Students such as Vets, needing Financial Aid, EOPS, etc. 	<ul style="list-style-type: none"> • AJ
<ul style="list-style-type: none"> • Nursing faculty distinguish personal from professional by a number of different mechanisms. There are numerous guidelines, statues, and regulations that guide what are accepted views of the discipline. The evidence of accepted views is located in the Nurse Practice Act, Title 22 and Title 16 of the California Code of Regulations. These three documents legislate professional. In all out classes we continuously distinguish for the student the difference. A key measure of nursing practice is what is called evidence based on practice and is the guiding principle for distinguishing the accepted views of the discipline that is located in all of our textbooks and nursing literature. Instructors articulate the differences between opinion and views of the discipline in focus groups and discussion groups. We have students research in every course. We provide the student with acceptable web links for the discipline. We have a common syllabus template that includes information on the views of the discipline. We have content experts in each area of nursing in our program whose purpose is to insure the discipline acceptable views and information is utilized. 	<ul style="list-style-type: none"> • Nursing Departmental Meeting
<ul style="list-style-type: none"> • Faculty follow the course objective as stated in the course 	<ul style="list-style-type: none"> • CLC

<p>outlines to determine what to teach. Students are held acceptable for this material, which would be considered professionally accepted knowledge in the discipline. Personal views may also be stated on occasion by both instructor and students, but are not covered in the course outline.</p> <ul style="list-style-type: none"> • Most faculty rely on the course text to define. Professionally accepted views, augmenting with fresh input from journals that are available to students. The content of final exams would support this most classes, matching text themes. • Faculty follow course outlines & SLOs. District finals are given in many disciplines which increases compliance with professionally accepted reviews. 	
<ul style="list-style-type: none"> • Academic Freedom • Developing SLO's • Supplemental Reading Lists 	<ul style="list-style-type: none"> • Anonymous
<ul style="list-style-type: none"> • Facilitate dialog so students' views are exchanged. • Facilitation does not support any particular (political) view, but lets student on both side discuss their views. • Consultation with a variety of practitioners in the field • On going research and instructor training outside the organization • Apply POST guidelines, ethics, and standards • Subscribe to current and relevant professional journals and periodicals • Instructors are evaluated and encouraged to identify personal experience vs. facts from empirical research. 	<ul style="list-style-type: none"> • Public Safety

2. How does Yuba College rely on the expertise of faculty and staff to select educational equipment and library materials that support student learning? What evidence, if any, can be used to support your response? (Standard II.C.1.a)

Answers	Submitted by:
<ul style="list-style-type: none"> • Heavily – all equipment is advised by the faculty 	<ul style="list-style-type: none"> • HPER
<ul style="list-style-type: none"> • Include staff recommendations for State & Perkins IV funding for equipment. • AJ Faculty worked in developing fire academy needs (I.E. Air packs, Radios, etc) • Staff & Faculty are invited and or assigned to participate in regular program reviews program audits (POST). This includes planning and assessment of current & future need for equipment and other resources. • Measure J project included all Faculty & Staff in planning of building & training grounds for Nursing & Public Safety • Regular program reviews and annual up-dates 	<ul style="list-style-type: none"> • AJ
<ul style="list-style-type: none"> • All support materials decisions are made by the full faculty. We 	<ul style="list-style-type: none"> • Nursing

<p>bring such decision making to our monthly staff meeting for discussion and adoption. The full faculty minutes would provide evidence of this process. We typically will have a presentation on new equipment by a number of vendors and then democratically vote on its adoption. At conferences faculty are exposed to multiple vendors for equipment and faculty may bring back to full faculty a recommendation of a given piece of equipment. We have list serve services with other colleges nursing departments for information gathering and recommendations when it comes to materials or equipment. The library will usually ask our department to go through materials yearly for review. After that review recommendations for future purchases are brought to faculty.</p>	<p>Departmental Meeting</p>
<ul style="list-style-type: none"> • Each year the dean asks faculty for a list of equipment that is needed to assist us in the process of teaching and student learning. Every attempt is made to accommodate all reasonable requests. • The librarians call upon faculty and staff to select equipment and materials, at least yearly. Copies of these requests, on colored half sheets, must exist in the files of faculty and staff, some of whom save everything. • Annual or semi-requests are distributed by the administration soliciting input for education equipment and library materials (e-mail documentation) • Faculty & Staff are given the opportunity to request materials needed for their discipline • Instructors & departments are allowed to make recommendations for new equipment, facilities & staff on the dept.'s program review. These recommendations are generally ignored after being compiled. The economics dept. has been asking for additional white boards for 4 years now a budget funding request was even drawn up & forwarded to administrators. Faculty concerns don't appear to drive future changes. 	<ul style="list-style-type: none"> • CLC
<ul style="list-style-type: none"> • Standing Committees tech, BSI, Advisory Meetings (Career Tech, DSPS, EOP&S) • Departmental Meetings. Continuing staff dev in discipline (Flex) • Best practices, standards of licensing boards (ASE, nursing, business, etc) 	<ul style="list-style-type: none"> • Anonymous
<ul style="list-style-type: none"> • Include staff recommendations for State & Perkins IV funding for equipment. • AJ Faculty worked with library to obtain "Copware" electronic research 	<ul style="list-style-type: none"> • Public Safety

<ul style="list-style-type: none"> • Fire Faculty worked in developing fire academy needs (I.E., Air packs, Radios, etc) • Staff & Faculty are invited and or assigned to participate in regular program reviews, program audits (POST). This includes planning and assessment of current & future need for equipment and other resources. 	
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3. How does Yuba College ensure that faculty have a lead role in student learning? What evidence, if any, can be used to support your response? (Standard IV.A.2.b)

Answers	Submitted by:
<ul style="list-style-type: none"> • They develop curriculum, majors etc. 	<ul style="list-style-type: none"> • HPER
<ul style="list-style-type: none"> • Faculty develop curriculum and select books. • Faculty determine learning styles & techniques to use in classroom. • Faculty use experts as needed for guest speakers. • Faculty participate in drafting new course outlines. • Faculty participate in developing SLOs and assessing the results. • Developed and implemented SLOs. • Academy coordinators discuss curriculum changes as required by POST, State Fire Marshall, and Advisory Boards. • Academy students complete end of course evaluation commenting on strengths & weaknesses of the course. 	<ul style="list-style-type: none"> • AJ
<ul style="list-style-type: none"> • The faculty in Nursing develops their own curriculum based on state regulations rather than college recommendations or oversight. We are provided time, resources and space for curriculum development. We are provided staff development funds for professional development. We have an institutional professional development process (flex). The college faculty evaluation process promotes faculty leadership in student learning. The college needs to provide more resources in technology. Technology is a major faculty driven lead role in student learning that could be enhanced. They have provided Blackboard, Turn-it-in, repondus, monkey surveys, conferences, travel and educational development. The college through Proposition J is providing a new state of the art nursing health science building with labs and classrooms which is clear evidence of their commitment to faculty and student learning. 	<ul style="list-style-type: none"> • Nursing Departmental Meeting

<ul style="list-style-type: none"> • Faculty serve on the committee for student learning outcomes. Faculty are the ones who develop student learning outcomes, provide the instruction, determine the methods of assessment of outcomes, and carry out the actual assessment. They then review the assessments to see if any changes need to be made. • Faculty have the sole role in direct student learning. The evidence is negative evidences; no memos or directives exist directing on influencing faculty in how we teach. • Faculty develop and review course outlines and confer on developing SLO's. In the English dept. the faculty share in the selection and grading of departmental final exams. • Faculty provided direct instruction (there are no TA's at CLC) faculty determine syllabus, pacing, assessments to measure student learning. • The Academic Senate's views have been disregarded over the last two years. I don't see how the Academic Senate's expertise is ignored when it comes to curriculum issues. 	<ul style="list-style-type: none"> • CLC
<ul style="list-style-type: none"> • Responsibilities of Senate • Curriculum approval/purview • SLO Development • St. Service orientations • College Success Courses 	<ul style="list-style-type: none"> • Anonymous
<ul style="list-style-type: none"> • Faculty develop curriculum and select books. • Faculty determine learning styles & techniques to use in classroom • Faculty use experts as needed for guest speakers • Faculty participate in drafting new course outlines. • Faculty participate in developing SLO's and assessing the result. 	<ul style="list-style-type: none"> • Public Safety

4. In what ways do academic administrators demonstrate leadership in terms of promoting student learning? (Standard IV.A.2b)

Answers	Submitted by:
<ul style="list-style-type: none"> • Suggest offering different classes • Support faculty with their needs 	<ul style="list-style-type: none"> • HPER
<ul style="list-style-type: none"> • Director attends orientation of vocational programs to stress studying for success. • Director assists full time Faculty when evaluating Adjuncts. • Director has filled into teach a semester (core) course. • Director hears appeals and concerns of students having academic issues. 	<ul style="list-style-type: none"> • AJ
<ul style="list-style-type: none"> • Administrators in Nursing provide the faculty with direction and goal setting for curriculum updates and developments. Administrators hold faculty to the college mission statement. Student evaluations are done every semester to measure student 	<ul style="list-style-type: none"> • Nursing Departmental Meeting

<p>learning and those evaluations are aggregated and reviewed by all nursing faculty for the purpose of making changes to promote better student learning. The college Administration provides sustainability for grant funded positions and equipment. The college administration provides resources and autonomy to hire adjunct faculty and they work with the faculty to develop equivalency for faculty. The college administration provides flexibility in course scheduling.</p>	
<ul style="list-style-type: none"> • The campus dean encourages faculty to be involved with their departments in the program review process, in the development of curriculum, and in the writing and assessing of student learning outcomes. • Academic administrators schedule the pattern of learning in time and space. It is their art to do so, promoting student learning by designing its availability. They assure the security and stability of the academic environment, preventing disruption of student learning. • English Dept. is currently acting without a dean which complicates any response. • At CLC we don't have on-site academic deans. We have one overall dean. He supports academic and student learning in every action he takes. It appears that his mission is to build a campus where students/community can achieve. • Administrators tend to be caught up in whatever it is that they do. As a faculty member the call for longer salaries overshadows any promotion of student learning that may be going on. 	<ul style="list-style-type: none"> • CLC
<ul style="list-style-type: none"> • Supporting Staff Development • Collaboration with Staff/Fac • Staff/Faculty Meetings • Participation in SLO's 	<ul style="list-style-type: none"> • Anonymous
<ul style="list-style-type: none"> • Director attends orientation of vocational programs to stress studying for success. • Director assists full time Faculty when evaluating adjuncts • Director has filled into teach a semester (core) course. • Director hears appeals and concerns of students having academic issues. 	<ul style="list-style-type: none"> • Public Safety

Division & Department Question of the Month
March 2011

1. Yuba College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. How do courses include multiple ways of assessing student learning? What evidence can be presented to support your response? (Standard II.A.2.d)

Answers	Submitted by:
<ul style="list-style-type: none"> The Automotive Department Assesses student learning by classroom textbook outlining industry certification and licensing, lab hands-on skill development and customer relations interaction. Lab work must be performed by using industry practice service and repair procedures. 	<ul style="list-style-type: none"> CTE Division Meeting
<ul style="list-style-type: none"> Students in my classes receive credit for oral participation, blue book exams, homework papers, and presentations Testing, verbal feedback, papers, debates, homework Don't know. Do know classes use exams, homework & lab scores to calculate grade. Journals, Exams, In class assignments, papers, presentations, blogs, videos All teaching methodologies are reflective of the individual instructors effort and development of teaching materials used. I know that in the ECE department that exam, portfolio work, in class participation and out of class hands-on participation are used in assessment, delivery is through lecture, hands-on, video and group work. 	<ul style="list-style-type: none"> Social Science Division Meeting
<ul style="list-style-type: none"> Instructors integrate a variety of methods of assessment. Each course is different, but if a random instructor's syllabus is examined it would reveal more than one way of assessing student learning. By incorporating essays, laboratory performance, and numerical challenges in our assessment we examine several aspects of each student's growing abilities. The evidence is the syllabus for each course and the College-wide learning objectives. Tests, homework, presentations, oral question response, essays, research, etc. are used in classroom assessment. Evidence of these assessments can be found in syllabi, classroom observation, and instructors' grade books. Student Learning Outcomes and course objectives are evaluated in a variety of methods. Faculty use tests; multiple choice, short answer, true/false, essays and creative projects are used. Demonstrations, labs, performances are utilized when appropriate at convocation our guest speaker spoke of multiple intelligences and strategies to enable students from diverse backgrounds to communicate understanding. Evidence: When faculty are 	<ul style="list-style-type: none"> CLC

<p>evaluated students are given the opportunity to share how their learning needs are met. Faculty read these comments and incorporate feedback to improve teaching methodologies.</p>	
<ul style="list-style-type: none"> • The concept of SLO's and specifically measuring them is of value here. While an "A" or a "C" as a final grade in a course may give an indication how well the student amassed the content in a global sense, the individual SLO's measuring specific parts of a course give a more defined indication how well a student understands or is able to put into practice any part of the course content. The evidence is the measurement of the individual SLO against all members of a class/semester • In the Math Department, there are the course outlines which give a number of methods for each course that are (or could be used for assessment.) • In addition, the Talking Math Seminars (part of FLEX) for the past two years has covered (among other topics) how to write an effective exam, the use of math journals as an assessment tool, online homework and many side discussions of how we each assess our students. I believe this leads to better instruction and greater use of "what works" or best practices in assessment and teaching in general. • In our science classes the students are assessed through lecture exams that include multiple choice, true/false, matching and essay questions. They are also assessed in laboratory with lab practical exams, quizzes and oral reports and presentations. Many of our courses also generate learning and provide assessment through term papers. • We present our curriculum in many ways: PowerPoint, lectures, experiments, worksheets, lab reports, notes, outlines, and videos. Each of these teaching methodologies present the material in a slightly different manner, potentially reaching the diverse learning potentials of our students. 	<ul style="list-style-type: none"> • MESH
<ul style="list-style-type: none"> • Delivery Modes <ul style="list-style-type: none"> -Lectures -Discussion -Multi-Media Presentations -Group Work -Free writing - Peer review and peer reading -Projects • Teaching Methodologies <ul style="list-style-type: none"> -Essay Writing -Reading Journals/Notebooks -Quizzes -Portfolio/Projects 	<ul style="list-style-type: none"> • LA/FA

<ul style="list-style-type: none"> -Oral Presentations -Critiques • Evidence may be found in course outlines and syllabi. It may also be found in stated SLO's of each course. 	
<ul style="list-style-type: none"> • Nursing utilizes many different teaching modalities to reflect the diverse learning styles of our students. We use methodologies such as simulation, clinical observation, academic papers that involve research, academic exams, skills testing, extensive syllabus utilization, SLO's, individual course objectives, and student evaluation forms. These are just some of the examples of the modalities we utilize. Every syllabus outlines how each student is to be evaluated in each specific course. 	<ul style="list-style-type: none"> • Nursing
<ul style="list-style-type: none"> • Use of interpreters (foreign language & sign language) • Use of closed captioned videos • Use of hearing impaired amplification devices • Learning issues that are identified by instructors are referred to counseling or DSPS • SLO's • Quizzes and Exams 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Test/quizzes • Portfolios • Class Presentations • Essays/papers • Progress reports for financial aid/CalWorks • Videotaping sign language class presentations • Learning styles inventories in some counseling and LEARN classes • Administering Strong Vocational Interest Inventory • Pre and post course test on learning strategies • Mid-semester one-on-one meetings with the course instructor to provide individual feedback regarding how the student is doing, and what he/she needs to improve upon to be successful in the course. 	<ul style="list-style-type: none"> • Student Development Division
<ul style="list-style-type: none"> • Educational technology , Kurtzweil reading system • Newer faculty innovative with multi media, group learning • Smart classrooms – multi model learning • Learning Communities – Biology/Reading 15 paired • Assessment: Portfolios, research projects, pre-post, presentations, classroom assessment techniques, ratification surveys. • Progress reports 	<ul style="list-style-type: none"> • DSPS

2. How is input from faculty, staff, and students used to evaluate the effectiveness of the library and other student support services? What evidence, if any, can be used to support your response? (Standard II.C.2)

Answers	Submitted by:
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<ul style="list-style-type: none"> • Student Support Services such as Media, Financial Aid and Library resources are vital for student success in our program. Without the Financial Aid for Student Support many of our (More than half) would not be able to enroll into the program. Faculty, staff and students count on the Student Support Services for program success. 	<ul style="list-style-type: none"> • CTE Division Meeting
<ul style="list-style-type: none"> • Services have been reduced due to budget cuts. Fewer hours of operation. • I'm not sure. Services have been cut, due to money, thereby decreasing the library's effectiveness • Library surveys; "calling" of Disciplinary sectors; Library books order requests from faculty. • As a staff member, I have never been asked to evaluate the effectiveness of the library or student support services 	<ul style="list-style-type: none"> • Social Science Division Meeting
<ul style="list-style-type: none"> • Faculty provide progress reports for students in EOPS (twice a semester) and CalWorks (once a semester) • The only evaluation I am aware of, is the evaluation of non-teaching faculty in library services. Yearly evaluation of non-tenured and three-yearly evaluation of tenured staff would constitute faculty and staff input. • DSPS, EOPS, Library have no formalized procedure to gain input from faculty (no info on student or staff means of providing input on effectiveness) • Student support services personnel are evaluated programs such as EOPS have students give feedback every semester. Surveys are tabulated and summarized. 	<ul style="list-style-type: none"> • CLC
<ul style="list-style-type: none"> • Obviously, feedback is important here. If Yuba College offers a library for students, then that library needs to support the students' requirements to use it. If the library is deficit on a periodical for instance, then the students or faculty requesting it needs to be taken seriously. In the same vein, student support services should also be commensurate with students needs. ESL students for instance may need support for their student success where single moms or dads may need an entirely difference scope of support services. An understanding of campus demographics may be of value. • Most of the evaluation of support services is seen in the successes of our students in their classroom performances. Other evaluation comes from speaking with students during lab, during office hours, or outside of class I various environments. We usually don't have direct evaluation of these services embedded into our class curriculum, but we do, occasionally have students to complete survey questionnaires. The evidence is in the successes of our students who come from diverse backgrounds who especially benefit from these programs. 	<ul style="list-style-type: none"> • MESH

<ul style="list-style-type: none"> The library has a survey posted at its entrance. Its webpage and Facebook page provide links for feedback. Library presentations include short evaluations for faculty to submit. Book weeding as a Flex activity allows faculty to have a direct impact on which books are provided via our library. 	<ul style="list-style-type: none"> LA/FA
<ul style="list-style-type: none"> Student input is generated by our semester individual course evaluation on which are questions specific to the library and library resources. If a deficiency is noted on those evaluations in the Plan of Action generated from those evaluation the problem is addressed prior to the next semester. The Admissions Transfer & Progression Committee addresses many problems associated with student learning which would include questions specific to the library. We also have an informal communication directly to library and media services by which we can identify problems or make request for services. A clear example of this is with our collaboration on Turn-it-in and Echo 360 procurement. 	<ul style="list-style-type: none"> Nursing
<ul style="list-style-type: none"> Faculty assign outside class work that requires students to use the library. Faculty has invited Librarian to classes to personally address what services they can offer. Faculty has requested specific research material (CopWare & CALIIC) be obtain by library and library has obtained the desired material. Students report back to the Faculty if there are issues they faced at library. Many complained about the lack of staff in the library to help, and the limited hours the library is available. Students report back to our Staff if there are issues with registration or financial aid. Public Safety was recently authorized to "approve" students with pre-requisites directly into DataTel to prevent students from going back & forth several times to register and pay for Public Safety courses. 	<ul style="list-style-type: none"> Public Safety
<ul style="list-style-type: none"> During the major program review process, Student Service programs administer a campus wide survey (in classrooms) to solicit feedback on how much students know about various services, and if they have used a service, how do they evaluate the effectiveness of that survey. Mail out surveys each semester from DSPS Counseling class surveys Reviewing Colleague data on student success/retention College Success Center conducts a meeting at the beginning of each semester with faculty who will have a tutor working with their students. Faculty are informed about the training student tutors receive, and the tutoring philosophy of the center. 	<ul style="list-style-type: none"> Student Development Division
<ul style="list-style-type: none"> Annual program reviews, student feedback forms, periodic flex activities as discussion forums 	<ul style="list-style-type: none"> DSPS

<ul style="list-style-type: none"> • Librarian sends out an e-mail soliciting input from faculty. • Counseling surveys from students • Graduation – way to go awards 	
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3. What processes should be highlighted to show that educational planning is integrated with resource planning at Yuba College? (Standard IV.B.2.b)

Answers	Submitted by:
<ul style="list-style-type: none"> • The educational planning component the Auto department uses in the annual program review. Our 5 year plan charts our long term vision and goals for the institution and the Annual Plan records our process to the end goal. This is something that is done on a continual basis 	<ul style="list-style-type: none"> • CTE Division Meeting
<ul style="list-style-type: none"> • Transparency and increased visibility of the process. • I am unsure how or if this is integrated. • More transparency. Don't know what's going on as a faculty member • Program Review • College Council • Curriculum Committee • All staff should have access to information regarding educational planning and who is involved in these decisions. We should also have access to what is going on with resource planning. 	<ul style="list-style-type: none"> • Social Science Division Meeting
<ul style="list-style-type: none"> • In the program review process each department gives an overview of its status, explains its student learning outcomes and makes recommendations for the future. In making recommendations, it plans for the resources necessary to implement those recommendations. • Highlight the Educational Master Plan; the main theme is exactly that integration. The program review also, repeatedly, serve the function of integration resources and goals. • Annual program review details staff, materials, curriculum and faculty issues to assess the necessary allocations for various resources. 	<ul style="list-style-type: none"> • CLC
<ul style="list-style-type: none"> • Do I correctly remember that there is an ongoing student success monitor that is available for interested parties to evaluate, even then number of graduates per year. The number of students successfully completing their chosen area of study correlated with the amount of time required to do so is revealing in whether the scope of services offered by our college is adequate. Objective evaluation of this data will indicate whether the planning and execution is in line with student requirements. • We have a section (or more) in the program review and program update that addresses resources: Staffing, classrooms, etc. I don't have that in front of me at the moment, but it would be easy enough to dip up those categories. 	<ul style="list-style-type: none"> • MESH

<ul style="list-style-type: none"> • The division office emails all MESH members with regard to capital expenditures to help collect information on needed resources which I assume are then ranked. • The program reviews and annual updates address this and therefore should be highlighted. It seems to me that we plan our curriculum (mostly) and then try to use our resources to meet out plan. If we do not have the resources to meets our educational needs, then we try to acquire those resources through the budget over time. 	
<ul style="list-style-type: none"> • None should be highlighted. No processes show that educational planning is integrated with resource planning at Yuba College. This is due, in part, to the fact that the District does not yet have an allocation model; the college administration cannot do resource planning when they cannot plan on resources from the district office. Clearly educational planning is not integrated with resource planning at Yuba College, for the District does not allow either. 	<ul style="list-style-type: none"> • LA/FA
<ul style="list-style-type: none"> • New Health Science Building 	<ul style="list-style-type: none"> • Nursing
<ul style="list-style-type: none"> • Program Reviews • Deans & Directors Meetings • Faculty from YC communicate directly with Faculty from WCC 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Course scheduling feedback provided to scheduling deans/departmental faculty through counseling division liaisons. • Program Review staffing needs to be linked to Faculty Staff Committee prioritization of position request process. • Categorical programs have external reporting requirements. 	<ul style="list-style-type: none"> • Student Development Division
<ul style="list-style-type: none"> • Classify educational master plan, provided clear communication relative to allocation model, strategic planning is the process for educational master plan and program review are directly tied to resource planning. 	<ul style="list-style-type: none"> • DSPS

Division & Department Question of the Month
April 2011

1. What evidence can be shown to demonstrate that Yuba College Students who complete vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification? (Standard II.A.5.)

Answers	Submitted by:
<ul style="list-style-type: none"> • Culinary students take a class Serv-Safe Certifications exam; they also take a National Restaurant Association Test. • Nursing – licensing, Exam Passage rates • Vet tech, Rad Tech and IT students take licensing or industry approved exams. • Welding – State certification exam • Auto ASE Certificates • ECE-criteria for permits/standards tied to CDTC standards along with curriculum. • Water treatment and water distribution – level I & Level II operator exams from state. • Passing Licensing/board exams • Employment outcomes • Internships(Vet Tech, Psych, Rad Tech) • Advisory Boards 	<ul style="list-style-type: none"> • CLC Faculty Meeting
<ul style="list-style-type: none"> • (Note: The tracking of recent graduates was historically handled by Sue Mannshardt, who did a survey of graduates roughly every three years. No comprehensive survey has been completed since her retirement, and non replacement.) • The performance of graduates of various programs (e.g. Vet Tech, Nursing) on external certification tests. • Feedback from community advisory boards for several of our CTE programs. • Feedback from local business owners who employ graduates of CTE programs. 	<ul style="list-style-type: none"> • CSC Staff Meeting
<ul style="list-style-type: none"> • Many of our fire & police graduates are hired by local agencies <ul style="list-style-type: none"> ○ Police Chief of Williams, James Saso (A.S. – Admin Justice) ○ Yuba County Sheriff Steve Durfor (A.S. – Admin Justice) ○ Yuba City Fire Chief Pete Daley (A.S. – Fire Tech) ○ Sutter County Sheriff J. Paul Parker (56 Units Admin Justice) • There are many success stories – the current Head of the California Lottery (Everest Robillard) is a Yuba College Graduate (AJ -1980) • Students from Sothern California come to Yuba College to attend our Fire Academy 	<ul style="list-style-type: none"> • Public Safety

<ul style="list-style-type: none"> • State agencies send their new investigator hires to Yuba College Special Investigators Basic Course instead of the Southern California, Golden West College • Advisory Committee offers direction for courses to present (Fire Command 1a, Radar Operation, Dispatcher Academy) 	
<ul style="list-style-type: none"> • They are qualified for jobs • They are becoming employed • Pass rates are good. 	<ul style="list-style-type: none"> • PE/Athletics
<ul style="list-style-type: none"> • Mass Communication department used to have an advisory board when it had a fulltime faculty member leading the department two years ago. However, without a fulltime faculty member, there has no longer been any communication with professionals in this vocational field. However, the student newspaper staff and faculty adviser work closely with the Appeal-Democrat and often facilitate student internships. The Appeal-Democrat offers expert assistance to ensure that students are becoming prepared to work in the field 	<ul style="list-style-type: none"> • FA/LA
<ul style="list-style-type: none"> • Exit exams (HESI), have been required for some nursing courses that provide documentation of progression in learning towards their degree in Nursing prior to graduation. Licensing preparation exams (NCLEX) and completion of course evaluations, provides documentation on whether students are meeting theory and practicum objectives and demonstrates competencies. Semester to semester they pass their courses in theory and clinical based upon knowledge, skill and performance. The program integrates multiple types of technology into instruction which includes the technologically advanced simulation. All students utilize multiple forms of technology in the hospital as part of patient care. The Yuba College preceptor program demonstrates their ability to meet employment and other applicable standards. Evidence is 95% pass rate on the licensure examination for RN and 100% pass rate for LVNs. 	<ul style="list-style-type: none"> • Nursing Department
<ul style="list-style-type: none"> • Ask Voc. Ed. Dpt • ECE had regular advisory committee meetings. Our coordinator stays current in the field by attending regular meetings and conferences and works closely with local agencies and child care providers. • I am not sure 	<ul style="list-style-type: none"> • Social Science
<ul style="list-style-type: none"> • Faculty working with advisory committee, Grades reflecting ability to demonstrate skill set, Some classes prepare students for industry certification recognized for employment. 	<ul style="list-style-type: none"> • Anonymous
<ul style="list-style-type: none"> • How well they are going as a whole in acquiring employment in the different professional fields. • How well they pass certification exams following the preparation provided by our programs 	<ul style="list-style-type: none"> • MESH

<ul style="list-style-type: none"> • How well they perform in their respective professional fields. • The reputations of the different preparatory programs here at Yuba College reflect their academic successes. • 100% licensing board pass rate for Veterinary Technology. Also 100% job placement rate for graduates. • Success on licensure testing. Other than that, we have never formally tracked vocational students which is what most colleges do. • Scores on licensing and or certification exams, hiring statistics, feedback from employers. 	
<ul style="list-style-type: none"> • Advisory committee members who employ our students let us know how prepared they are. Certificate of completion demonstrates that students have received the curriculum needed to complete each certificate. Our curriculum is certified by many organizations. ASE, ATTS, BAR, NATEF, AWS, etc. So students who complete Yuba College CTE programs have experience with up-to-date and state-of-the-art curriculum, tools, and equipment. 	<ul style="list-style-type: none"> • CTE
<ul style="list-style-type: none"> • Local dealerships hire our students and dealers look at YC for WIB and SB70 grants and have been helpful • Certification State Pass Rates helps • CLC will be developing an Advisory Committee which will be a group of students and community members that discuss the needs of services. • The community is what helps us figure out what their needs are. • Culinary Arts is looking into getting one and ECE already has one. • State Curriculum Standards • Serve Safe, Water Treatment • ECE Consortium CDTC and Family Planning Council for CLC 	<ul style="list-style-type: none"> • Leadership Team

2. What college-wide discussions have occurred about student access, progress toward degrees/certificates, learning and success? (Standard II.B)

Answers	Submitted by:
<ul style="list-style-type: none"> • Most of the discussions are in smaller groups – counseling mtg., EOP&S Mtg., Site Council mtg., Maybe BSI committee? • Program Reviews, SLO Development, Transition plan, ARCC, Research on persistence/retention, efficient use of research. 	<ul style="list-style-type: none"> • CLC Faculty Meeting
<ul style="list-style-type: none"> • Discussions during formulation of Diversity Plan • Deliberations at College Access and Awareness Committee • Ongoing discussions and action plans for the BSI Committee 	<ul style="list-style-type: none"> • CSC Staff Meeting
<ul style="list-style-type: none"> • Convocation activities, FLEX activities • SLO's have been developed after much discussion and are now implemented • Faculty included in articulation agreements and in recent Transfer Model Curricula (TMC) discussions 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Students have excellent access 	<ul style="list-style-type: none"> • PE/Athletics

<ul style="list-style-type: none"> Degrees and certificates are being completed by many students Students have tutors available to them for free. 	
<ul style="list-style-type: none"> The Academic Senate has discussed student access and progress with Erik Cooper, our College Researcher. The BSI Committee has discussed student access and progress as well. The minutes from any of these meetings would serve as evidence. Furthermore, the English/ESL/Reading departments have just applied to be part of the Links3 program with other colleges, following student success in accelerated reading/writing programs. 	<ul style="list-style-type: none"> FA/LA
<ul style="list-style-type: none"> Discussions have occurred through all Yuba, Division and Dept. meetings, about student access for courses, certificates, & degrees, relative to cancelled classes and the impact it has on students. There have also been district wide discussions on SLO's, and using the rubrics for grading and evaluation. 	<ul style="list-style-type: none"> Nursing Department
<ul style="list-style-type: none"> None that we've heard of. Invite us if you hear of something other than an All-Yuba meeting that repeats information already delivered at other meetings We have BSI committee working on students basic skills to read and write. The committee holds conferences and workshops to address students learning and success. SLO discussions and Class offerings Discussions at Division meetings 	<ul style="list-style-type: none"> Social Science
<ul style="list-style-type: none"> All Yuba Meetings 	<ul style="list-style-type: none"> Anonymous
<ul style="list-style-type: none"> The curriculum committee keeps abreast of this in periodic discussions. Convocation addresses this every year. Departmental meetings and student surveys address this often. We have employed a statistic specialist to gather data and analyze these types of questions. Programs reviews address this in every cycle report. Vet Tech Advisory Board meeting with discussion of learning and success. ROP – Vet Tech meetings discussing graduate hiring, learning and success. None, it has a few cases been done to a limited extent at the department level – nursing would be a good example. Curriculum committee 	<ul style="list-style-type: none"> MESH
<ul style="list-style-type: none"> Discussion takes place at many committees on these topics: Division meetings, Advisory committees, Curriculum Committee, Academic Senate, etc. And these topics are addressed in Program Review and Annual Updates, SLO assessments, and Core Indicators for Perkins funds 	<ul style="list-style-type: none"> CTE
<ul style="list-style-type: none"> College Access and Awareness discuss this all the time and how they can work with students. Basic Skills Initiative 	<ul style="list-style-type: none"> Leadership Team

<ul style="list-style-type: none"> • Division Meetings • Directors and Deans Meeting • Counseling Meeting • Revamped Program Review Changes • Faculty staffing matrix that was changed for this year. 	
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3. Faculty and administrators have a substantive and clearly define role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. What role does you department/division play in area of policy, planning and budget? What channels exist to communicate recommendations? What evidence, if any, can be used to support your response? (Standard IV.A.2.B)

Answers	Submitted by:
<ul style="list-style-type: none"> • Policies and Planning <ul style="list-style-type: none"> ○ Program Review ○ Educational Mater Plan ○ SLO Development ○ Academic Senate ○ Dept/Division/Faculty Meetings ○ BSI Planning Groups • Role in Budget <ul style="list-style-type: none"> ○ BSI Planning Group Recommendations • Communicate Recommendations <ul style="list-style-type: none"> ○ Site Council ○ College Council ○ DC3 ○ BSI Planning Team • Compliance with state and federal assembly mandates • Development of P&P's to insure compliance for audits. • Case management for budgeting in student services • BSI Direction 	<ul style="list-style-type: none"> • CLC Faculty Meeting
<ul style="list-style-type: none"> • Policy – any institutional policy recommendations go through the BSI Committee • Planning – any planning issues related to institutional planning are channeled through the BSI, or taken by the Dean to D&D. • Budget – given the budget challenges in recent years the CSC staff focuses on managing its Operational budget, and dealing with reduction in staffing levels 	<ul style="list-style-type: none"> • CSC Staff Meeting
<ul style="list-style-type: none"> • Solicit ideas from every Dept Staff member for State and Federal grants for equipment • Empower Academy Facilitators to live within a given budget amount – They find a way through scheduling how to stay within that budget. • Include all personnel in development of new Health & Public 	<ul style="list-style-type: none"> • Public Safety

<p>Safety Building (Measure J)</p> <ul style="list-style-type: none"> • Development of new course curriculum (Low Angle Rope Rescue Operations & Probation Officer Core Course) to include need and fiscal affect • Include all personnel in development of Public Safety policy and procedures manual to coincide with Board Policies • Include all personnel in Program Reviews • Facilitate open discussions at Staff meetings and Management meetings • Participation in various committees. 	
<ul style="list-style-type: none"> • Budgets are given to us. We don't have a say on how much • At department meetings we can suggest recommendations, but the decision is not in our hands. • Would like to have more flexibility with moving monies from one are to another. 	<ul style="list-style-type: none"> • PE/Athletics
<ul style="list-style-type: none"> • Program Review and Annual Updates indicate needs for facilities and equipment. Deans can dictate how budgets are spent. BSI makes recommendations to the VP for expenditures. Senate meetings and D&D meetings are often used to discuss budgetary issues and decisions. 	<ul style="list-style-type: none"> • FA/LA
<ul style="list-style-type: none"> • Faculty and Admin have clearly defined roles relative to institutional governance. Faculty are able to voice their opinion on classes to cancel within our depts.; class cancellation lists are developed by the faculty. The program is reviewed in monthly dept. meetings. Nursing has created sub-committees (full Faculty, NSG. Curriculum, and Admission-Progression-Transfer) to develop and implement policies and procedures, course planning, curriculum development and budget for all governing decisions within the department. These subcommittees may keep others on campus informed. The Program Director has near immediate access to administration for making recommendations or seeking guidance. 	<ul style="list-style-type: none"> • Nursing Department
<ul style="list-style-type: none"> • We have no input. Committees are in place – but in name only. We are ignored, leaving faculty with the feeling of resignation and that their voices and opinions do not matter. <ul style="list-style-type: none"> ○ Faculty leaders have had to continually go to the board – ignored. ○ Opinion on hiring a new chancellor – ignored ○ Opinion of Summer school – ignored ○ Opinion on Green Futures – ignored ○ Opinion of study abroad – ignored ○ After a spontaneous rally last year to protest the chancellor pay raise and lack of shared governance – the board finally responded and rescinded the raise, but no change in shared governance. 	<ul style="list-style-type: none"> • Social Science

<ul style="list-style-type: none"> ○ There are few discussions other than for Accreditation input. ● Faculty members can participate in committee work to input their ideas and recommendations. However, shared governance and communication between faculty and administrators needs to be improved in the future. ● None I know of outside of classes need to be cut for FTE ● Social Science faculty take an active role in Academic Senate, YCFA, and committees reporting back to the Division at Division meetings. They also voice the ideas and concerns of the Division and communicate these recommendations. 	
<ul style="list-style-type: none"> ● Within the division we prioritize needs but we are never asked for opinion from upper management 	<ul style="list-style-type: none"> ● Anonymous
<ul style="list-style-type: none"> ● We, as a department, discuss policies and budget concerns in periodic meetings (both Division and Departmental), Our program review addresses planning and budget concerns, needs and recommendations. From departmental meetings to Division meetings and through the Dean to other Administrative governing bodies. Deans have meetings to discuss recommendations. The Faculty Senate and the College Council plays a role in communicating with the administration. ● This is evidenced in meeting agendas and minutes, programs reviews and updates. ● Veterinary Technology has their annual budget reviewed by both the accreditation body (the American Veterinary Medical Association) and their Advisory Board and is found inadequate. However policy, planning and budget increase requests are generally ignored by the administration. Course planning and implementation is discussed and approved by our division Dean who does an excellent job. Additionally responsibility and expertise are generally not a factor in administration assessment of Departmental planning. Skills and previous planning attempts are overlooked and ignored. Current administration micromanages to a large extent making Departmental faculty and staff fell demoralized and their opinions underutilized or overlooked. Progress and positive change are not rewarded at Yuba College. ● As a department virtually none except curriculum are planning what courses to offer. We do request capital equipment items, facilities, etc., but I am not sure what happens with the information. A good example is the management decision on faculty/administrator hiring. ● Department meetings, division meetings, open meetings with president, college committees, board meetings. 	<ul style="list-style-type: none"> ● MESH

<ul style="list-style-type: none"> • Department policies, planning and budget are all discussed during division meetings. Due to division member's participation in the following committees, channels exist to communicate recommendations: Curriculum Committee, Academic Senate, Budget, VATEA, Job Placement, Hiring, Measure J Bond Steering Committee, Deans and Directors, etc. Evidence of this response can be shown by refilling of faculty positions in Automotive Technology and Culinary Arts, funding from Perkins/VATEA, Job Placement, and Grants that have been received by the CTE Division. 	<ul style="list-style-type: none"> • CTE
<ul style="list-style-type: none"> • We need an allocation model • Minutes from these meetings • Budget and planning process model • Flow charts • AP/BP • DCC • All YC MTGs • Communications of budget updates • Focus updates • Presidents/Vice President lunch MTG • Discussion of Key process 	<ul style="list-style-type: none"> • Leadership Team

3. Committee/Project Team/ASYC Question of the Month

- a. February 2011**
- b. March 2011**
- c. April 2011**
- d. May 2011**

**Committee/Project Team/ASYC Question of the Month
February 2011**

1. How does Yuba College assess its student support services in order to improve the effectiveness of these services? What evidence, if any can be used to support your response? (Standard II.B)

Answers	Submitted by:
<ul style="list-style-type: none"> • Students did not know of any assessment process, but they feel that the results and services that have been given to them show that the assessment is ample. • I believe students don't really understand how they assess the student support services, but I do believe they are doing a good job for the students as a whole. • As a student, I am satisfied with the service I am getting. 	<ul style="list-style-type: none"> • ASYC Meeting
<ul style="list-style-type: none"> • I have heard many complaints about our online registration process. There appear to be many problems with this service. I suggest a student survey to find the degree of the problem associated with this service • I don't know how this is done • Though College wide student surveys. Also with the monitoring of student statistics by a specialist of satisfied collection and analysis (Erik Cooper). There are records and data that have been collected and recorded to show the results of all these surveys. • I know counselors are evaluated yearly until tenured and then every 3 years after that. Student input as well as faculty observation are included in these evaluations. I am not sure how the rest of student support services are evaluated. 	<ul style="list-style-type: none"> • Curriculum Committee Meeting
<ul style="list-style-type: none"> • Program Reviews for programs such as DSPS, EOPS, Counseling, Financial Aid, etc. • These reviews tend to be Yuba College driven and do not always include timely requests for participation or inclusion of the Clear Lake Campus. 	<ul style="list-style-type: none"> • Site Council
<ul style="list-style-type: none"> • Faculty are invited to participate in completing regular classroom surveys of student progress and performance reports for various support service programs • Students such as Vets, needing Financial Aid, EOP&S, Etc. 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Program reviews • Budget allocation from state • Class offerings (example: EOPS cuts – follow Title 5 guidelines to serve priorities first • Advisory committees for categorical • Weekly meetings • Intercampus meetings 	<ul style="list-style-type: none"> • YC College Council

<ul style="list-style-type: none"> • Leticia serve on board at state level • Program plan yearly for state and budget plan 	
<ul style="list-style-type: none"> • Add a suggestion box to the website • Self evaluation • Program review process • Counseling, career, trans – survey in classrooms, get feedback • Success – tracks student performance and share with faculty. 	<ul style="list-style-type: none"> • CAA
<ul style="list-style-type: none"> • Program Reviews • State Allocation • Class Offerings • Other Student Services reviewing impacts. <ul style="list-style-type: none"> ○ Budget cuts, means cutting student served. ○ By Title 5 Guidelines: Income and need. ○ Advisory Committee ○ Intercampus, monthly , weekly, state level, state board MTGs, Task Force. ○ SLOs, Program Plan, all regulated by the state. 	<ul style="list-style-type: none"> • YC College Council

2. How are long-range capital projects (buildings, grounds, remodeling, technology, etc) linked to institutional planning? What evidence, if any, can be cited to support your response? (Standard III.B.2.a)

Answers	Submitted by:
<ul style="list-style-type: none"> • All of Measure J proves that the use of capital for projects are great! The college is planning for the future. • (Measure J Projects) Remodeling older buildings on campus, putting in a new track/sporting facility, and building a new Health & Safety Building • Measure J, Updated 1200 building, re doing the athletics, remodel 500 building, Health and Safety building • Don't know 	<ul style="list-style-type: none"> • ASYC Meeting
<ul style="list-style-type: none"> • I'm not sure the meaning of this question. Measure J has been driving the remodel process and I see no link to "institutional planning" however this is defined. Institutional planning should be program driven and so far I have not seen any evidence of this • Not sure, but seems to be done mostly in college council division meetings and program reviews. • The departments work directly with the administrators who are working, interim, with the construction workers, designers, architects. College wide meetings have outlined and presented the plans for campus wide projects. Instructors have opportunities to make suggestions to these plans. • I don't know the answer to this question. 	<ul style="list-style-type: none"> • Curriculum Committee Meeting
<ul style="list-style-type: none"> • Identifies through program review, the Educational Master Plan and the District/Board strategic plan 	<ul style="list-style-type: none"> • Site Council

<ul style="list-style-type: none"> Information from these documents is used when the Perkins, Planning Team prioritizes VTEA requests and when the Instructional Equipment Committee allocates resources. 	
<ul style="list-style-type: none"> Measure J project included all Faculty & Staff in planning of building and training grounds for Nursing & Public Safety Regular program reviews and annual updates 	<ul style="list-style-type: none"> Public Safety
<ul style="list-style-type: none"> Discussion with user group Look at courses that were offered and purpose of those courses – what is needed to support them. What equip is needed for students to transfer/based upon connections with 4-year schools List Program Reviews and the needs Project what we are going to be needing in next 10+years and make sure site technology is appropriate. Priorities were discussed with user groups Fix infrastructure needs first – but the \$ was limiting the decisions, not only really based on planning due to limited funding (700 Building) User Groups include people who will use the building based upon needs of program and is utilized based upon course offerings – input of art changed potential division office to art classrooms (1000 Building) 	<ul style="list-style-type: none"> YC College Council
<ul style="list-style-type: none"> Sutter campus, campus pride – seeing changes because of Measure J. Paint the outside of the building. Consider re-doing the artwork on campus. 	<ul style="list-style-type: none"> CAA
<ul style="list-style-type: none"> Theater remodel all inclusive of the needs of the depts., practicality, convenience, transferring students (covered the gaps for students wanting to transfer). Plan accordingly to meet the needs of student thinking 10+ years ahead. 700 building long range planning could not be planned as well based on funding constraints. MESH was not part of the committee. 1000 Building – right number of classrooms, smart classes being used. Art Dept. also being used. Students use of the courtyard. 	<ul style="list-style-type: none"> YC College Council

3. Yuba College evaluates all courses and programs through an on-going systematic review of relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. What do you (or your department) do in addition to Program Review to address these issues? (Standard II.A.2.e)

Answers	Submitted by:
<ul style="list-style-type: none"> We do review the efforts of last years' council, evaluate the effectiveness of those efforts, and try to either improve or take a new direction. 	<ul style="list-style-type: none"> ASYC Meeting

<ul style="list-style-type: none"> • We review what the former program members did and adjustments to be more beneficial to the student population. • ASYC reviews the efforts at last year's counsel, and try to improve or take a new direction. • Currently implementing SLOs to all courses in the Division. Program review is extensive, thorough, and quite concise. Annual program review updates are generated and analyzed. Our department has extensive ongoing communication among all full time faculty. 	
<ul style="list-style-type: none"> • Division meetings have been used to review how courses and programs are failing or succeeding. Minutes from these meetings can be used to support our programs. • Consult with counterparts at other colleges & 4 year institutions • Keep professionally current through membership in professional organizations • Consult with local employers • Nothing Further • Counseling issues are discussed at the counselor meetings. 	<ul style="list-style-type: none"> • Curriculum Committee Meeting
<ul style="list-style-type: none"> • Individual departments ensure they meet licensing requirements (such as nursing) and students of industry (auto). ECE program is aligned with CDTC standards. 	<ul style="list-style-type: none"> • Site Council
<ul style="list-style-type: none"> • Developed and implemented SLO's • Academy coordinators discuss curriculum changes as required by POST, State Fire Marshall, and Advisory Boards. • Academy students complete end of course evaluation commenting on strengths & weaknesses of the course. 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Also external program reviews and outside agency guidelines for individual accreditation • Course outlines up to date every 5 year • Component in faculty evaluations • District wide meetings in math, ECE, ESL, nursing • Counselors assigned to division as liaison • Professional development/travel money to conferences. • Local NorCal math consortium • Sabbaticals and flex report out from sabbatical • Vocational advisory committees • Faculty evaluations includes committees relevancy. 	<ul style="list-style-type: none"> • YC College Council
<ul style="list-style-type: none"> • CTE, community advisory committees, upward bound tracks them through a cleaning house, survey was recently conducted to determine what programs the community wants. Havent added any new programs in a long time. • Hear a lot about dental hygiene program. 	<ul style="list-style-type: none"> • CAA

<ul style="list-style-type: none"> • Course Outlines • Annual Updates • Faculty Evaluations • Math meets District-wide • ECE meets District-wide • ESL meets District-wide • Counselors assigned to Division MTG • Sabbatical • Advisory Committee • External Program Reviews • CTE & Student Services. 	<ul style="list-style-type: none"> • YC College Council
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**Committee/Project Team/ASYC Question of the Month
March 2011**

1. Is the technology and staffing adequate to support the Distributive Education Program and courses at Yuba College? What evidence, if any, can be used to support your response? (Standard III.C.1.a)

Answers	Submitted by:
<ul style="list-style-type: none"> No, the skills of the staff needed to support DE are inadequate. During the summer of 2010, the system used (Blackboard) went down during finals week. Because the system was not properly maintained and backups were inadequate, the grades for most of those classes were irretrievably lost. 	<ul style="list-style-type: none"> Anonymous
<ul style="list-style-type: none"> No. There is only one person responsible for Blackboard. If there are problems, which occur too often, he is the only one who can fix it. As far as our Media Staff-IT is not adequate to provide all services that they (2) are asked to do district-wide 	<ul style="list-style-type: none"> Classified Staff
<ul style="list-style-type: none"> No pros with Blackboard 	<ul style="list-style-type: none"> CAA
<ul style="list-style-type: none"> Blackboard issues in the past Decreased E-mail comm. @ WCC testing center proctors missing Resentment of portal 	<ul style="list-style-type: none"> SLO meeting
<ul style="list-style-type: none"> Moments where can't get on. Small server. Issues during peak times. Capacity issues, overall good no pro's with web streaming. On lectures would like to fast forward. WebCt was terrible 	<ul style="list-style-type: none"> ASYC
<ul style="list-style-type: none"> No Test Proctoring is a challenge at CLC. Lack of staff and the current environment is not conducive to optional test taking. On-line, it would be useful to have a resource at remote sites to respond to technical issues. Also someone who could type lectures and embed them into Blackboard would be useful. Instructor training available at each location would be useful. 	<ul style="list-style-type: none"> Site Council
<ul style="list-style-type: none"> The technology to support DE is in some respects substandard. This is particularly true of the physical facilities, including the DE classroom. The physical layout of the room is not conducive to teaching, particularly for instructors who like to move about and engage the class. The camera placement and narrow sets of rows instead encourages straight "talking head" lectures because it's hard to get around or encourage students to engage in dialog. Also, many of the student microphones do not work, and those that do work are difficult to use because they require the students to switch them on. I get regular complaints from my DE students about audio problems. Often this is result of the student microphone issue, but it also happens sometimes because it can be difficult and confusing when the instructor/engineer are trying to switch from the Mic feed to other audio sources, including the computer. 	<ul style="list-style-type: none"> LA/FA

<ul style="list-style-type: none"> • I have generally been happy with the new computer system in the DE studio, though I think the integration between the computer system and the rest of the A/V equipment could be simplified for users. • As far as staffing goes, I get the sense our employees are overwhelmed at times. They do a fine job, but under-staffing definitely creates a strain on the whole program. When Blackboard went down at the beginning of the Fall 2010 semester, the DE staff clearly got crushed. This threw the whole DE teaching into turmoil. While they were eventually about to pull in support from Blackboard, having only one tech person employed here for trouble-shooting made things much worse than they needed to be. • I know also that the reliance on student labor for engineering work (camera control room switching and the like) can cause broadcast quality problems, especially when the student is just learning the job. I believe having a full-time employee in charge of this would greatly improve the consistency of the product we put out there. 	
<ul style="list-style-type: none"> • I don't believe the technology is adequate to expand the existing DE program (however, this may be because of the budget – FTEF, and not necessarily the technology). In the last year, the Blackboard program had issues that caused most courses to crash. Because of the lack of technical staff, the entire DE program was in jeopardy during this crash. Even limited staff resources, the Blackboard issues were fixed. The DE technical staff does a lot with very limited personnel. 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Issues with the testing of DE courses and not having the support staff available after 5pm • YC has been testing through the library facility and WCC also lacks the staff to assist. • There have been discussions with how measure J is addressing part of the issues with YC as the testing office will have the capabilities to provide the equipment and space to test DE students. • Only classified have been designated to proctor the exams, as students used to have the ability to do this, but there is limited staffing that are designated to proctor these. • CLC uses it library to proctor as there is only one full-time and one-part time staff member with set times. In the new facility, there will be a small room and a little more secure to provide this. • There is a coordination issues as some of the central points are issues getting them to or from and this is not ideal, only a few students that are accommodated. • There is more to proctoring an exam, such as the requirement of 	<ul style="list-style-type: none"> • YC College Council

what they can or cannot use during the exam.

2. Are there adequate safeguards in place to ensure the reliability, disaster recovery, privacy and security of Blackboard, the district-wide eLearning management software? What references could we use to support your position? (Standard II.C.1.a)

Answers	Submitted by:
<ul style="list-style-type: none"> No. See the above item. Additionally, there should have been a full post-mortem report on the incident with specific action items to address the failure and prevent recurrence. This was either not done or not published, and neither outcome is acceptable. 	<ul style="list-style-type: none"> Anonymous
<ul style="list-style-type: none"> No. This system is not very reliable and the status of the system relies on one person to provide security, maintenance, and upkeep. 	<ul style="list-style-type: none"> Classified Staff
<ul style="list-style-type: none"> No. Have not heard of anything. Blackboard if taking course or Teacher doesn't apply to everyone. Haven't heard of any pros 	<ul style="list-style-type: none"> CAA
<ul style="list-style-type: none"> Yes. More of a teacher issue. Shows when you post papers haven't lost anything 	<ul style="list-style-type: none"> ASYC
<ul style="list-style-type: none"> The system crashed at the beginning of the 2010-11 year, but for the most part has been operable and secure 	<ul style="list-style-type: none"> Site Council
<ul style="list-style-type: none"> I think the crash in Fall 2010 made it clear that there weren't protocols – and maybe safeguards – in place for those who didn't know how to back-up locally, it was pure chaos. If there are safeguards these aren't adequately explained and advertised to faculty. I believe some people lost work as result of this crash. My concern is that there hasn't been much in the way of a follow-up to this. After the issues were resolved, communication on safeguards and disaster recovery basically stopped. They may have fixed the issue and established protocols, but since DE hasn't communicated to us about it, I don't have full confidence in the system. I also think that putting the course streams exclusively in Blackboard was a mistake. This creates a situation where if Blackboard goes, so to do the archive and stream... or at least the portal to the archive and stream. This didn't make sense to me, and since it wasn't explained to any of us, I still have no idea why it happened. My main, point, I guess, is that whether these safeguards exist on paper, many of us don't know anything about them. This, in turn, might discourage instructors for using the system. For example, although I use Blackboard for some functions, I also have my own domain to do other things because I trust it will work. 	<ul style="list-style-type: none"> LA/FA
<ul style="list-style-type: none"> I think the safety net of Blackboard was put through the test last summer when it crashed. I believe the system was able to recover the "lost" information, but I'm not sure. I know the instructors had to perform a lot of re-work when the system was re- 	<ul style="list-style-type: none"> Public Safety

established. Our faculty attended Blackboard training in the summer but is still reluctant to implement its use due to reliability.	
<ul style="list-style-type: none"> Faculty training has been the blackboard training. In the upgrade, the blackboard was installed on a virtual server along with colleague in which the programs talk to each other. The issue is that if colleague is down, then blackboard is also down. 	<ul style="list-style-type: none"> YC College Council

3. In a multi-college district, the District Office should support each college in its stated mission. What feedback mechanisms are in place to assess the effectiveness of the district services that are provided to Yuba College? What evidence, if any, can be used to support your response? (Standard IV.B.3.b)

Answers	Submitted by:
<ul style="list-style-type: none"> I am unaware of any feedback mechanisms specific to District Office services. 	<ul style="list-style-type: none"> Anonymous
<ul style="list-style-type: none"> If we need services of a district entity, we request it like anything else and hope that it can be addressed in a timely manner. With the loss of Lab IA's we depend much more on the services of "IS" when we have a problem with computers. This has caused classes to be cancelled because "IS" staff have not been able to respond to problems as quickly as a Division IA could respond. 	<ul style="list-style-type: none"> Classified Staff
<ul style="list-style-type: none"> No. Don't have communication. Too many times to log into portal. Non-existent 	<ul style="list-style-type: none"> CAA
<ul style="list-style-type: none"> AD says not E-mail is a mess 	<ul style="list-style-type: none"> SLO
<ul style="list-style-type: none"> Always a sense of separation between district and college. Many sources they provide are personal. 	<ul style="list-style-type: none"> ASYC
<ul style="list-style-type: none"> Mostly informal and through committees such as the DC3. Some input regularly what works well and what is lacking can be gleaned from documents such as the EMP and the Board Strategic Plan. 	<ul style="list-style-type: none"> Site Council
<ul style="list-style-type: none"> In my experience, the District Office is not attentive to the needs of the college. One problem though is that you might not get local administrators to admit this out of fear of reprisal. For example, when the board proposed in Fall 2010 to add a number of managers to the layoff lists, instead of making the case for retaining essential instructional and instructional support staff, the college administrators spent hours explaining how cutting District administrators would adversely affect the colleges and the accreditation process. It was clear from most in attendance that our local administrators were reading from a "script" passed down to them by the District. They and everybody else knows that to do otherwise would mean punishment because that's how 	<ul style="list-style-type: none"> LA/FA

<p>this college is run. This also demonstrated how far this district has strayed from the common sense idea that the District exists to support the colleges rather than the other way around.</p> <ul style="list-style-type: none"> • I've also seen cases where the District has done a poor job of administering grant programs, with the result that the colleges suffered due to the lack of effort and communication by Vice Chancellor Espinoza. When she was called before the Senate to answer questions about one case – The Green Futures Grant, I believe – she avoided answering basic questions and denied any culpability for what turned out to be a gigantic mess. Although she showed up to answer questions, the whole thing was pointless since it's clear in case after case that the District administrative does not believe it is accountable to employees. • Another assessment mechanism that might be cited by others as part of the "feedback loop" between the District and the colleges is the DC3/ but this program is a jog, nothing more than a front for our District administration to make the claim that they are "listening" and being responsive to the needs of the colleges when, in fact, it was only established to provide lip-service to the idea of communication and cover their own asses when it came to accreditation. • This college is a dictatorial system, and not a benign dictatorship. We have corrupt bureaucrats in charge of our district who regularly put their own self-interest (raises when classes are being, cut, raises during mass layoffs) above those of students and employees. • They have forgot that the District only exists to serve the educational mission They themselves might cite any number of mechanisms, but these are really fronts and nothing of substance. • In fact, if the college is not put on warning because of this lack of a functioning feedback system, the accreditation process is a joke. 	
<ul style="list-style-type: none"> • Information is exchanged at Deans & Directors meetings. • Recently, the DC3 meetings provide information exchange. • Board meetings are open to the public. There is opportunity during "public forum" or to get on the agenda to share ideas. 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Business • IT • Police • Board Governance • HR Staff / promotion activities • Open comments at board meetings • IT service request once the request has been completed. • Lacking: Academic technology committee that prioritizes the colleges, separate from the staff/administrator/student services requests. DC3 Program Reviews what support is there and what 	<ul style="list-style-type: none"> • Leadership Team

is lacking. Not any well established venues and process for gathering feedback.	
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**Committee/Project Team/ASYC Question of the Month
April 2011**

1. Yuba College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. Please comment on this statement and list other ways that Yuba College assures the effectiveness of its personnel? What evidence, if any can be used to support you response? (Standard III.A.)

Answers	Submitted by:
<ul style="list-style-type: none"> I am aware that we do lots of evaluations on personnel at all levels. The student evaluation form for faculty needs to be revised and expanded since it does not contribute to the overall evaluation. As far as I am aware, this is a true statement. I feel that faculty evaluation should be more formative than it is. Currently it is primarily summative. Tenure review and 3 year cycle of review for tenured professors is one way we evaluate personnel at intervals. Ensure effectiveness of personnel by adhering to min quals? Tries to support some professional growth but needs to add center for Teaching & Learning to facilitate this. Yes, Yuba College evaluates its personnel in a timely fashion. The student evaluation forms needs to be updated. Senate participants in this process actively to ensure timely and balanced committees. Evaluations are done on a regular basis. Faculty have regular evaluation by peers as per contract. Support staff are evaluated by supervisors on a cycle. Administrators are evaluated based on yearly goals. Evaluation schedules provide important support for this. Yuba College has the most thorough evaluation process of the 4 colleges I have taught in. The tenure process is intense with evaluations done every other semester by several colleagues in all classes. 	<ul style="list-style-type: none"> Curriculum
<ul style="list-style-type: none"> Effectiveness: Conf., Workshops, Prof. Dev., Evals. Are hit or miss based on supervisor. Don't think personnel have enough follow up. Can be merit based. Other places much more rigorous. Turning in grades should be linked to pay. 	<ul style="list-style-type: none"> CAA
<ul style="list-style-type: none"> All personnel (Classified/adjunct/faculty/managers) are evaluated at specific intervals. Academy instructors (fire & law enforcement) are evaluated by students after each teaching session. Input during hiring committees – participant review criteria for competency. 	<ul style="list-style-type: none"> Public Safety
<ul style="list-style-type: none"> Adjunct orientation, find conferences, mentor program 	<ul style="list-style-type: none"> SLO

<ul style="list-style-type: none"> • Workshops and trainings, flex activities, blackboard, seminars and workshops. • Further education and certificates – move over on pay scale • Policy on recognizing • Way to go awards, Sac Valley math Consortium • List of required info for adjuncts (math) 	
<ul style="list-style-type: none"> • Staff reviews, student reviews. Not an official way for student to complain about faculty. Some are not effective. Nothing seems to happen with staff reviews. Need a formal route can go to the dean but they seem distant, seems like your bothering them. Don't want the comments to affect your grade. 	<ul style="list-style-type: none"> • ASYC
<ul style="list-style-type: none"> • Info sharing at adjunct meetings twice yearly • Dept mtgs. & "brown bag lunches" at CLC to discuss problems/issues/standards/strategies to ensure success in the classroom (English, business adjunct outreach services.) • Personnel – orientations for new employees. 	<ul style="list-style-type: none"> • CLC Site Council
<ul style="list-style-type: none"> • We do have a system, it is getting done, but not necessarily by the people that should be doing them. • With regards to health and public safety and was done in a systematic system. • Within nursing, we are able to pick are own adjuncts as a dept and watch on their performance and are evaluated every year and every semester for the first couple of years. • A survey was done last year, but no really evaluation of the bond steering committee. 	<ul style="list-style-type: none"> • YC Bond Steering Committee
<ul style="list-style-type: none"> • Convocation • Workshops • Awards to faculty • Way To Go Awards • Classified 	<ul style="list-style-type: none"> • YC College Council

2. Institutional planning reflects assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. Please comment on this statement and state any reference that could be used to support your position? (Standard III.D.)

Answers	Submitted by:
<ul style="list-style-type: none"> • The entire statement appears not to be related to Yuba College's approach to establishing budgets in a realistic manner. All decision about budgets are made at the VP level or higher. • The budget situation in the state of California makes this problematic. It seems the best that can be done is being done in this institution. • There is too much risk aversion. Generating ideas and partnerships are frequently dismissed by admin. 	<ul style="list-style-type: none"> • Curriculum

<ul style="list-style-type: none"> • It would be great to know more about how this process is implemented? • All I have seen of this on the Senate seems to point at very little planning being done. I'm not sure we even have an allocation model in phase yet. • Wow – I don't feel like there is very realistic planning around financial resources. Exactly one year ago we tried to lay-off several tenured faculty; now we are hiring? Seems like poor or no planning. Just reacting. • Planning needs to be done more in advance. Use the conservative side and give/ore don't give approval of positions/equipment/etc. So we can operate effectively with what we have and not waste anyone's time. • Understand this is not typically available; also understand recommendations from various groups are typically ignored. However – at the Division level these steps are more effective. • Process for setting priorities is being redefined to be driven by program reviews and annual updates; however administrative dept and support services are not examined as thoroughly regarding how their support functions and budgets are impacted by or integrated with academic program reviews. Need more cohesive, integrated planning and overall increased community understanding of the budget process. • Yuba College has employed unique and creative manners of acquiring financial support. It has found many different resources and partnerships to optimize acquisition of money. 	
<ul style="list-style-type: none"> • CHEX, Grants? Any consortium, contract ed. Community ed., budget task force. 	<ul style="list-style-type: none"> • CAA
<ul style="list-style-type: none"> • Each department is given a budget to manage for the year. • With proper planning, departments may be awarded State and Federal grants for specialized equipment and personnel. <ul style="list-style-type: none"> ◦ Personnel costs are frowned upon, since this funding is short lived. The fire and police academies each lost \$22,000 from their budgets when a Federal grant funding source ended. This lost funding for Facilitators and Instructional Aides was not made up with the regular general fund. • The District has some discretionary money for unplanned events. The fire academy was given a onetime increase of \$9,300 in 2008 to repair 2 fire engines that had major mechanical repair breakdowns. • The District has strict rules regarding services and supplies bidding. • The District has strict rules regarding spending limits with the "Cal-Card" 	<ul style="list-style-type: none"> • Public Safety

<ul style="list-style-type: none"> • The police and fire academies pay “facility use fees” to agencies when we use their facilities for training. 	
<ul style="list-style-type: none"> • Lacking of institution level, no specific direction from District office. • Allocation model committee of DC3. • Board reserve model to be at 6%. 	<ul style="list-style-type: none"> • SLO
<ul style="list-style-type: none"> • Students do not feel they are a part of the budget process. No questionnaire and not input is sought from students. 	<ul style="list-style-type: none"> • ASYC
<ul style="list-style-type: none"> • Grants and other partnerships are all through Yuba College rather than CLC. 	<ul style="list-style-type: none"> • CLC Site Council
<ul style="list-style-type: none"> • Lack of a true allocation planning model, would imply • With Measure J issue, is an example of the needs of the community and how the planning came about. • As part of the planning, would be nice to see overall vs. the piecemeal of needs. Issues with a simulation consultant as the staff/faculty that worked. • The availability, the planning was blind sighted, as the true process for the finances of the Measure J as this has been a lack, more reactive then proactive for the needs of the various projects. • Are program reviews and updates planning reflective of the finances. • Having enough people to implement • Evaluate the academic needs and not so much on the physical needs. • There is no process for evaluating programs on what is needed. • The Ed Master Plan was well written, but has not been used to drive and allocation model or to be put in any use. • There are program and administrative review process of reviewing and there is something that is being reviewed and guidelines have been modified for a goal of making the reviews an integral part of the process of planning. • For DE, has been stressed instructional position, in which new equipment has been ordered. • Key word, what is realistic 	<ul style="list-style-type: none"> • YC Bond Steering
<ul style="list-style-type: none"> • Fund a Chancellor/HR Director • Difficult as to how we are funded, as we are funded three months into a new fiscal year our and can be cut up to last week into/ • Board 6% reserve directive • Independent audits • Categorical plan on the 95% formula for the next year. 	<ul style="list-style-type: none"> • YC College Council

3. Give an example when Yuba College mad a short range financial plan that considered the long-range financial priorities to ensure financial stability. (Standards III.D.)

Answers	Submitted by:
<ul style="list-style-type: none"> • The recent cuts to programs and staffing. • Protection of the reserve (but loss of faculty and students as a result.) • Not aware of this having happened. • Unsure • Measure J • The temporary freezing of new hires took into consideration the long term financial planning. 	<ul style="list-style-type: none"> • Curriculum
<ul style="list-style-type: none"> • Measure J 	<ul style="list-style-type: none"> • CAA
<ul style="list-style-type: none"> • Fiscal year 2009/2010, District had to lay-off 56 employees that negatively affected all areas. • District transferred personnel to specific Departments to keep college running. • District followed State lay off rules and labor union rules • District sought suggestions from all personnel on ideas. • Measure J? 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • 2009-10 Lay off cycle grew reserve for 2010-11 • Freezing/Staffing new hires. 	<ul style="list-style-type: none"> • SLO
<ul style="list-style-type: none"> • Measure J 	<ul style="list-style-type: none"> • ASYC
<ul style="list-style-type: none"> • Work on the resource allocation model had been a positive step in this regard. 	<ul style="list-style-type: none"> • CLC Site Council
<ul style="list-style-type: none"> • Contingency plan • Last year's reduction of the Summer session, was a plan for avoiding some cuts in funding • Eliminate summer last year was a short range to consider the long range financial priority 	<ul style="list-style-type: none"> • YC Bond Steering
<ul style="list-style-type: none"> • Grants and foundation • D3 discussing and creating a more efficient plan of a cost savings grid, in which helped plan some cost savings. • Financial Central Plant through PG&E and grants 	<ul style="list-style-type: none"> • YC College Council

4. In what ways has the Yuba College President communicated with this particular committee? What changes, if any, would you recommend to improve this working relationship? What evidence, if any can be used to support your response. (Standard IV.B.2.3)

Answers	Submitted by:
<ul style="list-style-type: none"> • I cannot recall any Yuba College President ever communicating with Curriculum Committee. • The President seldom communicates directly to the committee. But the Vice-President always does since he is co-chair of the committee. • I am not sure, maybe with the chairs? • Ask her to attend 1 or 2 meetings per year? 	<ul style="list-style-type: none"> • Curriculum

<ul style="list-style-type: none"> • Haven't seen her at all, though this may not be a major problem since the VP of Instruction is our Co-Chair. • Not aware of any direct communication; co-chairs updated her on a district disagreement for her; WCC to resolve. • Could use college goal/leadership early each year from president. • None. The VP is at this committee's meetings. No need for Dr. A. to be here also. • Unsure that this has happened. • College President is not directly involved as a member of this curriculum committee, VP of instruction reports to the president. • Through our co-chair Kevin Trutna. The president could attend one of our meetings or periodically drop in. President could stay in communication with members of committee through short meetings. 	
<ul style="list-style-type: none"> • The chair makes presentation on a regular basis to council. Have ready access to the Pres. She's available. 	<ul style="list-style-type: none"> • CAA
<ul style="list-style-type: none"> • President was hired just as our financial mess was un-folding and inherited a mess. • President has tried to disseminate information by all YCCD meetings and e-mails. • President began DC3 meetings to solicit ideas and share budget info. • President is active in Measure J meetings • President attends Deans and Director meeting at least once a month. 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Communicate from VP to Pres • VP is member of committee • Portal availability of information • Planning: Maybe look at reporting structure to academic senate. 	<ul style="list-style-type: none"> • SLO
<ul style="list-style-type: none"> • We have a great relationship with pres. She listens to us. We to talk to her at YC council. She really makes an effort and she has sought us out. She is available and gracious. She took us to lunch. Take time to explain the budget and the process. 	<ul style="list-style-type: none"> • ASYC
<ul style="list-style-type: none"> • Generally the president attends site council meetings once every semester. • President receives meeting invites. 	<ul style="list-style-type: none"> • CLC Site Council
<ul style="list-style-type: none"> • The Purpose Statement of the YC Bond Steering Committee was reviewed and did not feel that some of the goals have been followed • In the impression, that this committee was to • Bus stop relocation of • Appreciative to discuss issues related to measure J projects • Always informed about meetings, but • Level of the bond sale, the board was going to prioritize the 	<ul style="list-style-type: none"> • YC Bond Steering

projects and there was a concern to what this committee should be doing	
• The president sits on the committee and has a standing report.	• YC College Council

**Committee/Project Team/ASYC Question of the Month
May 2011**

1. What data is used at Yuba College to demonstrate that we provide high quality curriculum, teaching and learning processes, methods of delivery, and/or assessments strategies? (Standard II.A.)

Answers	Submitted By:
<ul style="list-style-type: none"> • SLO's, when fully implemented and better defined. • SLO's, program reviews, committees, curriculum committee, faculty/students evaluation, department discussions, curriculum review at department/division levels, communication with 4 year colleges. 	<ul style="list-style-type: none"> • Anonymous
<ul style="list-style-type: none"> • SLO Committee Meeting minutes • Curriculum Committee Meeting Minutes • BSI Committee Meeting Minutes • Faculty Evaluations • Program review data sets • BSI success report • ARCC Report 	<ul style="list-style-type: none"> • SLO Committee
<ul style="list-style-type: none"> • Program reviews • CCC stats on degrees earned, retention and success • SLO's • Student evaluation of courses/instructors • Faculty Evaluations • POST audits, state fire marshal audits, National Registry of EMT's pass rates 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Program Reviews • CTE advisory groups • Fast Facts • Need to get student surveys in nursing 	<ul style="list-style-type: none"> • Bond Steering Committee
<ul style="list-style-type: none"> • SLO's are implemented • Graduation/Certificates awarded • Special awards – Vet tech • Advisory committees/Job Placement 	<ul style="list-style-type: none"> • YC College Council
<ul style="list-style-type: none"> • Nursing receives statistical report on pass rates from the Board of Nursing. • The Board of Registered Nursing has been visiting our program and providing guidance for improvement of curriculum, teaching modalities, learning processes, etc. • Nursing student take pre-nursing assessment exams; assessment exams during the program; and assessment exams upon graduating 	<ul style="list-style-type: none"> • Nursing

2. What do you think should be the educational mission of Yuba College? (Standard II. B.)

Answers	Submitted By:
<ul style="list-style-type: none"> • Provide quality education for transfer and career technical education. • Education students to builds a strong local community, and keep them in the area. 	<ul style="list-style-type: none"> • Anonymous
<ul style="list-style-type: none"> • Workforce • Self Efficacy – Encouraging students • Guidance and Career Planning • Personal Discovery • Vocation, Transfer, and Basic Skills 	<ul style="list-style-type: none"> • SLO Committee
<ul style="list-style-type: none"> • Vocational Training • Earning an AA or AS degree • Provides transfer to 4 year colleges • Develop facilities that are safe and comfortable so students can fully focus on their education goal. • Continuing education of staff and faculty 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Serve educational needs of students for transfer and job placement • Enhancing access and retention • Appropriate use of technology 	<ul style="list-style-type: none"> • Bond Steering Committee
<ul style="list-style-type: none"> • Serve the needs of the whole community • Adult publications such as ESL, Contract ED. Community ED. Remedial. (more emphasis on these) 	<ul style="list-style-type: none"> • YC College Council
<ul style="list-style-type: none"> • To provide affordable, quality education that results in transfer or acquisition of a career. • Transfer of students to a 4 year college at the level needed to be successful • Provided excellence in education to community members/partners. 	<ul style="list-style-type: none"> • Nursing

3. Are faculty/staff/administrators/students informed of their respective roles in the governance structure, process, and practices at Yuba College? What evidence can be cited as support? (Standard IV.A.3.)

Answers	Submitted By:
<ul style="list-style-type: none"> • Purpose statements for committees help, but is not enough. Most committees will still serve to provide information – not to discuss better practices and procedures. • We have no role. There is a “Faculty Handbook” but we have no power. From the student’s perspective they are not being heard either. They’re informed to take their classes and shut up. Decisions are made behind closed doors by committees, and we’re no informed. Not shared governance. 	<ul style="list-style-type: none"> • Anonymous
<ul style="list-style-type: none"> • No not very well • Lack of Communication 	<ul style="list-style-type: none"> • SLO Committee

<ul style="list-style-type: none"> • Mentoring program can be utilized 	
<ul style="list-style-type: none"> • Student code of conduct – rights for an education, grievance procedures • Adjunct faculty handbook • Labor contracts • Minutes sent via e-mail from various college committee • Convocation and related workshops 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • Role – they can be if they want to be it is available. 	<ul style="list-style-type: none"> • Bond Steering Committee
<ul style="list-style-type: none"> • No – student (Kyle) discussions with students, don't feel like they have a say – caught in the middle between faculty and administration. Evidence: Candidates forum for trustees in Fall 2010 – lack of knowledge and recognition, questions to candidate. • Classified – informed by don't believe or understand what is the point if not valued – don't know how to give input, how many open CSEA positions on committees too much time at job, can't get away due to staffing. • Average students do know, but do not want to get in the middle between faculty and administrators if they voice their opinion on an issue. 	<ul style="list-style-type: none"> • YC College Council
<ul style="list-style-type: none"> • Faculty Handbook provides guidance to instructors • College catalog relates information to students • Staff union and contract provide guidance • Faculty relay information to students via BB, web, portal and syllabi. 	<ul style="list-style-type: none"> • Nursing

4. Do you feel that faculty/staff/administrators/students participate in their respective roles in the governance structure, processes, and practices at Yuba College? What evidence can be cited as support? (Standard IV.A.3.)

Answers	Submitted By:
<ul style="list-style-type: none"> • Some do. Not enough. There are always problems filling classified vacancies on committees, it is hard to serve on a committee when you feel your input does not matter. • Participation by committee work, but have a sense of powerlessness, felt less than effective. The union is the only voice for the faculty. 	<ul style="list-style-type: none"> • Anonymous
<ul style="list-style-type: none"> • No, not unless they have to. • Students are not involved in the governance structure as they could be. 	<ul style="list-style-type: none"> • SLO Committee
<ul style="list-style-type: none"> • Those that want to get involved do so. However, due to time constraint, many committees are not well represented. 	<ul style="list-style-type: none"> • Public Safety
<ul style="list-style-type: none"> • For the most part yes. Many take advantage of opportunity. 	<ul style="list-style-type: none"> • Bond Steering Committee

<ul style="list-style-type: none"> Nursing participates in collaborative decision making that involves faculty, director, students, and staff; minutes are written and archived. 	<ul style="list-style-type: none"> Nursing
<ul style="list-style-type: none"> No Comment 	<ul style="list-style-type: none"> YC College Council

5. Give a specific example of where a collaborative effort through the governance structure, process, and practice either did or did not lead to institutional improvement. (Standard IV.A.3.)

Answers	Submitted By:
<ul style="list-style-type: none"> A budget allocation model has still not been established. Budget recommendations made by faculty, staff, and students are never implemented. Protest in front of the chancellor's office protesting the chancellor's raise. 	<ul style="list-style-type: none"> Anonymous
<ul style="list-style-type: none"> Measure J Changing over to Blackboard – positive experience and a good decision Reading Task Force Portal – not communicated well Email System – not a good idea or improvement 	<ul style="list-style-type: none"> SLO Committee
<ul style="list-style-type: none"> Faculty Hiring Committee Curriculum Committee Development of SLO Measure J Bond Steering Committee and related user group committees 	<ul style="list-style-type: none"> Public Safety
<ul style="list-style-type: none"> Program review process – how it was originally developed Faculty staffing process – mutual agreement on process of outcome, but stopped due to budget, it has been changed due to input 	<ul style="list-style-type: none"> Bond Steering Committee
<ul style="list-style-type: none"> Did not work – May Cinco De Mayo Crossing Borders Building Bridges, had issues getting parking passes. Did Work – Building/ construction projects, theatre, building 500 	<ul style="list-style-type: none"> YC College Council
<ul style="list-style-type: none"> Nursing feels that by collaborating with YCFA and other avenues, we were able to procure filling of vacant instructor positions Collaboration throughout the surrounding communities enabled measure J to pass. Thus our new building has been realized. 	<ul style="list-style-type: none"> Nursing

4. General Web-based Question of the Month

- a. December 2010**
- b. January 2011**
- c. February 2011**
- d. March 2011**
- e. April 2011**
- f. May 2011**

1. 1a. Yuba College strives to provide quality training in the use of technology. What technology training does the institution provide to students and personnel? (Standard III.C.1.b)

	Response Count
	41
answered question	41
skipped question	0

2. 1b. What evidence, if any, can be cited to support your response?

	Response Count
	34
answered question	34
skipped question	7

3. 2a. Yuba College tries to communicate matters of quality assurance to the students and public. Both internally and externally, how does Yuba College publicize data and information regarding the quality of the programs, degrees, and services that we offer? (Standard I.B.5)

	Response Count
	38
answered question	38
skipped question	3

4. 2b. What evidence, if any, can be cited to support your response?	
	Response Count
	25
answered question	25
skipped question	16

5. 3a. Preserving the educational quality at Yuba College is linked to our mission. What processes does Yuba College use to foster college-wide commitment to student learning? (Standard I.A)	
	Response Count
	33
answered question	33
skipped question	8

6. 3b. What evidence, if any, can be cited to support your response?	
	Response Count
	25
answered question	25
skipped question	16

7. 4a. What are some of the strengths that Yuba College should be commended for in the self-study?	
	Response Count
	30
answered question	30
skipped question	11

8. 4b. What evidence, if any, can be cited to support your response?	
	Response Count
	21
answered question	21
skipped question	20

1. 1a. Yuba College strives to provide quality training in the use of technology.

Response Text		
1	The only training I am aware of is for Blackboard	Dec 6, 2010 5:59 PM
2	TurnItIn, Blackboard, Research databases, new phone system	Dec 6, 2010 6:03 PM
3	none	Dec 6, 2010 6:14 PM
4	Blackboard Essential Training - every January, August and June Blackboard Advanced - once or twice a year Designing online courses - twice a year (online course) Elearning Support drop in lab - twice each semester (Spring/Fall)	Dec 6, 2010 6:56 PM
5	Mostly the care and use of computers and computer programs associated with many different professional careers.	Dec 6, 2010 7:16 PM
6	Blackboard,	Dec 6, 2010 7:40 PM
7	While a number of sessions occur in Marysville with specific technology training for faculty, opportunities are rarely offered on site at the Clear Lake campus. Faculty often has to travel to the main campus which is a time consuming effort (2 hrs there, 2 hrs back). Even when events are offered here, schedules of full time employees are such that attendance is difficulty	Dec 6, 2010 7:44 PM
8	Distance Education technology training is often available and offered.	Dec 6, 2010 7:49 PM
9	Informal: 1) Coordinated efforts to educate students on the use of student email and portal. 2) Assistance in public labs – student assistants and staff present to assist as students use the labs. Courses: From ESL-229ACR (English for Computer Job Search) to COMSC-11 (Advanced C++ Programming) Certificates: From Network Security – Certificate of Achievement to Advanced Business Computer Applications – Certificate of Achievement. Degrees: From AS in Word Processing to AS in Computer Science.	Dec 6, 2010 7:52 PM
10	McComm40 - Intro to Online Learning for students Blackboard training for faculty who wish to teach online	Dec 6, 2010 8:04 PM
11	Classes for the students. Flex opportunities for the personnel - Blackboard	Dec 6, 2010 8:18 PM
12	Blackboard	Dec 6, 2010 8:18 PM
13	There are training sessions on Blackboard throughout the year. Still haven't been trained on ImageNow nor has it been installed on my computer as a member of the curriculum committee. Never had any formal training on Colleague.	Dec 6, 2010 8:30 PM

1. 1a. Yuba College strives to provide quality training in the use of technology.

Response Text

14	I'm not aware of any technology trainings for the students or personnel at the college. I suppose there must be something regarding the use of BlackBoard, but as a relatively new staff member I have needed to teach myself everything. I would have greatly appreciated (and probably would still benefit from) some training regarding our email system and DataTel/Colleague.	Dec 6, 2010 8:42 PM
15	None that I am familiar with. As a staff member, I have not been provided with any technology training. I have been here for 12 years.	Dec 6, 2010 10:39 PM
16	Yuba College offers more than just computers as Technology education. They offer courses in Automotive repair, Auto body Restoration, Welding, Manufacturing, Drafting, Vet tech, etc.	Dec 7, 2010 4:37 PM
17	I don't know that any is provided to students.	Dec 7, 2010 7:27 PM
18	To students: BCA 15 and BCA 17 offered through the Business Division. To Personnel: nothing.	Dec 7, 2010 7:31 PM
19	Students - courses in Excel, Word, etc; programs in engineering, etc Personnel - courses in BlackBoard	Dec 7, 2010 8:18 PM
20	I think there is a lot of training pertaining to Blackboard on other on-line teaching and learning technologies. There are classes pertaining to the full range of computer skills, from word processing to web design. I have never had a problem receiving training on new technologies, like ImageNow, "clickers", the portal, etc.	Dec 8, 2010 7:17 PM
21	The college offers a small number of flex activities that relate to new technology on campus. However, they tend to be poorly advertised and therefore poorly attended.	Dec 9, 2010 5:25 PM
22	there is a media lab available, many technology programs , support from the technology dept. though the problems lately bear reviewing the process as partial blackboard is costing for the time that the it takes to repair problems had you had all the components for blackboard.	Dec 9, 2010 7:48 PM
23	Although the IT dept. makes attempts to train staff, it is not done enough and it is not delivered in a manner that is consistent and not condescending. Staff have tuned out the IT dept. and they don't pay attention when workshops are offered. Training for DE and Blackboard has been received better and has been more consistent but it too suffers from poor attendance and a lack of confidence.	Dec 9, 2010 11:04 PM
24	?	Dec 13, 2010 6:46 PM
25	Blackboard training and Datatel Training.	Dec 13, 2010 6:48 PM
26	Training is available to students in regard to the use if Blackboard for online learning and there are comprehensive instructions (tutorials) and help desk support for other applications - WebAdvisor and ECampus. Personnel can receive training through workshops and flex activities as well as the online sources available at the YCCD website	Dec 13, 2010 7:23 PM
27	personned training Blackboard - phone and I guess the new email students???	Dec 13, 2010 7:33 PM
28	Provides training (i.e flex workshops) to inform and train personnel on upcoming technological changes.	Dec 13, 2010 8:38 PM
29	Blackboard, portal, and more specific trainings are offered from time to time to the personnel. I am not aware what is available to the students.	Dec 13, 2010 9:22 PM
30	BCA, IT and Computer Science courses for students	Dec 13, 2010 9:54 PM
31	Blackboard Beginner and Intermediate	Dec 13, 2010 10:56 PM
32	I have had no recent technology training (in the last five years) in my area other than keeping up with the latest changes from the IT department with our web use.	Dec 14, 2010 12:12 AM

1. 1a. Yuba College strives to provide quality training in the use of technology.

	Response Text	
33	Students are given help with using computer programs such as Microsoft Word, PowerPoint, and Excel. Several Flex workshops have been given to help faculty use technology in classrooms.	Dec 14, 2010 12:50 AM
34	I don't know.	Dec 14, 2010 1:35 AM
35	Blackboard	Dec 14, 2010 5:03 AM
36	STUDENTS: 1) Journalism students are trained in a range of computer and other technology skills, including layout, photo/video shooting and editing, web design, online collaboration (wiki, Google Docs). 2) Blackboard (for online and or enhanced courses) have online tutorials and a help desk available through the DE website. PERSONNEL: 1) IT and/or DE offer Flex activities on technologies such as email, the Portal, Blackboard, online course design, and so on.	Dec 14, 2010 8:43 AM
37	Honestly, I am unsure.	Dec 14, 2010 4:31 PM
38	Yikes, right now I really need some training! My computer was upgraded to Microsoft Outlook 2010 and I don't know how to use it. I have no one to turn to because no one in my office knows how to use it either. To answer the question though, we have sometimes offered technology trainings for staff. for example, faculty were trained on Web Advisor and how to submit grades electronically when we first went to that system	Dec 14, 2010 11:35 PM
39	To students: Automotive Tech, Vet Tech, X-Ray Tech, Computer Tech, Manufacturing Tech, Welding Tech, Media Tech,	Dec 15, 2010 6:19 PM
40	Students: Classes in computerized accounting using Quickbooks, courses in all parts of Microsoft Office 2007, and Web management (creation of web pages).	Dec 15, 2010 10:30 PM
41	Don't know. Is welding considered a technology?	Dec 16, 2010 5:56 PM

2. 1b. What evidence, if any, can be cited to support your response?

	Response Text	
1	Memos from Martha Mills	Dec 6, 2010 5:59 PM
2	Emails with invitations to participate, flex activity schedules	Dec 6, 2010 6:03 PM
3	no advertisement of training?	Dec 6, 2010 6:14 PM
4	Flex calendars for 2007-2010	Dec 6, 2010 6:56 PM
5	Most of the medical field professions require use of technological equipment that we teach in many of our preparatory classes such as Physiology laboratory.	Dec 6, 2010 7:16 PM
6	Multiple online tutorials for students and faculty, and also webinars for faculty.	Dec 6, 2010 7:40 PM
7	See the flex calendar.	Dec 6, 2010 7:44 PM
8	Flex workshops and email notifications to faculty of DE and Blackboard training.	Dec 6, 2010 7:49 PM

2. 1b. What evidence, if any, can be cited to support your response?

Response Text

9	Informal: 1) Meeting Minutes from the College Assess and Awareness Committee detailing initiatives to educate students on Email and Portal. 2) Staffing information for the EOPS and Counseling Dept computer labs. Courses: Course Outlines and associated SLO's Certificates: Catalog and course outlines Degrees: Catalogs and course outlines (promotional/outreach documents?)	Dec 6, 2010 7:52 PM
10	Class schedule & communications from Distributive Ed department	Dec 6, 2010 8:04 PM
11	The classes are in place, and Flex opportunities are given year round.	Dec 6, 2010 8:18 PM
12	Distance ed. has online tutorials, instructors orient students to BB, faculty have access to training and webinars for BB.	Dec 6, 2010 8:18 PM
13	See Blackboard training schedules. Look at my desktop--see, no ImageNow!	Dec 6, 2010 8:30 PM
14	Just my personal experience.	Dec 6, 2010 8:42 PM
15	All of these programs are impacted and in need of expansion	Dec 7, 2010 4:37 PM
16	I haven't read or seen anything that indicates that training to students is provided.	Dec 7, 2010 7:27 PM
17	To students: multiple day/evening/online sections are offered each semester for BCA 15 and BCA 17. See the college course schedule. Course meets graduation requirements and many business division certificate requirements. 90% of desktops worldwide are also using this same software (Microsoft). To Personnel: an occasional Flex class, but typically on Blackboard online learning system.	Dec 7, 2010 7:31 PM
18	class schedule, college catalog, flex activity schedule	Dec 7, 2010 8:18 PM
19	Personal experience, our course catalog, and the many FLEX activities related to technology training.	Dec 8, 2010 7:17 PM
20	IT Flex Workshops and sign-in sheets	Dec 9, 2010 5:25 PM
21	Flex activity for portal training that was offered, very limited attendance. Flex activity for Blackboard training offered at the beginning of each semester during the flex week.	Dec 9, 2010 11:04 PM
22	Invitation thru emails sent	Dec 13, 2010 6:48 PM
23	Evidence is available by visiting the yccd.edu site	Dec 13, 2010 7:23 PM
24	I don't know	Dec 13, 2010 7:33 PM
25	Flex workshops on portal and email training.	Dec 13, 2010 8:38 PM
26	Flex workshops	Dec 13, 2010 9:22 PM
27	Workshops held for FLEX for faculty on 1/5 and 1/6/2010	Dec 13, 2010 10:56 PM
28	We provide students with one-on-one technical assistance on a daily basis in our computer lab at the Writing and Language Development Center. DSPS held a flex workshop about Kurzweil 3000 software for faculty and staff in the WLDC during the Spring 2010 semester. I have attended a least two other flex workshops about how to use technology in the classroom.	Dec 14, 2010 12:50 AM
29	I am not aware of any.	Dec 14, 2010 1:35 AM
30	Many classes	Dec 14, 2010 5:03 AM
31	STUDENTS 1) Journalism syllabus, The Prospector web and print editions, the Prospector wiki (though this is confidential to journalism students as an independent news source) 2) Tutorials etc. are online on the DE website PERSONNEL 1) Flex schedule	Dec 14, 2010 8:43 AM

2. 1b. What evidence, if any, can be cited to support your response?

Response Text		
32	Logs of sign ins at trainings.	Dec 14, 2010 11:35 PM
33	Existing program certificates and degrees.	Dec 15, 2010 6:19 PM
34	Course Catalog with listings for technology courses.	Dec 15, 2010 10:30 PM

1. 2a. Yuba College tries to communicate matters of quality assurance to the

Response Text		
1	Very poorly	Dec 6, 2010 5:59 PM
2	Catalog, schedule of classes	Dec 6, 2010 6:04 PM
3	I don't see any	Dec 6, 2010 6:14 PM
4	President's Focus newsletter President's Monthly Reports to the Board; departments profiled for Board of Trustees Some use of the website---specific to departments (ie -Nursing and Vet Tech indicate accreditation), Research section contains some reports; front of YC web page highlight programs. News articles in Appeal Democrat	Dec 6, 2010 7:03 PM
5	Sorry, relatively no clue. The catalogs maybe. Program reviews include much of that information, but is that publicized?	Dec 6, 2010 7:19 PM
6	Quality programs are sometimes showcased at board meetings. Not much is done in this area to my knowledge. We have a lot of room for improvement.	Dec 6, 2010 7:50 PM
7	Program reviews and accreditation are opportunities for self study. Graduation and success rates provide data. These are published internally with documentation. Press releases about successful students or programs provide information to the community.	Dec 6, 2010 7:51 PM
8	1) College Catalog 2) Class Schedules (each term) 3) Curriculum Committee Portal site open to the public 4) Outreach efforts (Miriam Root and Barbara Forkey) 5) Individual Faculty – Examples Dan Turner (Welding) Robert Matthews (Music), Rick Prodzinski (Culinary), Mark Flacks and Kyra Mello (Learning Communities), Mike Morse (Auto-Hybrid). Just to name a few.	Dec 6, 2010 8:06 PM
9	Class schedule, newspaper ads, tv ads, our website, outreach/recruitment events performed by counselors, attendance at Rotary clubs, school district board meetings, etc.	Dec 6, 2010 8:07 PM
10	Unknown	Dec 6, 2010 8:18 PM
11	We need to publicize our program much more. Degrees and services are not promoted in our community. Student from the High Schools need to hear more about our programs to encourage them to attend Yuba.	Dec 6, 2010 8:21 PM
12	Board presentations have been effective to showcase programs. Also, advisory committees also expose programs to community members associated with our programs. Focus newsletter once did this but not much news lately on programs. The website should be available to address this area but not easy to find anything on it related to program successes.	Dec 6, 2010 8:34 PM
13	Via internal emails and commentaries, the web site, and related publications.... I believe you have to be looking for the information in order to find it, but I'm sure it's there somewhere. However, I believe that most of the information I am privy to actually comes from the local newspapers.	Dec 6, 2010 8:47 PM

1. 2a. Yuba College tries to communicate matters of quality assurance to the

Response Text

14	Posted on website.	Dec 6, 2010 10:40 PM
15	No	Dec 7, 2010 4:38 PM
16	I don't know.	Dec 7, 2010 7:29 PM
17	Good question. Not aware how we publicize data and information regarding the quality of any program, degree, or services offered. The Program Review process is basically "in-house" (internally), but not aware of any efforts externally.	Dec 7, 2010 7:33 PM
18	program brochures in MESH	Dec 7, 2010 8:18 PM
19	I am not aware of any efforts to publicize data pertaining to "quality assurance" other than our college website and official documents like the newsletters published by various departments and programs.	Dec 8, 2010 7:18 PM
20	Information is posted to the webpage and Adrian and Miriam both release press statements to the local media	Dec 9, 2010 5:26 PM
21	through the media, web site , presence of personnel in the community	Dec 9, 2010 7:49 PM
22	Numerous brochures and advertisements are placed. Several articles about welding, Odyssey, costume sales, the theater remodel, etc. have run in the local paper. The college's new web site has new information daily about events, activities and accomplishments. The new research office had developed a Fact Book and a Quick Facts Sheet.	Dec 9, 2010 11:11 PM
23	Through the student schedules, internet, and email.	Dec 13, 2010 6:49 PM
24	I don't think we do a very good job PERIOD... even the Yuba newsletter is only available by email so the students don't get that	Dec 13, 2010 7:33 PM
25	The Yuba College catalog provides all the information necessary regarding programs and services and although the catalog is available online, I think that we could do more in letting the public know what great opportunities are available at Yuba College. We need to show the community the good in Yuba College rather than all the negative that has been so prevalent in local news reports.	Dec 13, 2010 7:35 PM
26	Using the Yuba College website.	Dec 13, 2010 8:39 PM
27	College does not do this well. The Chancellor and the Board place more emphasis on appearance than supporting programs, academic strengths or services.	Dec 13, 2010 9:29 PM
28	Website, Focus Newsletter, catalog, semester schedules	Dec 13, 2010 9:55 PM
29	Billboards, college catalog, local TV channel	Dec 13, 2010 10:56 PM
30	I mostly hear about things after the fact how things are done externally I am not always aware the way things are done internally until after the fact.	Dec 14, 2010 12:17 AM
31	We invite all Language Arts classes into the WLDC at the beginning of each semester for a ten minute tour of our facility. Although not all teachers choose to participate, more and more bring their classes into our center each semester.	Dec 14, 2010 12:53 AM
32	yes	Dec 14, 2010 5:03 AM
33	Miriam Root would be the person to ask. I know of Focus, the television in the cafeteria, counselors, outreach to high schools, emails sent from individuals to the campus (though with the new live.edu setup this may not be possible any more?), a presence at career day, club day, etc.	Dec 14, 2010 8:46 AM
34	Once again, I am unsure. To my knowledge, I have not come across anything that directly fits this area other than personal conversations.	Dec 14, 2010 4:32 PM
35	??? this is a huge area that needs improvement. We need to improve our image within the institution and publicly. I meet people all the time who think we A)aren't a "real" college, B) don't offer degrees or C) don't have transfer programs. We need to improve our public relations and image.	Dec 15, 2010 12:33 AM
36	Through the catalog, website postings, media advertisements.	Dec 15, 2010 6:21 PM

1. 2a. Yuba College tries to communicate matters of quality assurance to the

	Response Text	
37	Flyers on campus and in the community. Newspaper articles from contributing members of College Faculty/Staff. Class Schedules contain summary information about campus and meaning of class grades and policies on campus.	Dec 15, 2010 10:34 PM
38	Who knows?	Dec 16, 2010 5:57 PM

2. 2b. What evidence, if any, can be cited to support your response?

	Response Text	
1	Catalog, schedule of classes	Dec 6, 2010 6:04 PM
2	Prove that it is	Dec 6, 2010 6:14 PM
3	President's Focus newsletter President's Monthly Reports to the Board of Trustees Some use of the website---specific to departments (ie -Nursing and Vet Tech indicate accreditation), Research section contains some reports; departments profiled for Board of Trustees. News articles in Appeal Democrat --- Recognition given to welding program	Dec 6, 2010 7:03 PM
4	n/a	Dec 6, 2010 7:50 PM
5	See articles in local papers (Record Bee and Clear Lake Observer) regarding culinary program awards and promotion of the department at Lake.	Dec 6, 2010 7:51 PM
6	Catalog, Class Schedule, Portal access info. Get Promotional materials for Outreach and a calendar of their events. Get info from all faculty who are doing their own promotional activities.	Dec 6, 2010 8:06 PM
7	Check with marketing dept and counseling departments at both colleges.	Dec 6, 2010 8:07 PM
8	All the above have a paper trail.	Dec 6, 2010 8:34 PM
9	My personal experience, the web site, and various emails.	Dec 6, 2010 8:47 PM
10	There has not been a positive article or publication from Yuba College except those dealing with the Auto or welding program that I have seen in over 4 years	Dec 7, 2010 4:38 PM
11	No evidence.	Dec 7, 2010 7:33 PM
12	same	Dec 7, 2010 8:18 PM
13	The college website and other newsletters and communiques developed at the college.	Dec 8, 2010 7:18 PM
14	Website screen shots Back issues of the AP	Dec 9, 2010 5:26 PM
15	Appeal Democrat home page Odyssey video you tube videos Facebook page and Twitter page recently developed for the college Monthly feature in high school newsletters Recent High School counselor consortium that was held on campus The college is at all local community fairs distributing literature about programs and schedules of classes	Dec 9, 2010 11:11 PM
16	Through the student schedules, internet, and email	Dec 13, 2010 6:49 PM
17	The Yuba College catalog is available online	Dec 13, 2010 7:35 PM
18	View the Yuba College website.	Dec 13, 2010 8:39 PM
19	Budget and personnel cuts to programs and services, Chancellor's raise, Measure J disputes, Sutter Administration facility	Dec 13, 2010 9:29 PM
20	see above	Dec 13, 2010 10:56 PM

2. 2b. What evidence, if any, can be cited to support your response?

Response Text		
21	Utube video, schedule of classes	Dec 14, 2010 5:03 AM
22	Again, Miriam Root would be the person to ask. Focus is in my email, the TV is still in the cafeteria. I don't know how to document visits to high schools, but career day organizers, as well as the clubs, probably have to sign up, etc.	Dec 14, 2010 8:46 AM
23	need to publicize more	Dec 15, 2010 12:33 AM
24	Catalog is printed, website postings are noted, media advertisements are seen or heard.	Dec 15, 2010 6:21 PM
25	Newspaper articles/ads. Semester Schedule of Classes.	Dec 15, 2010 10:34 PM

1. 3a. Preserving the educational quality at Yuba College is linked to our

Response Text		
1	SLOs	Dec 6, 2010 6:04 PM
2	idk	Dec 6, 2010 6:14 PM
3	Many shared goverance committees Adoption of initatives Program Review process Planning documents	Dec 6, 2010 7:06 PM
4	Continual peer evaluation of faculty. Program reviews address many facets of student learning. Many flex activities/seminars provide training on different aspects and techniques of instruction.	Dec 6, 2010 7:29 PM
5	Convocation speakers and workshops, flex workshops, faculty evaluations, program reviews	Dec 6, 2010 7:51 PM
6	Connections within departments, like the English Dept.'s holistically graded final builds cohesion within the discipline and established levels of rigor. Course outlines and SLO's provide common practices, curriculum, and expectations. Cross curricular tasks creates bridges between disciplines.	Dec 6, 2010 8:00 PM
7	Department and campus meetings	Dec 6, 2010 8:08 PM
8	I know that many many faculty are teaching over cap, and teaching overload to insure the student population has the classes they need. The faculty and administrator are working very hard to insure student learning in this economic environment.	Dec 6, 2010 8:21 PM
9	The SLO effort will address this area once underway.	Dec 6, 2010 8:34 PM
10	Course evaluations, continued professional development, committee reviews	Dec 6, 2010 8:50 PM
11	??	Dec 6, 2010 10:40 PM
12	No, some of the instructors really strive to improve the level of education in their specific programs though	Dec 7, 2010 4:40 PM
13	Right now, I believe that the impression is that Yuba College is not truly committed to student learning.	Dec 7, 2010 7:30 PM
14	Up until the last few years, evidence of our commitment to student was everywhere...IA's in the labs to assist student learning, tutors in the Library's learning center to assist student learning. But these were among the first cuts made, reducing or eliminating the "college-wide commitment" to student learning. A real loss to our college community--particularly the student population.	Dec 7, 2010 7:36 PM

1. 3a. Preserving the educational quality at Yuba College is linked to our

Response Text

15	We have a rigorous program review process that faculty and administrators take seriously. We have a meticulous Academic Senate and its committees, including especially the Curriculum Committee that focus on preserving educational quality. Other efforts include the BSI committee, and the programs it supports, like the Learning Communities Project, the Writing and Language Development Center and the Student Success Center	Dec 8, 2010 7:21 PM
16	Program Reviews Student Learning Outcomes Academic Senate Curriculum Committee Convocation activities Flex Workshops	Dec 9, 2010 5:33 PM
17	Committees in place have student objectives, we promote collaboration, we ask for eval. of programs	Dec 9, 2010 7:50 PM
18	A lot of emphasis has been place lately on SLO's and their importance along with Administrative and Student Services Reviews. Core competencies have been the topic of many convocations.	Dec 9, 2010 11:17 PM
19	First, through having a Outreach Program which should be refined and have more staff - maybe modeled after Butte. More signage for students to see where things are and an "information person" to direct students. Also, they need someone to help students who walk in the door and don't know what to do, to help them to apply on cccapply.org, fill out the FAFSA, their BOG, help them with classes - more hands on for help. Students are lost and need support - we need more support people to support students if they really are first.	Dec 13, 2010 6:56 PM
20	SLO	Dec 13, 2010 7:34 PM
21	Yuba provides excellent instruction and student success support services such as tutoring and counseling.	Dec 13, 2010 7:39 PM
22	Provide assistance to students when requested or needed.	Dec 13, 2010 8:42 PM
23	Hiring highly qualified instructors, academic system governed by the Academic Senate, Student Success Center, BSI, Diversity Committee work, CARE and other student support programs	Dec 13, 2010 9:35 PM
24	Convocation activities, Flex activites	Dec 13, 2010 9:56 PM
25	I'm not sure about that. So much diversion from what is good for students in favor of Board awarding the District Chancellor who has made more in raises in the last six years than anyone else in the community. There doesn't seem to be much room for support for faculty who are, after all, the whole modality for learning to reach students.	Dec 13, 2010 10:59 PM
26	In the last five years, I have seen programs completely cut or cut back with a major impact to students. I've yet to see growth return in the area's listed in 3b.	Dec 14, 2010 12:24 AM
27	We have many dedicated faculty and staff that are continually seeking ways to improve student learning.	Dec 14, 2010 1:06 AM
	Many faculty and staff are actively seeking continued professional development, and they strive to implement empirically sound best practices in their classrooms.	
28	I'm not sure I understand this question, but my best guesses: Flex activities re: teaching and learning, DSPS presentations, department meetings and division meetings.	Dec 14, 2010 8:48 AM
29	What I see in this area involves faculty-to-faculty contact.	Dec 14, 2010 4:33 PM
30	SLOs	Dec 15, 2010 12:33 AM
31	Having resources available for students who learn traditionally or non-traditionally or whom need extra help/guidance.	Dec 15, 2010 6:23 PM

1. 3a. Preserving the educational quality at Yuba College is linked to our

Response Text

- | | | |
|----|---|-----------------------|
| 32 | Observation of instructors during class times. Reviews completed by students at end of each semester. | Dec 15, 2010 10:41 PM |
| 33 | Don't know, nothing is "really" committed to student learning. | Dec 16, 2010 5:57 PM |

2. 3b. What evidence, if any, can be cited to support your response?

Response Text

- | | | |
|----|--|-----------------------|
| 1 | SLOs | Dec 6, 2010 6:04 PM |
| 2 | none | Dec 6, 2010 6:14 PM |
| 3 | Curriculum Committee, BSI, Links, Diversity Plan, EMP, anual program reviews, Academic Senate, SLO assessment | Dec 6, 2010 7:06 PM |
| 4 | Program reviews can be read. Flex activities are published with abstracts giving info on each. | Dec 6, 2010 7:29 PM |
| 5 | see above. | Dec 6, 2010 7:51 PM |
| 6 | For example, specific instruction regarding research practices and appropriate documentation formats (APA and MLA in particular) as well as basic composition and reading skills are tools students need in all disciplines. Critical thinking is a strong component in all English courses. In my classroom, I often select comtemporary topics in science, psychology, or human development as the subject of a research task. | Dec 6, 2010 8:00 PM |
| 7 | Nearly every faculty in this department has overload, some are at the limit of overload. | Dec 6, 2010 8:21 PM |
| 8 | Emails, evaluation data, meeting minutes, etc. | Dec 6, 2010 8:50 PM |
| 9 | we only have roughly 4% transfer, but CTE programs bursting at the seam, but the support goes to other programs | Dec 7, 2010 4:40 PM |
| 10 | Fewer classes--fewer faculty. | Dec 7, 2010 7:30 PM |
| 11 | Lengthly list of programs affected by budget cuts. Evidence is in board packets throughout this past year. | Dec 7, 2010 7:36 PM |
| 12 | The reports and minutes of the Curriculum Committee, the BSI Committee (and its programs). | Dec 8, 2010 7:21 PM |
| 13 | Minutes
Program Reviews
SLO Assessment | Dec 9, 2010 5:33 PM |
| 14 | Convocation speakers
Convocation time dedicated to SLO's | Dec 9, 2010 11:17 PM |
| 15 | The counselors foster commitment, our admissions and records staff and financial aid helps - we just need more hands on people for students. | Dec 13, 2010 6:56 PM |
| 16 | All Yuba College faculty are evaluated on a regular basis. Students at Yuba College hold the faculty in high regard | Dec 13, 2010 7:39 PM |
| 17 | Counseling services, student success center, student tutoring, Math Cafe and English Writing Lab. | Dec 13, 2010 8:42 PM |
| 18 | Well-qualified and caring faculty, Academic Senate, BSI, etc. as cited above | Dec 13, 2010 9:35 PM |
| 19 | Recent history. Board meeting minutes. News forums. Recent round after round of budget and personnel cuts. Look for yourself! | Dec 13, 2010 10:59 PM |
| 20 | Horticuture, Earth sciences, Geology, Political science, Nursing and classified cuts that support student learning. | Dec 14, 2010 12:24 AM |

2. 3b. What evidence, if any, can be cited to support your response?

Response Text

21	<p>There was a cross-disciplinary committee of faculty and staff that met weekly during the Fall 2010 semester to participate in the Reading Program Review. Many members spent evenings and weekends researching best practices, and the committee has come up with a viable plan to guide the future direction of reading instruction at Yuba College.</p> <p>There is a group of seven faculty and staff that are planning to attend WestEd's Reading Apprenticeship Winter Conference. The Reading Apprenticeship faculty development program has the potential to help faculty across-the-curriculum learn how to help their students with reading in their respective disciplines.</p> <p>I could write a four page paper citing specific instances of commitment to student learning at Yuba College.</p>	Dec 14, 2010 1:06 AM
22	Schedules minutes	Dec 14, 2010 8:48 AM
23	Need more sharing and evidence in this area	Dec 15, 2010 12:33 AM
24	The existence of the Counseling Dept., DSPS services, Learning Resource Center, having student peers give orientations to incoming students, Financial Aid/EOPS/Upward Bound resources.	Dec 15, 2010 6:23 PM
25	Turned in forms and reviews from observations.	Dec 15, 2010 10:41 PM

1. 4a. What are some of the strengths that Yuba College should be commended

Response Text

1	Embracing new technologies and means of communication (Portal, student email, social media accounts).	Dec 6, 2010 6:05 PM
2	doesn't the college know this already? How about great instructors who care. Let's see if that gets included.	Dec 6, 2010 6:15 PM
3	<p>Successful transition from WebCT to Blackboard with over 70 faculty trained and 200 courses transferred.</p> <p>Measure J --- finally firing professional program managers to keep the projects moving forward and to establish professional practices; managment of funds and construction on track</p> <p>Using Measure J funds to rethink how to best deliver student support services in the future.</p> <p>Creation of Basic Skills Writing lab</p>	Dec 6, 2010 7:15 PM
4	Yuba College has the most rigorous/strong teacher evaluation program I have ever been exposed to. It seems as though Administration is more involved with the faculty than in other colleges.	Dec 6, 2010 7:32 PM
5	Accessible faculty, strong programs with individual attention to students	Dec 6, 2010 7:53 PM
6	<p>This may be specific to the campus. For instance, the Lake campus is a very intimate setting with close connections between staff and students because of limited numbers involved.</p> <p>Dedicated teachers.</p>	Dec 6, 2010 8:09 PM
7	Dedicated staff and faculty who work in education because of their passion to help students succeed.	Dec 6, 2010 8:09 PM
8	Athletic Program. Quality Physical Education program. Music Department. Drama productions. Speech team. Culinary Arts program.	Dec 6, 2010 8:24 PM

1. 4a. What are some of the strengths that Yuba College should be commended

	Response Text	
9	Proposition J procurement and implementation. All faculty working so hard to offer over cap for students to get their classes.	Dec 6, 2010 8:25 PM
10	Taking the time to ask questions like these and doing so in a regular manner. Very well done.	Dec 6, 2010 8:35 PM
11	Many high quality faculty and staff who are committed to excellence and a vast number of degrees and programs offered to students	Dec 6, 2010 8:56 PM
12	Great faculty!	Dec 6, 2010 10:41 PM
13	Their CTE programs and the instructors of these programs.	Dec 7, 2010 4:41 PM
14	Dedication of nearly all staff to students and student learning. Professionalism to continue to serve on committees supporting student learning at the department and division level.	Dec 7, 2010 7:38 PM
15	That Yuba College has been able to survive with all the negativity--cuts in classes and personnel-- is amazing.	Dec 7, 2010 7:54 PM
16	Strong career tech programs like Welding and Vet Tech. A young faculty with a high degree of demonstrated expertise in their fields. Commitments to community improvement, sustainability, and diversity.	Dec 8, 2010 7:24 PM
17	Yuba College's faculty and staff are passionate. Crazy, but passionate. Yuba College has CTE programs that provide students with good careers and unique learning opportunities.	Dec 9, 2010 5:39 PM
18	Not sure	Dec 9, 2010 7:50 PM
19	Improved communication Repaired relationships with the high schools Improved campus life	Dec 9, 2010 11:24 PM
20	A commitment to students in the midst of an economic storm from among some very courageous people. I see dedicated and committed people (both faculty, staff and administrators) who are dedicated to helping each other and students.	Dec 13, 2010 7:02 PM
21	The backbone or strength of Yuba College is the faculty and staff. When the faculty and staff say "Student First", I really think they mean it! We need to climb out from under the dark cloud that has been creating a dark shadow on us and let our strengths shine through.	Dec 13, 2010 7:47 PM
22	Counseling staff, student services	Dec 13, 2010 8:46 PM
23	Commitment of faculty and staff, despite cuts and abusive disrespect from some of the administration and Board members.	Dec 13, 2010 9:38 PM
24	Committed faculty and staff in light of a down economy and strained communication with administration.	Dec 13, 2010 9:58 PM
25	College Master planning Measure J Bond funding, New campus Data and communication systems.	Dec 14, 2010 12:54 AM
26	We have employees that care about students and strive for excellence in education.	Dec 14, 2010 1:08 AM
27	Diversity, progress on CurricuNet, Crossing Borders, Flex presentations from a range of faculty, recent ASYC activities (Rocky Horror, for example), campus-level leadership, exemplary faculty like Haskell, Turner, Heilman.	Dec 14, 2010 8:51 AM
28	Faculty have a high regard for their students and protecting programs and courses that our students and those in the community need.	Dec 14, 2010 4:34 PM
29	People care about students and students' growth	Dec 15, 2010 12:34 AM
30	None	Dec 16, 2010 5:58 PM

2. 4b. What evidence, if any, can be cited to support your response?

Response Text

1	Social media accounts	Dec 6, 2010 6:05 PM
2	personal experience	Dec 6, 2010 6:15 PM
3	Flex Calendars and data from last two years for Bb sign-ups plus faculty evaluations of quality of the training Hiring of Craig Fernandez, Dave Kendle, and Barbra Tracy (AECOM) and George Parker Quarterly Measure J Reports made to Board of Trustees Measure J Citizens Oversight Committee audit reports Overall project tracking reports Annual BSI reports to the state	Dec 6, 2010 7:15 PM
4	Student to faculty ratio. Fulltime to parttime faculty ratio.	Dec 6, 2010 7:53 PM
5	See the student teacher ratio at the Lake campus. Student surveys of faculty.	Dec 6, 2010 8:09 PM
6	Student evaluations, faculty and staff evaluations.	Dec 6, 2010 8:09 PM
7	More online sections were added to accommodate more students when monies became available. Spring will add more adjuncts to cover the full time faculty lost due to budget cuts.	Dec 6, 2010 8:25 PM
8	College catalog, evaluations	Dec 6, 2010 8:56 PM
9	The partnerships that our CTE programs have with industry. The fact that the students that finish the CTE programs are getting jobs, the instructors are national and internationally recognized	Dec 7, 2010 4:41 PM
10	Read any Division Meeting minutes to see evidence of staff support to student learning.	Dec 7, 2010 7:38 PM
11	The institution is still here.	Dec 7, 2010 7:54 PM
12	Awards won by career tech, the resumes of our faculty, the respect of the community in the form of things like a successful bond drive.	Dec 8, 2010 7:24 PM
13	National recognition for Auto and Welding Electric Vehicle Fair	Dec 9, 2010 5:39 PM
14	Monthly Focus newsletter, New web site, new info on web site, portal Quick Reg Program First Thursday Activities, Cultural Food Festival, more club activities (pet vaccination clinic), Perk up for finals	Dec 9, 2010 11:24 PM
15	I saw the evidence at the Board meetings when different groups and union spoke. Each person has a heart that beats for the students of this college and also for each other.	Dec 13, 2010 7:02 PM
16	The evidence is in talking to and listening to the faculty and staff.	Dec 13, 2010 7:47 PM
17	Valerie Harris's attention to specific student needs, above and beyond in math support for student services not to mention the regular tutorial support.	Dec 13, 2010 8:46 PM
18	Student success	Dec 13, 2010 9:38 PM
19	Two new buildings, the Sutter Center and the new Health and Safety building currently under construction. Campus building renovations with both heating and cooling improvements and technology upgrades.	Dec 14, 2010 12:54 AM
20	Sit in any classroom and you will see.	Dec 14, 2010 1:08 AM
21	Diversity plan, Crossing Borders schedule, flex schedule, Curriculum committee minutes & curricunet, Prospector coverage of some events, award applications for Haskel, Turner; Heilman's recent Library newsletter	Dec 14, 2010 8:51 AM

General "Question of the Month"--January



1. Which best describes your role at Yuba College (choose one):

		Response Percent	Response Count
Student	<input type="text"/>	33.3%	26
Staff	<input type="text"/>	12.8%	10
Faculty	<input type="text"/>	34.6%	27
Administrator	<input type="text"/>	9.0%	7
Community Member	<input type="text"/>	10.3%	8
answered question			78
skipped question			0

2. 1a. How does Yuba College recruit and admit diverse students who are able to benefit from Yuba College programs? (Standard II.B)

	Response Count
	27
answered question	27
skipped question	51

3. 1b. What evidence, if any, can be cited to support your response?

	Response Count
	22
answered question	22
skipped question	56

4. 2a. How do Yuba College student support services address the identified needs of students and how does Yuba College enhance a supportive learning environment for students? (Standard II.B)

**Response
Count**

26

answered question 26

skipped question 52

5. 2b. What evidence, if any, can be cited to support your response?

**Response
Count**

20

answered question 20

skipped question 58

6. 3a. How does Yuba College demonstrate an appropriate understanding of and concern for issues of equity and diversity for its personnel? (Standard III.A.4)

**Response
Count**

19

answered question 19

skipped question 59

7. 3b. How does Yuba College know these policies and practices are effective in promoting equity and diversity issues for its personnel?

**Response
Count**

16

answered question

16

skipped question

62

**8. 4a. How does Yuba College practice effective oversight and management of financial aid, grants, externally funded programs, contractual relationships, and the foundation?
(Standard III.D.2.d)**

**Response
Count**

20

answered question

20

skipped question

58

9. 4b. What evidence, if any, can be cited to support your response?

**Response
Count**

13

answered question

13

skipped question

65

Page 3, Q1. 1a. How does Yuba College recruit and admit diverse students who are able to benefit from Yuba College programs? (Standard II.B)

1	Yuba distributes class schedules to a wide range of businesses and other areas in an effort to reach a diverse group of people.	Jan 31, 2011 4:24 PM
2	Recruitment is done through various methods of advertisement of the college. Advertisements typically represent many ethnic groups (ie: a diverse representation of people in pictures, videos, texts, etc). Yuba College advertises in many walks of life gathering people from all environments, programs, cities, suburbs, etc. Students of all ethnic groups are admitted equally. Many people of challenged backgrounds are given financial aid among other college accommodations.	Jan 31, 2011 12:30 PM
3	Yuba College has a large dichotomy of students in their student body which benefit from the programs offered there.	Jan 31, 2011 10:48 AM
4	The Yuba College District's student population is a widely diverse student body. We recruit for diversity through our present student body, further we recruit through on campus recruitment activities such as job's fairs, K-12 campus visits and other less formal methodology.	Jan 31, 2011 10:45 AM
5	We actively recruit at all of our local schools in our service area, a very diverse community. As part of the recruitment effort, we engage a diverse set of our current students as "Ambassadors" for recruitment events, orientations, and registration events.	Jan 31, 2011 10:02 AM
6	The High School Outreach program maintains year-round contact with our feeder high schools. All of the local high schools have a very diverse student population. One of the options promoted through this program is concurrent enrollment, which allows high school students to enroll in Yuba College classes for advanced academic work. This program exposes students to college-level classes, and to Yuba College. Additionally, the EOPS program actively recruits students from under represented groups. Finally, our grant funded, pre-college programs expose under represented students to college in general, and Yuba College in particular.	Jan 31, 2011 9:33 AM
7	Advertising and promoting Yuba College's programs that revolve around student success. A program that will serve and meet their educational needs regardless of their cultural and social background.	Jan 31, 2011 9:14 AM
8	By going to the feeder high schools and talking with students, parents and h/s staff.	Jan 30, 2011 7:07 PM
9	From local junior high and high schools by bringing the kids in to view the campus and talking about the departments.	Jan 30, 2011 1:53 PM
10	Not aware of how this is going on.	Jan 29, 2011 10:02 AM
11	The programs offered here are well known in the community. If students want this specific education, they seek out the college	Jan 28, 2011 9:35 PM
12	YC has an excellent EOP&S program--run by well-trained, experienced social workers, counselors, etc. that are outreach workers. They write grant proposals to get \$\$\$ to support their ideas about reaching possible students thru non-traditional channels.	Jan 28, 2011 6:41 PM

Page 3, Q1. 1a. How does Yuba College recruit and admit diverse students who are able to benefit from Yuba College programs? (Standard II.B)

13	Several student service departments conduct their own out-reach such as EOPS, DSPS, and Counseling.	Jan 28, 2011 5:53 PM
14	The goals of the EOPS, CARE, Financial Aid and Cal SOAP programs at Yuba College include the recruitment of students with a diverse background who may benefit from the different programs available at Yuba College.	Jan 28, 2011 1:43 PM
15	Unsure. I have seen advertising in Yuba City and in the Marysville/Linda area, however I am unaware if these are specifically for a certain group of students in order to increase diversity.	Jan 26, 2011 5:36 PM
16	Sponsoring programs and events which are inclusive of the diverse groups in our local communities (i.e. Upward Bound, career fairs, etc.). Also, advertisement and marketing to all members of our local communities.	Jan 26, 2011 1:46 PM
17	I know there are outreach activities to nearby high schools, but I don't know that they are focused primarily on the issue of diversity. I also do not know how other areas of diversity, such as age, are addressed.	Jan 25, 2011 8:17 PM
18	Don't know. Our college officials tell us that this is important but their efforts aren't known.	Jan 25, 2011 2:38 PM
19	Let us know how we can benefit from going to school and what we need to do to reach our goals	Jan 25, 2011 12:56 PM
20	Don't know.	Jan 14, 2011 2:46 PM
21	I have no idea. I came because I did research into which schools had the program I wanted.	Jan 13, 2011 10:12 AM
22	As a Substitute teacher in Yuba County, in addition to being employed as an Adjunct Faculty at YCCD, I have met YCCD recruiters at various campuses. The student population of Yuba County, Lindhurst High in particular, is highly diverse. The recruiters are out there meeting high school students and encouraging them to consider Community College as a step towards better job opportunities.	Jan 11, 2011 10:39 AM
23	I have no idea. I have not seen any kind of recruitment campaigns around campus or the community surrounding the campus	Jan 10, 2011 2:53 PM
24	EOPS and Tech Prep visits/presentations to middle schools and high schools.	Jan 10, 2011 9:34 AM
25	I have seen no direct recruitment program in the community around the college. The administration has shown no interest in developing community interest in the college.	Jan 7, 2011 12:54 AM
26	They don't. They cut required classes and/or don't offer them every semester. Not everyone starts at the same level or at the same time, and having to wait a year or more for a required class is ridiculous. Also, only having ONE class of a required class is unacceptable. Only that amount of students can get in, leaving everyone else out in the cold. Students are forced to look elsewhere in order to complete required transfer classes, losing both Yuba College and the student time and money.	Jan 6, 2011 1:30 PM
27	Yuba College aims to recruit a student body that reflects the diversity of the Yuba-Sutter area that it serves.	Jan 6, 2011 11:12 AM

Page 3, Q2. 1b. What evidence, if any, can be cited to support your response?

1	The supporting evidence for this statement is visible when you shop at Winco, Raley's or the local library. For further proof, I need to look no further than my classroom where the lab group present currently is a perfect picture of diversity: traditional students, returning veterans, re-entry students and students from at least five different cultures are present in measurable numbers.	Jan 31, 2011 4:24 PM
2	By viewing the different advertisement literature. By analyzing the college student statistics regarding ethnic groups represented. By looking at the various college support services and the students aided by those services.	Jan 31, 2011 12:30 PM
3	If you examine the top codes and the data presented there	Jan 31, 2011 10:48 AM
4	The ethnic, gender, and cultural population of our current student body.	Jan 31, 2011 10:45 AM
5	STARS Club. (STudent Ambassadors Reaching for Success). ASYC Club, sponsored by Barbara Forkey (Outreach) and Kendyl Magnuson (Admissions and Enrollment Services). This student club developed out of discussions within the College Access and Awareness Committee.	Jan 31, 2011 10:02 AM
6	The demographic data for each of the programs listed above.	Jan 31, 2011 9:33 AM
7	Yuba College is graduating more diverse population each semester.	Jan 31, 2011 9:14 AM
8	F/A's presence at Back to School Nights, etc., at the High Schools.	Jan 30, 2011 7:07 PM
9	I regularly see kids on campus.	Jan 30, 2011 1:53 PM
10	None.	Jan 29, 2011 10:02 AM
11	It was several years ago, but Maricela Arce won grant \$\$ to start a program to bring adult non-citizens to the campus to take a basic automotive class. I was a faculty member on the team that worked w/ these students and it was a great success. Several came back to take more classes, and one went on to finish his MS degree in microbiology. That was something!!!	Jan 28, 2011 6:41 PM
12	Orientations conducted by the counseling department, outreach to local high schools, diversity fairs held during college hour, and Crossign Borders Building Brideges.	Jan 28, 2011 5:53 PM
13	The student data compiled through the Program Review process for programs such as EOPS, CARE, and Financial Aid support the prior response.	Jan 28, 2011 1:43 PM
14	Billboards, posters, existence of programs/fairs, etc.	Jan 26, 2011 1:46 PM
15	The diversity of our campus can be seen by looking at our demographics. I seem to remember finding that online once when I was applying to the college. A study comparing today's demographics to previous years' might be enlightening in this area.	Jan 25, 2011 8:17 PM
16	the students that tranfer with more done at yuba than those who did it on their own	Jan 25, 2011 12:56 PM
17	Don't know.	Jan 14, 2011 2:46 PM

Page 3, Q2. 1b. What evidence, if any, can be cited to support your response?

18	Evidence: at least half of the students in my class were 2010 high school graduates; the majority of those were bi-lingual (ESL students). In total, the majority of students in my class were bi-lingual.	Jan 11, 2011 10:39 AM
19	The lack of any advertising or recruitment campaigns should be evidence enough	Jan 10, 2011 2:53 PM
20	The only evidence would be the lack of advertising in the area and that Yuba College has a horrible reputation in the Yuba-Sutter area according to the many residents and current students who attend the school	Jan 7, 2011 12:54 AM
21	History	Jan 6, 2011 1:30 PM
22	The diverse study body of Yuba College is itself evidence of the success of the recruitment efforts alluded to above. Demographic information maintained by the College should bear this out. The College also recently completed a Diversity Plan that includes a strong commitment to student diversity (as well as faculty and staff diversity)	Jan 6, 2011 11:12 AM

Page 4, Q1. 2a. How do Yuba College student support services address the identified needs of students and how does Yuba College enhance a supportive learning environment for students? (Standard II.B)

1	As a re-entry student at Yuba, my need for support was in mathematics and even back in those days the college provided (and still does) a great resource named the Hard Math Cafe. This is an informal study hall/ tutorial setting that allows students to overcome math phobias. Today, as a science instructor I have started the BioActive Cafe where students can come into an informal setting to learn more about science topics and overcome their science phobia.	Jan 31, 2011 4:28 PM
2	By providing counseling and advising, health services, financial aid, tutoring, DSPS, career planning, EOPS, and finally child care services. The college also works with the city busing service for student transport. The Student Success Center in the library is a tremendous supportive learning environment.	Jan 31, 2011 12:40 PM
3	The Registrars office tracks all RN license course requirements in coordination with the Nursing Department and Counseling Representatives for all nursing students presently in the nursing program as they progress through the program.	Jan 31, 2011 10:52 AM
4	There are programs such as WIA, Cal Works, EPOS too help there students which need assistance. We have also formulated a diversity document	Jan 31, 2011 10:49 AM
5	Admissions and Records SLO. Technical Awareness: Students will be able to add and drop classes online. In an era of declining resources, it is ever more important to use our existing resources as effectively as possible. Utilizing WebAdvisor for routine registration transactions instead of using front counter staff to process these requests has been the first goal. The next step is to re-evaluate practices that promote administrative intervention and to change those practices so that more transactions can be completed either automatically, or at the source of the decision. The source is most often the faculty member, so the plan is to provide faculty more direct ability to manage registration in their respective courses (ie) over-riding class caps, allowing students to move from the waitlist into their class. Currently these last steps involve paper add forms and administrative (A&R Front Counter) intervention to process the requests.	Jan 31, 2011 10:38 AM
6	Despite the relaxation of the systemwide matriculation mandates, and a reduction in counseling staffing resources, Yuba College has continued to enforce the matriculation requirements for all first-time college students (placement testing, orientation, meeting with a counselor). Strong academic support is provided by the College Success Center, Writing and Language Development Center, and the Hard Math Cafe. The EOPS and CalWorks programs provide additional support to eligible students. The DSPS program provides additional support to students with documented learning disabilities.	Jan 31, 2011 9:38 AM
7	By making those resources available to all students. Providing all the assistance that can help expedite their supports to meet their goals.	Jan 31, 2011 9:16 AM
8	The services for vets and disabled students seem very helpful and very proactive.	Jan 30, 2011 1:54 PM
9	We have diverse services and programs for students, including EOP&S, MESA, the CSC, and Writing Center. All these programs exist to provide support for students and help them attain their educational goals.	Jan 29, 2011 10:06 AM
10	The college offers services necessary in any college community - and especially one with a diverse ethnic student population.. ESL, financial aid, counseling and transfer programs help students achieve their goals, or support them toward those goals.	Jan 28, 2011 9:39 PM

Page 4, Q1. 2a. How do Yuba College student support services address the identified needs of students and how does Yuba College enhance a supportive learning environment for students? (Standard II.B)

11	The support services get them loan \$\$ to come to school, and keep after them to make sure they indeed are coming to school.	Jan 28, 2011 6:44 PM
12	In many instances there are student intakes that are provided from academic screening for learning needs, to EOPS assessments, and placement testing. Also an emphasis on customer service where extra time taken by faculty and staff to assist students to navigate their college environment.	Jan 28, 2011 5:58 PM
13	Thorough consistent and frequent student contact, plus services such as book grants, bus passes, tutoring referral and other type of services, programs such as EOPS and CARE anticipate and/or respond to student needs. Learning communities and tutoring services provide a supportive learning environment for our students.	Jan 28, 2011 1:56 PM
14	I believe that DSPS is very active and involved in supporting our students with special needs.	Jan 26, 2011 5:37 PM
15	Student support services encourage students to seek help in order to be successful. They also assist with academic counseling, financial aid, and tutoring services, and provide workshops in success strategies.	Jan 26, 2011 1:53 PM
16	AS a faculty member, I have received progress report requests for disabled and for EOP&S students, showing that they are identifying needs in their students. Other need identification, and thus addressing those needs, must come through counseling (academic, financial aid, etc.). DSPS and Veterans services deal one-on-one with students, and hold outreach/educational events. The library, the CSC, and the WLDC, as well as EOP&S study rooms, all support the learning environment.	Jan 25, 2011 8:30 PM
17	Don't know.	Jan 25, 2011 2:38 PM
18	Im disable so I use desk and other things to help me do better in class	Jan 25, 2011 12:57 PM
19	Don't know	Jan 14, 2011 2:46 PM
20	I'm new as an adjunct and do not yet know how the support services address / identify these needs. I have learned from individual faculty members ways that they create learning environments to support student learning.	Jan 11, 2011 10:46 AM
21	I don't believe that the Yuba College administration has any desire to support the needs of the students and they do very little to inform the students of whatever little support that they might offer. There is so much that is wrong with the administration system inside this college that needs to be rectified so that the students actually feel that the college cares about their success. The professors, on the other hand, do try and give support to their students and do care about their students success.	Jan 10, 2011 3:00 PM
22	Referrals by staff/counselors to Library Learning Resource Center or Disabled Student Program and Services.	Jan 10, 2011 9:36 AM
23	I only know that some students are recommended to tutoring, and that the veteran's office tends to take care of the students that are veterans and help them with their questions and needs.	Jan 8, 2011 7:13 AM

Page 4, Q1. 2a. How do Yuba College student support services address the identified needs of students and how does Yuba College enhance a supportive learning environment for students? (Standard II.B)

- | | | |
|----|--|----------------------|
| 24 | I have not seen a huge support service to the students except for the professors who encourage their students daily to be successful in their classes by offering tutoring services, etc... any support from the administration in very minimal if at all. | Jan 7, 2011 12:59 AM |
| 25 | They need to have online tutoring available for online students. They take the classes online for a reason, tutoring should be available to them as well. It's not supportive at all when you're told you must come to the campus for any assistance--period. They won't even sign you up for assistance over the phone, you must come down to the college to SIGN A PAPER just to ask for help. Ridiculous. | Jan 6, 2011 1:32 PM |
| 26 | I am not privy to the internal workings of the student support services centers on campus, or how student needs are identified and addressed there, but as a faculty member, I know that I can refer students to many centers on campus to support their learning--e.g., DSPS has a variety of student support services; the College Success Center has many opportunities for individual tutoring and group study; The librarian and her staff provide opportunities for guidance on research and information literacy; the Writing and Language Development Center has a very dedicated and effective staff and facility to help students communicate better, and Hard Math Cafe provides extensive individual attention to help students improve their quantitative skills, and there are efforts among faculty, like bringing Community Service Learning and Learning Communities into the classroom, which are proven modes of supporting student learning. | Jan 6, 2011 11:19 AM |

Page 4, Q2. 2b. What evidence, if any, can be cited to support your response?

- | | | |
|---|--|-----------------------|
| 1 | The Hard Math Cafe helped me pass Math! | Jan 31, 2011 4:28 PM |
| 2 | By analyzing the many services offered by the college one can see the many student needs addressed by those services. | Jan 31, 2011 12:40 PM |
| 3 | The Yuba College Nursing Department, the Counseling Department and the Registrars office have formed a Admissions, Progression and Transfer Committee to oversee all nursing students and pre-nursing students to insure their identified needs are being met from admission to our wait list to graduation. | Jan 31, 2011 10:52 AM |
| 4 | <p>The first goal of getting more students using WebAdvisor is showing great success. Below are the list of head count of people who used the various registration options for each Fall term since 2000 (Students may have used more than one method and could be counted in all three options) The total is the headcount of students who attempted any registration. What the numbers show is a heavy reliance on In-Person registrations throughout this time period, but with a moderate decline. The moderate decline stopped at about the 7000 transaction level. I believe this is due to having a significant number of existing processes the re-direct students to our front counter for Administrative Registration interventions. Goal two of re-evaluating processes is intended to address the apparent "plateau" we have reached with students using In-Person registration. Example: currently all waitlist adds (starting the Friday before the term begins) are performed by paper add slips processes administratively at our front counter. Discussion is underway with IT to develop an automated process that would keep the waitlist fully automated through the first week of the semester. This would eliminate hundreds of adds during this peak period. Other processes are also being discussed for greater automation. The Good News at this point is that Telephone Registration usage dropped to such a low level, that it was discontinued effective Spring 2011. WebAdvisor usage continues to grow, absorbing virtually all of the new growth in registration transaction usage.</p> <p>Fall 2000 -- TREG 2,205 WEB 24 PERSON 11,909
 TOTAL 11,930
 Fall 2001 -- TREG 3,302 WEB 57 PERSON 11,991
 TOTAL 12,049
 Fall 2002 -- TREG 3,600 WEB 360 PERSON 11,807
 TOTAL 11,902
 Fall 2003 -- TREG 3,548 WEB 1,012 PERSON 9,117
 TOTAL 9,989
 Fall 2004 -- TREG 4,512 WEB 2,662 PERSON 10,509
 TOTAL 10,744
 Fall 2005 -- TREG 3,425 WEB 3,475 PERSON 10,159
 TOTAL 10,462
 Fall 2006 -- TREG 2,726 WEB 3,929 PERSON 7,549
 TOTAL 10,942
 Fall 2007 -- TREG 2,165 WEB 5,442 PERSON 6,669
 TOTAL 11,115
 Fall 2008 -- TREG 1,708 WEB 6,369 PERSON 6,184
 TOTAL 11,415
 Fall 2009 -- TREG 1,213 WEB 7,607 PERSON 7,785
 TOTAL 12,692
 Fall 2010 -- TREG 713</p> | Jan 31, 2011 10:38 AM |
| 5 | Participation figures and follow up analysis of student performance of students receiving tutoring in the College Success Center, compared with all students in a given course. | Jan 31, 2011 9:38 AM |
| 6 | More funding to purchase the resources. | Jan 31, 2011 9:16 AM |
| 7 | I talk to my students who are happy with the service. | Jan 30, 2011 1:54 PM |
| 8 | My contact with students who have benefited from these programs tells me these programs are working. I would also point to the success rates of these programs, which should be available. | Jan 29, 2011 10:06 AM |
| 9 | As a faculty member, I've worked closely w/ counselors monitoring the 'at-risk' students in my classes. | Jan 28, 2011 6:44 PM |

Page 4, Q2. 2b. What evidence, if any, can be cited to support your response?

10	Matriculation follow-up phone calss to remind students about appointment. The Hard math cafe and Written lang dev center, DSPS and EOPS workshops, and associated students activities.	Jan 28, 2011 5:58 PM
11	Program Review student data reflects that EOPS and Financial Aid students as a rule have higher persistence and perform a a higher rate than those not on EOPS and Financial aid.	Jan 28, 2011 1:56 PM
12	Existence of TRIO	Jan 26, 2011 1:53 PM
13	WLDC has lots of information on the students it serves. I'm not sure how do evidence identifying needs.	Jan 25, 2011 8:30 PM
14	Ive pass all my classes so far	Jan 25, 2011 12:57 PM
15	Don't know	Jan 14, 2011 2:46 PM
16	The Language and Fine Arts Department is constantly working to enhance supportive learning environments for students. That is crucial to every aspect of teaching language!	Jan 11, 2011 10:46 AM
17	The very lack of support services that the administration of the college offers to the students should be evidence enough	Jan 10, 2011 3:00 PM
18	The only evidence would be the actual tutoring services	Jan 7, 2011 12:59 AM
19	Recent experience	Jan 6, 2011 1:32 PM
20	Here, I will simply restate what I mentioned above about all the services devoted to supporting student learning: As a faculty member, I know that I can refer students to many centers on campus to support their learning--e.g., DSPS has a variety of student support services; the College Success Center has many opportunities for individual tutoring and group study; The librarian and her staff provide opportunities for guidance on research and information literacy; the Writing and Language Development Center has a very dedicated and effective staff and facility to help students communicate better, and Hard Math Cafe provides extensive individual attention to help students improve their quantitative skills, and there are efforts among faculty, like bringing Community Service Learning and Learning Communities into the classroom, which are proven modes of supporting student learning.	Jan 6, 2011 11:19 AM

Page 5, Q1. 3a. How does Yuba College demonstrate an appropriate understanding of and concern for issues of equity and diversity for its personnel? (Standard III.A.4)

1	The personnel of Yuba College are as diverse as the surrounding community- if not even moreso. Yuba College hires people of all diversities equally. Working together with people of all diversities in the student population and the personnel provides a firsthand experience in the understanding of cultural differences, languages, traditions, rituals, etc.	Jan 31, 2011 12:45 PM
2	Yuba College demonstrates appropriate concern for issues of equality by staffing all hiring committees with an Equal Opportunity Specialist to insure equal opportunity and access to employment at Yuba College.	Jan 31, 2011 10:57 AM
3	Yuba College sponsors an ongoing program in diversity training and awareness: "Building Bridges". Flex credit is granted to faculty who participate. Each screening committee includes a trained EEO advisor. The College has recently updated its Diversity Plan.	Jan 31, 2011 9:41 AM
4	Administrators should realize the amount of contribution and sacrifices that all faculty and staff are giving to their students. They should learn to listen and to adhere to the needs of all members of the organization.	Jan 31, 2011 9:19 AM
5	All applying faculty must meet standards of an understanding of diversity.	Jan 30, 2011 1:55 PM
6	I'm not sure it does, but it's not so much the college's fault as it is the District administration. For one, the district has a history of disrespecting and getting sued by people of color who are unfairly targeted for imaginary offenses. Our acting HR director/EEO rep basically disregards issues of diversity and equity, and the result has been that the college has been out of compliance when it comes to the law. His own promotion to VC clearly involved an illegal gaming of the EEO checks and balances and the application process. Finally, when it comes to budgetary cuts that affect personnel, issues of diversity and equity have been overlooked. When the last round of faculty layoffs were proposed and implemented, these layoffs disproportionately affected women and people of color. So while the college itself may understand these issues, it is in many ways constrained by policies and practices that are imposed from above.	Jan 29, 2011 10:17 AM
7	YC has a great communication system that keeps tabs on hiring, placement, etc.	Jan 28, 2011 6:47 PM
8	By adopting a college diversity plan and providing students with crossing borders building bridges presentations.	Jan 28, 2011 6:01 PM
9	It is Yuba College's goal to foster a community in which diversity is valued, respected and embraced, as stated in its Diversity Plan. In turn, it is the goal of the Diversity Committee to review and address any concerns for issues of equity and diversity per the Plan's Framework for Cultural Competency.	Jan 28, 2011 2:16 PM
10	I believe a diversity plan has been or will soon be adopted by the board of trustees. I feel this document can help all at Yuba to be more aware of what diversity really means.	Jan 26, 2011 5:38 PM
11	District Diversity Plan	Jan 26, 2011 1:54 PM
12	The recent discussion over the diversity statement--an older version replaced with a newer one that received more buy-in--helps demonstrate this. Other than this, I'm not sure since I haven't had to deal with this directly.	Jan 25, 2011 8:32 PM
13	not sure	Jan 25, 2011 12:58 PM

Page 5, Q1. 3a. How does Yuba College demonstrate an appropriate understanding of and concern for issues of equity and diversity for its personnel? (Standard III.A.4)

14	Diversity committee, Diversity plan	Jan 14, 2011 2:47 PM
15	YCCD demonstrates an appropriate concern for issues of equity and diversity through their hiring practices. To be hired, one must address these specific issues.	Jan 11, 2011 10:48 AM
16	They don't, as far as I can tell.	Jan 10, 2011 3:01 PM
17	Some flex activities.	Jan 10, 2011 9:36 AM
18	I see a diversity of instructors there, but don't know the personnel issues.	Jan 6, 2011 1:34 PM
19	In a variety of ways, the campus demonstrates sensitivity to diversity and a commitment to making all members of the campus and wider communities feel welcome in the institution. These include hiring practices, which are designed to ensure that the campus reflects the diversity of the communities it serves; employee policies and services; and customs and traditions on campus that reflect a commitment to cultural, religious, ethnic/racial, and other forms of diversity, such as the "Crossing Borders Building Bridges" series of cultural events.	Jan 6, 2011 11:27 AM

Page 5, Q2. 3b. How does Yuba College know these policies and practices are effective in promoting equity and diversity issues for its personnel?

1	By analyzing student success in all the different disciplines and student diversities.	Jan 31, 2011 12:45 PM
2	Demographic breakdown of employees, longitudinal demographic analysis of hiring.	Jan 31, 2011 9:41 AM
3	If the quality of services given to the students and to the college is still of high standards, then that means it's effective.	Jan 31, 2011 9:19 AM
4	We have very caring and understanding personnel.	Jan 30, 2011 1:55 PM
5	I don't think it does, but establishing the local Diversity team was a good step in determining this.	Jan 29, 2011 10:17 AM
6	This is a small campus, can't hide much.	Jan 28, 2011 6:47 PM
7	REgular assessments as part of college diversity plan, EEO committee, Management trainings, Keenan Safe Colleges offerings.	Jan 28, 2011 6:01 PM
8	The Diversity Plan's Framework for Cultural Competency, which was approved by the Board of Trustees in November of 2010, includes the review of miscellaneous practices to assess their effectiveness in promoting equity and diversity among all staff.	Jan 28, 2011 2:16 PM
9	Unknown	Jan 26, 2011 5:38 PM
10	Surveys	Jan 26, 2011 1:54 PM
11	Diversity statement, as well as Senate and perhaps Diversity committee minutes as it was being developed, both in its painful and its successful stages.	Jan 25, 2011 8:32 PM
12	Diversity committee meeting minutes, Diversity plan	Jan 14, 2011 2:47 PM
13	I'm not sure.	Jan 11, 2011 10:48 AM
14	I have no clue	Jan 10, 2011 3:01 PM
15	Again, I do not know the personnel issues, but encourage continuing the presentations in diversity put on throughout the semester. Those open people's eyes to what was, what is, and what we can do to prevent equity and diversity issues in the future.	Jan 6, 2011 1:34 PM
16	The recently completed Diversity Plan includes efforts to use surveys and other methods to measure the effectiveness of diversity practices and initiatives. One might also point out that a relative lack of conflict at the campus over diversity issues, despite a highly diverse student body and staff, is evidence that the institution is effective in promoting equity and diversity.	Jan 6, 2011 11:27 AM

Page 6, Q1. 4a. How does Yuba College practice effective oversight and management of financial aid, grants, externally funded programs, contractual relationships, and the foundation? (Standard III.D.2.d)

1	Not sure that financial aid, grants and externally funded programs are always used effectively. Probably more could be done in this area.	Jan 31, 2011 12:46 PM
2	The office of the President has oversight over some, and individual departments over other.	Jan 31, 2011 11:00 AM
3	We do not have a grant writer for the campus.	Jan 31, 2011 10:51 AM
4	All of these operations are subject to annual audits.	Jan 31, 2011 9:42 AM
5	I think it is being managed properly but not efficiency though. Processing time takes forever. There should a department that handles and writes grant.	Jan 31, 2011 9:26 AM
6	I believe too many students take advantage of the financial aid system and I wish there was something more that could be done about it. I am not sure at what point financial aid is taken away from students for good after they have failed too many classes. It should be after just one semester of being in poor standing.	Jan 30, 2011 1:57 PM
7	Since many of these things are actually managed through the District, I would say it doesn't. In terms of local administration, I would say that there was initially a lack of oversight in terms of Basic Skills Initiative (BSI) funds that didn't begin to be address until a formal committee was formed that insisted on some measure of accountability. It was better than a few years ago, but it's still not clear there is effective management at this time.	Jan 29, 2011 10:31 AM
8	EOP&S, counselors, admissions clerks, esp. the staff at the Beale AFB Center watch to see that people are doing what they say they are doing.	Jan 28, 2011 6:50 PM
9	End of year reports required by state, audits, regular reporting available for public review, Board oversight, policies and procedures,	Jan 28, 2011 6:03 PM
10	Yuba College has had in place an effective financial aid oversight and management of grants, externally funded programs and contractual relationships. There is a concern, however, that the latest reduction in staff with an increase in students and federal regulations may have an adverse effect on the effectiveness of the department.	Jan 28, 2011 5:35 PM
11	Unknown. Given the current fiscal crisis, I would say that to some extent that this area could use improvement.	Jan 26, 2011 5:40 PM
12	Unknown	Jan 26, 2011 1:54 PM
13	I have little experience with this. I do know two things: I have dealt with Phil Krebs re: the foundation for English, and he's been knowledgeable, helpful, etc. He helped us make changes that would allow us better to serve students with awards and a publication. Also, there has been some controversy at times around BSI funding, but on the whole the BSI committee has made recommendations, and been responsive to challenges, that seem in line with the goals of BSI.	Jan 25, 2011 8:37 PM
14	not sure	Jan 25, 2011 12:58 PM

Page 6, Q1. 4a. How does Yuba College practice effective oversight and management of financial aid, grants, externally funded programs, contractual relationships, and the foundation? (Standard III.D.2.d)

15	Foundation accounts are confusing, not much oversight without classified staff to take care of accounts and payments. It became virtually impossible to buy something through foundation due to no staff.	Jan 14, 2011 2:49 PM
16	Through the administration	Jan 11, 2011 10:49 AM
17	I don't believe that they do. They laid off most of their support staff in the financial aid department and there are students that are still waiting to find out if they get financial aid at all. The staff in the financial aid department is trying to do the best that they can with whatever little resources that the administration gives to them.	Jan 10, 2011 3:06 PM
18	Internal and external audits/auditors examine procedures and practices.	Jan 10, 2011 9:37 AM
19	Financial aid is impossible to get hold of anyone in any way other than going to the college. They don't answer phones, e-mails, and do not keep the information on the website current.	Jan 6, 2011 1:36 PM
20	I am not at all sure that it does. It seems to me that there is a lot of confusion and complication around these issues. For example, administrators openly express reluctance to even apply for external grants and funds since the campus seems to lack the infrastructure to manage such efforts. I personally have tried to create partnerships between the college and nonprofit and commercial entities in the community, and have been told that there is no existing process or protocol for establishing such partnerships. Indeed, our major partnership with Beale AFB seems rather tenuous, since the administration and Trustees seem to take the relationship for granted (e.g., Last year the admin threatened to close the Beale Outreach Center, seemingly oblivious to the dire consequences this could have for our students, especially veterans). Also, there is a running myth that Yuba College has a designated grant writer, but meanwhile, the college seems to have missed out on many opportunities for major funds from the federal government. As for financial aid, my only real experience with this is as a faculty member, who often gets students who seem to be enrolled mainly for the financial aid, and don't do any real work in the class. Seems to me this reflects a lack of oversight, but again, my knowledge of this area is very limited.	Jan 6, 2011 11:40 AM

Page 6, Q2. 4b. What evidence, if any, can be cited to support your response?

1	Facility Contracts are generally managed within the departments for which the contracts are utilized with oversight by the Office of the President.	Jan 31, 2011 11:00 AM
2	Faculty play a large roll in the funding obtained for their programs and their relationship with industry help them exist.	Jan 31, 2011 10:51 AM
3	Not sure if there's a department handling grants.	Jan 31, 2011 9:26 AM
4	I have students who come to class and fail just to get financial aid money.	Jan 30, 2011 1:57 PM
5	I can think of two grants that were managed by Vice Chancellor Espinoza--the green futures grant and the other related to new automotive technologies. The minimal amount of work was put into these, she made no attempt to coordinate with appropriate faculty, and the result was that students in at least one of these programs were lied to and ultimately let down. The implementation of the green training grant was an abject failure, but since there is not accountability or oversight for our Chancellor and Vice Chancellor's nothing came of this. This is just one example out of many. In terms of BSI, there are numerous examples. In many cases, you have decisions being made by a committee through a process of shared governance that are overlooked or ignored. For example, the decision to use BSI funds to subsidize the salary of a college researcher. Instead of the college and district finding money from the general fund to do this, they choose to loot BSI against the wished of the committee. While this expenditure was illegal and appropriate based on the state guidelines, many felt it was unnecessary and ultimately would have been better spent on student services. It is also the case that the BSI co-chair representing the administration has made unapproved decision about spending funds and shown a disregard for insisting on accountability. This includes purchases of software against the recommendations of faculty staff that resulted in thousands of wasted dollars. He has also succeeded (and at other times been squandered in his attempts) to invest money in ideas that involve the funneling of money to his family members. When he has succeeded, there has been little to no accountability or oversight. The result has been ineffective programs.	Jan 29, 2011 10:31 AM
6	Reports, reports, reports. Once a semester starts, the paperwork and monitoring aren't over until way after the semster has ended.	Jan 28, 2011 6:50 PM
7	Possible increase in audit findings.	Jan 28, 2011 5:35 PM
8	N/A	Jan 26, 2011 1:54 PM
9	Krebs and the foundation would be anecdotal. BSI minutes might highlight some of the issues. Some of the BSI controversy came up, in passing, in the Senate and might appear in those minutes.	Jan 25, 2011 8:37 PM
10	All evidence is available and public to any interested persons.	Jan 11, 2011 10:49 AM
11	The fact that it took the entire semester to finally receive my financial aid. I received my check the very last week of school and semester was completely over. I would go in monthly to check to see the status of my financial aid, just to be told that I would know by the end of the month. I was told this over and over again, month after month.	Jan 10, 2011 3:06 PM
12	Look at the college website. Only one place has the current financial aid disbursement information. In about 4 other places (the ones easily accessible) it only goes up to summer, 2009. NOT acceptable.	Jan 6, 2011 1:36 PM

Page 6, Q2. 4b. What evidence, if any, can be cited to support your response?

- 13 Comparable colleges, like Butte and Sierra and American River, seem to have much more success in winning and maintaining external funding. Lots of colleges in California and elsewhere have active Service Learning and/or Entrepreneurship Centers that include multiple partnerships with businesses and nonprofits, but Yuba College only has informal efforts along these lines (and indeed, eliminated its One Stop center, if I am not mistaken). Yuba College is geographically isolated from the business and government activities of both Yuba and Sutter Counties, and this shows in the lack of formal partnerships with such entities. I would say this is the major weakness of Yuba College. It is actually unconscionable to me that a "community college" would be so isolated from its own community, and to find that this is the conscious and willful choice of some of its top administrators.

Jan 6, 2011 11:40 AM

General "Question of the Month"--February



1. Which best describes your role at Yuba College (choose one):





		Response Percent	Response Count
Student	<input type="text"/>	27.3%	18
Staff	<input type="text"/>	28.8%	19
Faculty	<input type="text"/>	34.8%	23
Administrator	<input type="text"/>	7.6%	5
Community Member	<input type="text"/>	1.5%	1
answered question			66
skipped question			0

2. 1a. What does the above mission statement say about the educational purposes of Yuba College? (Standard I.B.)

	Response Count
	25
answered question	25
skipped question	41

3. 1b. What evidence, if any, can be cited to support your response?

	Response Count
	23
answered question	23
skipped question	43

4. 1c. Are these purposes appropriate to Yuba College as an institution of higher learning?			
		Response Percent	Response Count
Very Appropriate		37.5%	9
Appropriate		50.0%	12
Neutral		8.3%	2
Not appropriate		0.0%	0
No Opinion		4.2%	1
answered question			24
skipped question			42

5. 1d. What should be added to the mission of Yuba College? (Standard I.B.)	
	Response Count
	19
answered question	19
skipped question	47

6. 2a. In what ways do you feel you have a role in providing input that is used in making institutional decisions? (Standard IV.A.2.a)	
	Response Count
	20
answered question	20
skipped question	46

7. 2b. What evidence, if any, can be cited to support your response?

Response
Count

14

answered question

14

skipped question

52

8. 2c. What suggestions would you provide to make it easier for you to participate in the process and to provide input for decisions that are made at Yuba College? (Standard IV.A.2.a)

Response
Count

19

answered question

19

skipped question

47

1. 1a. What does the above mission statement say about the educational

Response Text

- | | | |
|---|--|----------------------|
| 1 | We are trying to be all things for all people. | Feb 2, 2011 5:14 PM |
| 2 | The educational purposes are honorable and focused rightfully upon the consumers of education. It communicates values that anyone in education would value. | Feb 2, 2011 5:18 PM |
| 3 | It appears we favor transfer seeking students over those who need quick Certificate/AS degrees. | Feb 2, 2011 6:36 PM |
| 4 | The mission says that Yuba College makes decisions based on what is best for the success of its diverse student body, focusing on transfer and/or job training at a range of levels (reflecting the diverse needs of the population). This includes developmental education--ESL, developmental English and math, etc. | Feb 2, 2011 6:37 PM |
| 5 | Everything should be centered around putting the students' needs first and providing academic excellence in this pursuit. | Feb 2, 2011 6:45 PM |
| 6 | Yuba college prepares students to succeed in the world by creating an opportunity for them to complete vocational certificates and/or degrees, increase job and communication skills and complete lower division transfer curriculum | Feb 2, 2011 11:08 PM |
| 7 | To ensure students are able to transfer to baccalaureate-granting institutions, entry into the job market, or furthering career development. | Feb 3, 2011 4:52 AM |
| 8 | "Student first" philosophy, at least on paper.
Open access institution - open to all students. Many educational paths are available to students. ESL courses, job training courses, adult learning. Diversity is embraced at the college.
Employees are encouraged to learn as well. | Feb 3, 2011 4:36 PM |

1. 1a. What does the above mission statement say about the educational

	Response Text	
9	It seems to state that the College is very focused on the needs of the students, that it values all members of its student body, and that it is committed to a number of educational goals.	Feb 3, 2011 11:41 PM
10	The mission statement states that we are here to meet the needs of our community in transfer and Career and technical education. 2/3 of the purpose deals with employment and job skills.	Feb 4, 2011 2:35 AM
11	They are primarily geared to prepare students for further higher education and participation in the work force. This is accomplished through lower division college courses, vocational courses and basic skills courses.	Feb 4, 2011 8:18 PM
12	student centered education - that prepares them for many different educational options	Feb 4, 2011 10:18 PM
13	This is more of a philosophical statement. When this was originally developed, Mission Statements, were a new concept to the college so it got word-smithed to death. I think though that it is very inclusive.	Feb 4, 2011 11:57 PM
14	Our customers are our students. We welcome all community members to attend our college. We aim to serve their educational goal.	Feb 5, 2011 1:45 AM
15	Students with a variety of goals and interests can get what they want at Yuba.	Feb 5, 2011 7:11 AM
16	That it supports its students to be successful in their goals of achievement at Yuba College	Feb 5, 2011 8:04 AM
17	Yuba College has educational programs that could meet an individual's educational goal. Yuba College will put that individual's educational goal to the forefront in all program planning.	Feb 7, 2011 4:33 PM
18	It states that Yuba College is an environment where the student's need are put first. I don't necessarily agree with that.	Feb 7, 2011 4:48 PM
19	The above mission statement says that the educational purposes of Yuba College are to help students excell in learning and success, develop their individual potential, transfer to a University, enter the job market and develop their careers.	Feb 8, 2011 11:38 PM
20	Not really sure what this question is asking, but I would say that the mission statement says that Yuba College's educational purposes are appropriate to, and well-aligned with, some of the educational needs of this community, especially the needs of the business community. There is a good balance of attention to transfer students, vocational students, and other student types. But I think the statement also shows the relative lack of emphasis at the College on developing students' sense of intellectual curiosity and there capacity for civic engagement, and these gaps are something we should consider filling as the college goes forward in the 21st Century.	Feb 9, 2011 7:42 PM
21	It says Yuba provides adequate educatin for students willing to transfer, teach vocational skills, and further train people's skills who are working.	Feb 9, 2011 11:41 PM

1. 1a. What does the above mission statement say about the educational

Response Text

- 22 The above mission statement says the same thing that mission statements across the country say. But as always, it is not what one says but rather what one does. What is the current CCC graduation rate? Twenty-five percent on a good day? My students enter my classes at very low levels; half the time I don't even know how they got there. For instance, very few of my entering English 51 students can write a sentence, let alone a paragraph. Worse yet, many of my students are extremely blase. They do not do their homework or study; they don't have any idea of what it means to be a student. That puts me in the position of trying, with all my heart, to convince them that this is not just a "stupid community college that doesn't really matter." Either that or I have to drop them--and I do, much to their chagrin. An open-door policy is fantastic (I would not be here if not for that policy) as long as we ensure that the students who enter this college know that it is a privilege to be here, that it is their duty to earn the right to be here and stay here. They need to take pride in themselves and this school, and they can only do that by earning the right to be in the classes they take. In other words, we need more prerequisites. At the least, I believe that most of our students should be required to take and pass an academic preparation counseling class, particularly before they are allowed to take classes they are not academically qualified to take. We have students who are reading at a fifth-grade level enrolled in chemistry classes, for God's sake. How does this promote lifelong learning? Or any learning for that matter? I suppose all of this is just the nature of the beast. Well then, it's time for some courageous community college to actually walk the walk. What do you think our chances are?
- As far as leadership goes, in my fifty years of working--half of it spent as a manual laborer--when it comes to our administration, I have never seen a more dysfunctional, hypocritical, and elitest group of leaders. Thankfully, I am surrounded by absolutely wonderful staff and faculty. They are the true leaders, and this holds true for Woodland and Lake. I have worked at both of those campuses and have strong ties to both. If the accreditation committee needs evidence of what I say here, tell them to take a survey of all of the employees who work for Yuba Community College. Then let's talk about leadership.
- 23 That they are very, very broad, from developmental and basic to university-level, and from personal non-academic enrichment to immediately marketable skills. That they include incorporating non-English speakers into the culture of our country, state, and region and presumably contributing to an active, well-read, well-informed electorate. Feb 14, 2011 9:52 PM
- 24 Why are there quotation marks around "student first". This seems to imply Feb 15, 2011 3:04 PM
- 25 The mission statement says that we need to be everything to everyone. Feb 28, 2011 5:28 PM

2. 1b. What evidence, if any, can be cited to support your response?

Response Text

- 1 Multiple educational goals are listed including transfer, voc ed., lifelong learning, etc. and multiple levels of student preparedness (is that a word) are shown. Students can basically be at any level and we will teach them. Feb 2, 2011 5:14 PM
- 2 I am not convinced that the college decisions and decision making models actually actualize the values and purposes described in this mission statement. Feb 2, 2011 5:18 PM

2. 1b. What evidence, if any, can be cited to support your response?

	Response Text	
3	Transfer is stated first in our mission. While many of our students want to transfer and should transfer, reality is many of them need to find work first. They will be able to find work first in this community if they are offered more AS/Cert related programs that are in demand within this region. Then they can continue education to transfer to UC/CSU.	Feb 2, 2011 6:36 PM
4	Transfer rates, certificate rates. Demographics, registration numbers. It's harder to prove that decisions are "student first," especially lately.	Feb 2, 2011 6:37 PM
5	Faculty are devoted and go above and beyond as do many staff, custodial and facilities workers to go the extra mile as we are stretched because of economic difficulty.	Feb 2, 2011 6:45 PM
6	The number of certificates, degrees issued yearly as well as the number of students who transfer to the four year university from Yuba.	Feb 2, 2011 11:08 PM
7	Yuba College offers general education, vocational education, and degree and certificate programs at the lower division level. The College further offers instruction and related student services in areas which develop basic skills and student success, including developmental education, English-as-a second language instruction, and adult non-credit courses.	Feb 3, 2011 4:52 AM
8	Course schedule and college catalog. Faculty sabbaticals.	Feb 3, 2011 4:36 PM
9	1) "Yuba College values a 'student first' philosophy" 2) "[The College] responds effectively to the diverse educational and economic needs of the community" 3) "The educational program prepares students for transfer to baccalaureate-granting institutes, for entry into the job market, or for further career development."	Feb 3, 2011 11:41 PM
10	We are not meeting the needs of transfer as the numbers show that less than 6% of our students transfer. The majority of our funding is spent on transfer students, while 100% of our students need skills for a job.	Feb 4, 2011 2:35 AM
11	The wording of the second paragraph above.	Feb 4, 2011 8:18 PM
12	dedication of staff	Feb 4, 2011 10:18 PM
13	All staff (faculty, classified, and administrators) try our best to serve our students. We offer guidance in their educational issues and at times, offer suggestions with personal issues they may have.	Feb 5, 2011 1:45 AM
14	The college catalog identifies degree and certificate programs in GE, voc ed and transfer. In addition, both the catalog and schedule of classes supports the fact that Yuba provides comprehensive basic skills and student success opportunities.	Feb 5, 2011 7:11 AM
15	It has been made clear to me that the professors at Yuba College are very much invested in teaching their students and want their students to succeed in their classes. I have been extremely impressed with the Professors with whom I have had the honor of learning from. Especially, Professor Neelam Canto-Lugo, Professor Lena Hseih, and Professor David Anderson.	Feb 5, 2011 8:04 AM
16	The diversity of programs offered.	Feb 7, 2011 4:33 PM
17	I would have to say that the issues in the last year with the chancellor and unnecessary pay raises have definitely made students wonder, who is really benefiting? Raising our tuition to pass out pay raises does not help us. Raising our parking to 2 DOLLARS A DAY does not help us.	Feb 7, 2011 4:48 PM
18	Yuba College offers instruction and student services which help build the basic and advanced skills to ensure student success.	Feb 8, 2011 11:38 PM

2. 1b. What evidence, if any, can be cited to support your response?

	Response Text	
19	I believe quantitative analysis will show that Yuba College's transfer rate and employment rate of vocational students are comparable to those of comparable institutions. I also think our rate of participation in things like Learning Communities and Service Learning is *lower* than at comparable schools (like Butte College). I don't know where to find such numbers, but as an instructor who helps coordinate both Learning Communities and Service Learning activities, I can attest that faculty interest in, and therefore student participation in such initiatives is not as high as it seems to be at comparable institutions.	Feb 9, 2011 7:42 PM
20	The first sentence in the second paragraph.	Feb 9, 2011 11:41 PM
21	Let's make this easy. What evidence can you show me that contradicts what I have said?	Feb 11, 2011 7:10 PM
22	"...prepares students for transfer to baccalaureate-granting institutions, for entry into the job market, or for further career development...develop basic skills...developmental education, ESL instruction, adult non-credit courses." "Promoting leadership & responsibility."	Feb 14, 2011 9:52 PM
23	Use transfer velocity data from the CCCCCO Data mart Transfer data from the CSU and UC systems	Feb 28, 2011 5:28 PM

4. 1d. What should be added to the mission of Yuba College? (Standard I.B.)

	Response Text	
1	The mission is very broad. If anything, a bottom should be established, so that a student can in a reasonable period of time, be able to accomplish one of the main goals of transfer or vocational education.	Feb 2, 2011 5:14 PM
2	The Yuba College mission statement will be included in a requisite model for all fiscal and administrative decision making.	Feb 2, 2011 5:18 PM
3	More information about how a student can acquire all three on their way to the UC/CSU.	Feb 2, 2011 6:36 PM
4	I would like to see more emphasis on developmental education. It's in the state CC mission statement, I believe, as one of the three primary functions of the CC system, but we have it almost as an afterthought, a "the college further offers...."	Feb 2, 2011 6:37 PM
5	Nothing I can see	Feb 2, 2011 6:45 PM
6	Cutting board member's paychecks to keep tenured professors, hire new professors, or remodeling the campus. (Yuba college has to be the poorest looking campus with some of the best classes).	Feb 3, 2011 4:52 AM
7	Commitment to sustainability.	Feb 3, 2011 4:36 PM
8	Perhaps the first sentence should say that the "student first" philosophy "attempts" to emphasize the excellence, potential, etc. This would acknowledge the fact that the College is imperfect, and that it may at times not be able to meet this 100%, due to leadership issues, fiscal emergencies, and the like.	Feb 3, 2011 11:41 PM
9	nothing	Feb 4, 2011 10:18 PM
10	I think it should be more outcome oriented. It should align with the SLO's so that we can work to achieve outcomes for students that have meaning. It seems SLO's should be an intricate part of our mission statement.	Feb 4, 2011 11:57 PM
11	No suggestions.	Feb 5, 2011 1:45 AM
12	Nothing. In fact, it may be time to contract the mission of the college due to the proposed reduction of State funding.	Feb 5, 2011 7:11 AM

4. 1d. What should be added to the mission of Yuba College? (Standard I.B.)

Response Text		
13	n/a	Feb 5, 2011 8:04 AM
14	What should be added is that Yuba College strives to keep educational costs to a minimum for student's wishing to further their education.	Feb 7, 2011 4:33 PM
15	Maybe, the people in charge need to reread that statement and attempt to make sure that they are practicing what they preach.	Feb 7, 2011 4:48 PM
16	Language should be added addressing the goals of inculcating academic values in students, such as intellectual curiosity (love of learning for learning's sake) and civic engagement (in the form of service learning and/or other community activities).	Feb 9, 2011 7:42 PM
17	Nothing.	Feb 9, 2011 11:41 PM
18	Truth, honor, respect, sincerity.	Feb 11, 2011 7:10 PM
19	What could you possibly add? Maybe you could offer to educate and acculturate Martians.	Feb 14, 2011 9:52 PM

1. 2a. In what ways do you feel you have a role in providing input that is used in

Response Text		
1	Should have input through the Academic Senate, various committees that function on campus.	Feb 2, 2011 5:16 PM
2	Through committee participation and through the availability to meet and confer with administration personnel. Though no formalized mechanism seems to exist.	Feb 2, 2011 5:24 PM
3	As a junior faculty member who is not yet tenured, I choose not to reply.	Feb 2, 2011 6:39 PM
4	I'm on the Senate, so I provide input that may or may not be used in making institutional decisions. At the college level, I believe there is a relatively good working relationship (not everything the Senate recommends needs to be heeded), but at the District level I have experienced what I, and others, interpret as disdain for faculty input. I know that there are other ways that input is given--all-YC meetings, College Council, various committees. But each of these (some more than others) are so subject to interpretation by one or two people (College Council recommendations are funneled to the district through the president; Senate decisions are funneled to DC3 and the Board through the chancellor) that it's very easy for input to be lost or ignored (depending on the motives you attribute to the gatekeeper). I would like more voices to be heard at more levels, and I would like more transparency in reports that are made so that people whose voices were ignored or distorted can respond.	Feb 2, 2011 6:46 PM
5	This survey provides the avenue and also serving on committees	Feb 2, 2011 6:46 PM
6	I work with students on a daily basis. My goal is to help them not only be successful at Yuba, but be successful as a productive citizen in our world. I believe that type of contact with our students provides valuable information as to whether or not Yuba is meeting the needs of our students and the community.	Feb 2, 2011 11:08 PM
7	I'm paying for my classes using my own pocket money.	Feb 3, 2011 4:54 AM
8	Program review (at least theoretically).	Feb 3, 2011 4:37 PM
9	I can develop my own courses and amend the program to adjust to a changing market place. I can be as involved as I want to on committees that shape the college	Feb 4, 2011 2:36 AM

1. 2a. In what ways do you feel you have a role in providing input that is used in

	Response Text	
10	I don't think any input that I make has a role in making decisions at an institutional level. I do feel that I have a role on a more "local" level, in that my voice is heard within my department, by my dean, and through my faculty representatives to the academic senate and YCFA.	Feb 4, 2011 8:33 PM
11	course development	Feb 4, 2011 10:19 PM
12	It seems to be superficial. Although input is requested and submitted to the District with good faith and honesty, it is returned to us filed with half-truths and manipulated data. Perhaps with the retirement of the chancellor, this will change.	Feb 5, 2011 12:01 AM
13	By attending campus meetings and taking an active role in committees, I help steer the direction the college will move. Also, how we treat our customers (students) will make a positive difference. The students will report their satisfaction with our service, and thus through us, they will add input.	Feb 5, 2011 1:56 AM
14	As a student, I do not believe that we have any role in making institutional decisions.	Feb 5, 2011 8:06 AM
15	None.	Feb 7, 2011 4:39 PM
16	Through interaction with representatives of various committees and decision making bodies (e.g., College Council, Academic Senate, YCFA), and through service on such committees. There are also special events like Board Meetings and All Campus meetings where input is possible.	Feb 9, 2011 7:45 PM
17	Attending meetings.	Feb 9, 2011 11:42 PM
18	None. I have wonderful representatives who spend hundreds if not thousands of hours, much of it on their own time, struggling to achieve true collegiality between all of us. On the other side of the wall, I see lawyers and indifference.	Feb 11, 2011 7:42 PM
19	I do not have a role.	Feb 14, 2011 10:18 PM
20	Without giving too much away, I have the opportunity to provide data to nearly every user group on campus.	Feb 28, 2011 5:30 PM

2. 2b. What evidence, if any, can be cited to support your response?

	Response Text	
1	The Academic Senate speaks for faculty on professional and academic issues and should be involved in institutional decisions. Whether or not is does is another issue.	Feb 2, 2011 5:16 PM
2	Having been supported by office of Vice President and President through a meet and confer when problems have arisen or I felt input on my part was warranted.	Feb 2, 2011 5:24 PM
3	There's a handbook somewhere that outlines institutional structure. Board Policies outline some of the relationships (esp. the senate and staff's relationship to the board). APs do similar things. Minutes from senate, college council, etc. meetings could demonstrate participation from various groups. However, much counterevidence exists--delays in getting District hiring handbooks, delayed allocation models, CSEA submitted budget suggestions that appear ignored (transparency means explaining why things were not implemented rather than just implementing them with no apparent reason). Etc.	Feb 2, 2011 6:46 PM
4	none	Feb 2, 2011 6:46 PM
5	Twenty years counseling community college students.	Feb 2, 2011 11:08 PM
6	Measure J promises that remain unfulfilled Budget Decisions - An unfair and blatant bias towards WCC	Feb 5, 2011 12:01 AM

2. 2b. What evidence, if any, can be cited to support your response?

	Response Text	
7	The college operates in a collaborative fashion. Working as a team gets things done. When I serve on committees, my voice is heard. I have helped draft labor contracts, and received additional funding for my program all because I chose to participate.	Feb 5, 2011 1:56 AM
8	None	Feb 5, 2011 8:06 AM
9	N/A	Feb 7, 2011 4:39 PM
10	Minutes of various committee and other body meetings.	Feb 9, 2011 7:45 PM
11	I attend monthly Site Council and Business Department meetings and provide input when asked.	Feb 9, 2011 11:42 PM
12	Our history, which is easily verified, is evidence enough.	Feb 11, 2011 7:42 PM
13	The history of the past three or four years of autocratic, bureaucratic, self-serving decision-making that does not serve the needs of the students or of the community but does serve to the protect the jobs of those who make the decisions.	Feb 14, 2011 10:18 PM
14	Planning and Research web pages Program review reports Academic Senate Minutes Board Agenda Minutes Committee Minutes Copies of e-mails to Deans, Directors, Faculty and Staff	Feb 28, 2011 5:30 PM






3. 2c. What suggestions would you provide to make it easier for you to

	Response Text	
1	Use the Academic Senate and make sure the AS is responding to it's constituents!	Feb 2, 2011 5:16 PM
2	Deans and Directors should have more formalized means of guiding decision making of the district.	Feb 2, 2011 5:24 PM
3	Better communication from the top down. The portal is great yet I need to check two place for important information now as compared to one with my e-mail.	Feb 2, 2011 6:39 PM
4	I want more transparency--more communication from leadership, more acknowledgement when recommendations are given so that we know they've been weighed and decided against rather than simply ignored. We should have a District Academic SEnate that meets separately from DCAS, which is run by the chancellor. Unions should be represented on DC3. And roles--of COLlege council, ASYC, and so on--should be clarified and, in some cases, reviewed.	Feb 2, 2011 6:46 PM
5	none	Feb 2, 2011 6:46 PM
6	Continue to openly communicate	Feb 2, 2011 11:08 PM
7	Announcement of projects and decisions made by board members be public.	Feb 3, 2011 4:54 AM
8	Improve shared governance. Listen to input from staff and faculty.	Feb 3, 2011 4:37 PM
9	It is already easy to participate at the lower levels of committees and departments. If my input is desired for making decisions that affect the whole college, a simple request will suffice. I will be happy to give my input.	Feb 4, 2011 8:33 PM
10	well hopefully there will be more open general conversation in the future - not just when accred. is coming..	Feb 4, 2011 10:19 PM
11	I think the process is not flawed here at Yuba College; we're just not treated fairly and equitably when the process is handed back to us from the District.	Feb 5, 2011 12:01 AM




3. 2c. What suggestions would you provide to make it easier for you to

	Response Text	
12	No suggestions.	Feb 5, 2011 1:56 AM
13	None	Feb 5, 2011 8:06 AM
14	Have a suggestion box easily accessible for students, visitors, staff. Take reasonable suggestions and vote on them through a similar venue as this survey. Implement suggestions based on feedback and budget availability.	Feb 7, 2011 4:39 PM
15	There should be more opportunities for electronic/virtual participation, such as electronic bulletin boards, chat rooms, listservs, etc. Unfortunately, the new email/website system seems to be reducing such opportunities, rather than increasing them.	Feb 9, 2011 7:45 PM
16	Maybe a monthly survey regarding institutional decisions could be helpful.	Feb 9, 2011 11:42 PM
17	I suggest that we have an open and honest restructuring of the administration rather than a frantic race to maintain the status quo. I suggest that we bring back Francisco Rodriguez who, after a meeting with our current chancellor, told me that he had had enough, who treated all of his employees and students with respect, who would have stayed here and performed admirably if he had been treated with the respect he deserved, who left all of his faculty and staff in tears when they heard that he was leaving. I suggest that we try to replace our chancellor with a leader like that. What do you think our chances are of that happening?	Feb 11, 2011 7:42 PM
18	I feel compelled to point out that having input does not mean that anyone would be listening much less acting on the input. Faculty Senate has input, which is routinely disregarded. CSEA has input, which is routinely disregarded. Individual speakers have input which is tolerated at board meetings because it is unavoidable by law, but which is obviously minimized or disregarded by the board. So what's the point of inventing yet another point of "input"?	Feb 14, 2011 10:18 PM
19	Make planning and allocation processes more transparent	Feb 28, 2011 5:30 PM

1. Which best describes your role at Yuba College (choose one):

		Response Percent	Response Count
Student		41.2%	21
Staff		25.5%	13
Faculty		23.5%	12
Administrator		7.8%	4
Community Member		2.0%	1
answered question			51
skipped question			0

2. 1. Does the above mission statement express an appropriate commitment to student learning? (Standard 1.A.)

		Response Percent	Response Count
Very Appropriate		37.9%	11
Appropriate		48.3%	14
Neutral		13.8%	4
Not Appropriate		0.0%	0
answered question			29
skipped question			22

3. 2a. How does Yuba College show that it is committed to student learning? (Standard I.A.)

**Response
Count**

17

answered question

17

skipped question

34

4. 2b. What evidence, if any, can be cited to support your response?

**Response
Count**

16

answered question

16

skipped question

35

5. 3. Please give specific examples to show that Yuba College promotes a supportive learning environment for students (Standard II.B)

**Response
Count**

14

answered question

14

skipped question

37

6. 4. Please rate the following campus facilities (Standard III.B.1.)

	Very well maintained and safe	Well maintained and safe	Neutral/Adequate	Poorly maintained and unsafe	Extremely poor maintenance and safety	Respo Cou
Classrooms	0.0% (0)	42.3% (11)	53.8% (14)	3.8% (1)	0.0% (0)	
Laboratories	7.7% (2)	30.8% (8)	61.5% (16)	0.0% (0)	0.0% (0)	
Cafeteria or Student Lounge	0.0% (0)	30.8% (8)	50.0% (13)	19.2% (5)	0.0% (0)	
Restrooms	0.0% (0)	11.5% (3)	34.6% (9)	42.3% (11)	11.5% (3)	
Parking Lots	3.8% (1)	42.3% (11)	46.2% (12)	3.8% (1)	3.8% (1)	
Heating and Cooling	0.0% (0)	30.8% (8)	19.2% (5)	38.5% (10)	11.5% (3)	
Exterior Lighting	0.0% (0)	23.1% (6)	50.0% (13)	23.1% (6)	3.8% (1)	
answered question						
skipped question						

Page 3, Q2. 2a. How does Yuba College show that it is committed to student learning? (Standard I.A.)

1	Yuba college has ways of helping students with different goals. Yuba college does everything they can to make the students be successful.	Mar 27, 2011 2:13 PM
2	It doesn't	Mar 22, 2011 9:51 AM
3	Within our Mission and Vision.	Mar 21, 2011 4:08 PM
4	Catalog, schedule, numbers of graduated students,	Mar 21, 2011 10:51 AM
5	Student Learning Outcomes, Basic Skills Committee, Curriculum Committee, Educational Master Plan, Institutional Research	Mar 18, 2011 2:54 PM
6	Instructors are committed to helping their students help themselves to further the student's understanding of the material presented.	Mar 16, 2011 12:52 PM
7	Yuba College seems somewhat committed to doing what the mission statement states, but the student first philosophy is not always true.	Mar 15, 2011 12:38 PM
8	Faculty/staff give full focus on students' problems/inquiries/requests for help.	Mar 15, 2011 10:26 AM
9	With all of the hard work, time and dedication that has been put into SLO's	Mar 15, 2011 8:01 AM
10	I think Yuba College provides so many great classes and wonderful teachers. I always leave class, and school feeling accomplished and closer to my goals. I never feel as though I wasted my time being there.	Mar 10, 2011 5:22 PM
11	The attitude of most staff and faculty is students first, but some only do the minimum of what their job requires.	Mar 10, 2011 11:55 AM
12	By being an institution that reaches out and services the diverse needs of the local community. However, this can not be accomplished if core general education classes continue to be cut, critical faculty and staff members are laid off, and monies are spent in areas (and on individuals) which do not value a "student first" philosophy. As of late, college administration and board actions have not coincided with this mission statement. Faculty and staff advocacy for changes which honor this philosophy continue to fall on deaf ears.	Mar 8, 2011 12:23 PM
13	By supporting support-services, such as the CSC, WLDC, HMC and supporting innovative teaching methods and curriculum design. Further, there appears to be strong administrative support for its Basic Skills Task Force which is focused on improving the development of basic skills and student success in different modalities. Additionally, there tends to be strong support for those who are willing to develop new curriculum, programs and services related to student success. A recent example has been support for the Reading Task Force which was a self-made group who will be developing a streamlined reading curriculum based on research and best practices (and supported by the BSI) next Fall. So in sum, the administration in my experience, generally supports those willing to put in the time and energy to implement new programs shown to improve student success.	Mar 7, 2011 10:48 PM
14	by promoting leadership and responsibility, encouraging a commitment to lifelong learning in all members of the college community.	Mar 7, 2011 3:47 PM

Page 3, Q2. 2a. How does Yuba College show that it is committed to student learning? (Standard I.A.)

- | | | |
|----|---|----------------------|
| 15 | Yuba college is a fine institution, however what is good about one well rounded department such as english, is countered by say, only one in class mass communications teacher. Students need more options, three teachers should be the minimum for a subject no matter what that subject be. Art for example seems to be doing fine with just three even though some classes are missing. | Mar 6, 2011 12:20 PM |
| 16 | The College has many programs to help students which is great but a handbook on these services , like where to go, when to go, and who to talk to about the problems you are having. | Mar 4, 2011 2:32 PM |
| 17 | SLOs, class schedule, catalog | Mar 2, 2011 1:50 PM |

Page 3, Q3. 2b. What evidence, if any, can be cited to support your response?

1	They have all kinds of programs that help us students with whatever we need.	Mar 27, 2011 2:13 PM
2	Not enough staff and classes to support a student's educational endeavor	Mar 22, 2011 9:51 AM
3	Catalog, schedule	Mar 21, 2011 10:51 AM
4	Committee minutes, board reports, IR reports	Mar 18, 2011 2:54 PM
5	Instructor's provide office hours on a regular basis for students to meet with the instructor. The college provides space and technology for students to meet with tutors, create their own study groups and work through the technology to help them be successful in their studies.	Mar 16, 2011 12:52 PM
6	1. I often see and hear students getting frustrated with the registration process, especially students who may have been away for at least one semester. 2. It is difficult to see a counselor in a timely fashion and they often get the runaround or incorrect information on what classes they need to take to transfer. 3. They do not receive timely feedback when encountering problems with Blackboard or Webadvisor. 4. Yuba College needs more real life input from business, health, and technology. We are outdated in what we are teaching.	Mar 15, 2011 12:38 PM
7	Many p/t faculty members (who are not on campus all day like f/t faculty) dedicate many extra hours to meeting w/ students by coming early for their classes and staying after to meet w/ students and go over many topics other than course topics.	Mar 15, 2011 10:26 AM
8	SLO's	Mar 15, 2011 8:01 AM
9	My unofficial transcript.	Mar 10, 2011 5:22 PM
10	Several students have complained about the problems they have with admissions, (getting classes, getting transcripts) Blackboard not working correctly, no response or extremely delayed response from their instructor or IT.	Mar 10, 2011 11:55 AM
11	Lay offs, course and departmental reductions, program eliminations, administration and board decisions over the last few years	Mar 8, 2011 12:23 PM
12	The WLDC, learning communities, new accelerated and integrated reading/writing curriculum to be piloted in Fall 2011.	Mar 7, 2011 10:48 PM
13	the third paragraph	Mar 7, 2011 3:47 PM
14	By all means, check the catalogue, and you will see only one teacher for a broad subject such as mass communications. There are atleast 4-5 english teachers and around the same number or more math teachers.	Mar 6, 2011 12:20 PM
15	I talk with a counselor made out a plan that I was not truly happy with since some of my courses seemed redundant since I had taken most of my required AA courses except my basics , math, history etc... When I asked for help with math all she said " it is in the Library" . A little more direction would have been helpful	Mar 4, 2011 2:32 PM
16	SLOs, number of awarded degrees, number of students passing their classes. for career / technical degrees - employment data after graduation	Mar 2, 2011 1:50 PM






Page 4, Q1. 3. Please give specific examples to show that Yuba College promotes a supportive learning environment for students (Standard II.B)

1	The library, and the administration office are full of staff that will gladly help with whatever we need.	Mar 27, 2011 2:14 PM
2	ESL conversation groups, quiet study area in the library, tutoring available	Mar 21, 2011 10:52 AM
3	CSC, WLDC, Hard Math Cafe, Library, Computer Labs, Instructional Office Hours	Mar 18, 2011 2:55 PM
4	Room 701, Clear Lake Campus is available specific hours and a tutor is available during those hours. Study groups come into the office to schedule a room when needed to meet.	Mar 16, 2011 12:54 PM
5	1.We have a very strong vet tech program and welding program. 2.Many faculty have a strong relationship with students and connect their success to the success of their students.	Mar 15, 2011 12:38 PM
6	DSPS, College Success Center, Hard Math Cafe, MESA program, Writing Center, counseling services	Mar 15, 2011 12:25 PM
7	1.Discussions w/ students on how to behave like a student...classroom demeanor, interacting w/ peers, accepting others for who/what they are, and options for their future by applying their new knowledge to their real-life problems.	Mar 15, 2011 10:30 AM
8	All of the student support services. DSPS, Veterans, College Success Center, WLDC, EOPS, etc.	Mar 15, 2011 8:02 AM
9	Teachers would have to be the number one thing. Every teacher I have had has been very supportive, interesting, and helpful. I feel that it provides great classes for getting a certificate as well as your Associates Degree, not to mention all of their other great programs.	Mar 10, 2011 5:23 PM
10	Campus resources: Writing Lab, DSPS, College Success Center, Testing Center, etc.	Mar 8, 2011 12:23 PM
11	All support centers on campus offer a friendly and safe environment for students to seek outside assistance with their work. Counseling services being explored and developed by Hoglund. DSPS has contributed a Kurweil reading system in the WLDC to aid students with trouble reading. The outreach tutoring program being currently implemented by Kyra Mello.	Mar 7, 2011 10:50 PM
12	For example, I had little to no experience with art and such, but despite this my art teacher never gave me a hard time, put me down or asked me to do something unreasonable or had unrealistic expectations of me.	Mar 6, 2011 12:22 PM
13	The services to help students having trouble with their school work is great once they find it.	Mar 4, 2011 2:35 PM
14	Student services are available. Faculty hold office hours. Online classes are offered.	Mar 2, 2011 1:51 PM

General "Question of the Month"--April



1. Which best describes your role at Yuba College (choose one):

		Response Percent	Response Count
Student		37.5%	15
Staff		32.5%	13
Faculty		12.5%	5
Administrator		12.5%	5
Community Member		5.0%	2
answered question			40
skipped question			0






2. 1a. In your opinion, what information competencies are taught to Yuba College students? (Standard II.C.1.b.).

	Response Count
	10
answered question	10
skipped question	30




3. 1b. What evidence can be shown that Yuba College purposely teaches these competencies?

	Response Count
	7
answered question	7
skipped question	33

4. 2a. Yuba College has a sufficient number of staff and administrators to provide the administrative services necessary to support our mission. (Standard III.A.)

		Response Percent	Response Count
Strongly Agree		7.1%	1
Agree		42.9%	6
Neutral		7.1%	1
Disagree		35.7%	5
Strongly Disagree		7.1%	1
answered question			14
skipped question			26

5. 2b. Yuba College staff and administrators have appropriate academic preparation and experience to provide the necessary administrative support of our mission? (Standard III.A.)

		Response Percent	Response Count
Strongly Agree		28.6%	4
Agree		42.9%	6
Neutral		28.6%	4
Disagree		0.0%	0
Strongly Disagree		0.0%	0
answered question			14
skipped question			26

**6. 3. What information is available that demonstrates the overall institutional performance of Yuba College?
(Standard IV.A.1)**

**Response
Count**

8

answered question

8

skipped question

32

**7. 4a. What processes does Yuba College use to evaluate its governance and decision-making structures?
(Standard IV.A.5)**

**Response
Count**

7

answered question

7

skipped question

33

8. 4b. What evidence, if any, can be used to support your response?

**Response
Count**

5

answered question

5

skipped question

35

9. 5a. Example 1:

**Response
Count**

8

answered question

8

skipped question

32

10. 5b. What evidence, if any, can be used to support your response?

Response
Count

6

answered question

6

skipped question

34

11. 5c. Example 2:

Response
Count

5

answered question

5

skipped question

35

12. 5d. What evidence, if any, can be used to support your response?

Response
Count

4

answered question

4

skipped question

36

Page 3, Q1. 1a. In your opinion, what information competencies are taught to Yuba College students? (Standard II.C.1.b.).

1	injunction with the statment above, the information competencies are taught via student and teacher in cooperation, in key extendending each others involvement in the community and campus through community activities involving student activation in the commuti y through different activies like sports, car washes ...ect to expand community and college awareness..	Apr 28, 2011 10:26 PM
2	Computer skills via business department. The ESL department offers an English for Computer course to teach both computerese, basic computer skills (e.g., creating, saving, printing, opening documents), and by offering online courses, YC teaches students this modality/methodology for studying a course. Some instructors have started utilizing the campus portal as a means of communicating with students and providing handouts and other class materials to students. Cato's introduction to online learning, which I personally have taken, is a nonthreatening and user friendly means to introduce our students to this new modality of taking a course. It's a shame it isn't part of a bridge program for incoming students unfamiliar with online learning.	Apr 19, 2011 8:53 AM
3	Computer and Information Technology courses that are being offered to students. Trainings and orientations on how to access online courses through blackboard are being shared to students as well.	Apr 18, 2011 4:41 PM
4	Not sure what is meant here.	Apr 18, 2011 2:27 PM
5	I am not sure what constitute information competencies per this standard.	Apr 18, 2011 11:26 AM
6	The ability to discern and formulate thoughts and opinions from both the written and spoken word.	Apr 15, 2011 3:16 PM
7	Students are taught to read and evaluate various viewpoints regarding current social and political issues. Students are taught to evaluate digital information on the web, giving them the ability to think critically about the plethora of information available.	Apr 15, 2011 10:55 AM
8	Hardware- and software-related competencies are available, but they are not required and it seems to me few of our students take them. They are especially disinclined to take computer literacy classes right from the beginning, as they either 1) struggling to work their way through multiple layers of developmental classes or 2) eager to jump into their major area. No short-term workshops are available for quick, low-commitment learning of essential competencies, but if we had them, students would probably be likely to take them.	Apr 13, 2011 12:45 PM
9	Reading, Writing, Public Speaking	Apr 12, 2011 11:36 AM
10	I am not aware of any information competency courses available for Yuba College students, and only interact with a limited number of students each year (120). However, our program does stress the development of these competencies in every course we teach. Every course incorporates a research component, requiring students to navigate multiple research databases and the internet to find appropriate sources to use when writing their papers. Students are also provided with instruction and tools in order to distinguish quality sources from non-quality sources when conducting research. Critical thinking is a requirement for success in our program, and without a demonstrated competency of these skills, students will not succeed or pass our courses.	Apr 11, 2011 9:13 AM

Page 3, Q2. 1b. What evidence can be shown that Yuba College purposely teaches these competencies?

1	there has been an increased amount of activity on campus through the last years that i have attended the school. some of them are more speakers in class that are bringing local relevent information that involves things such as, organic gardening, community participation, class and career paparadness, every week there are odrentations provided to students and community though staff involvement, most students know to check w/ the kiosk in the break room to gather needed and pertinant information about classes and activities, economic information and the list is always growing with new information. i would like to say that it is a great pleasure to have a president like the current active president bruno, he is truely and utterly aware of what is happening at yuba college clearlake campus he also is available to all who have questions and is very approachable, i wish that all who take the role wish to achieve such that he has as a president. my overall endearment for yuba has grown through the years and i am proud to say i attend the campus. to all god bless.	Apr 28, 2011 10:26 PM
2	The fact that it offers various informational technology courses shows a deliberate attempt to teach and/or at least provide exposure to various competencies.	Apr 19, 2011 8:53 AM
3	By continuously offering computer courses every semester. Making sure access to blackboard and the campus portal on the website is always available.	Apr 18, 2011 4:41 PM
4	The English 1A final exam requires students to explain and evaluate a written argument, and they must articulate that evaluation by producing a cogent, college-level essay. Many courses (including courses in English, History, philosophy,Art, and Biology) require students to research information on the web,learning how to discern which information is credible and which information may be unreliable, biased or false. Tutoring center staff (WLDC & CSC), teachers, and the Yuba College Librarian all teach information literacy in both formal and informal settings.	Apr 15, 2011 10:55 AM
5	Classes exist in the business department.	Apr 13, 2011 12:45 PM
6	Catalog: Graduation Standards	Apr 12, 2011 11:36 AM
7	Our program demonstrates the teaching of these competencies via our course curriculum, student work, outcomes and evaluations, etc.	Apr 11, 2011 9:13 AM

Page 5, Q1. 3. What information is available that demonstrates the overall institutional performance of Yuba College? (Standard IV.A.1)

1	I suppose the ARCC reports if we are basing our determination upon retention and achievement of degrees and/or certificates.	Apr 19, 2011 8:55 AM
2	Informative website, promoting the college thru media and hard documents such as brochures and college catalog.	Apr 18, 2011 4:44 PM
3	pass rates per class, transfer rates, degree completion rates, ratio of overall cost per FTES	Apr 18, 2011 11:29 AM
4	Educational Master Plan, A+ Report Card from the Testing Office and the Fact Book	Apr 15, 2011 3:18 PM
5	We have info about academic matters in our tracking of success rates, retention, completion, and transfers. We have some degree of accountability for use of Measure J bond monies. (I don't know if we have any external accountability for general funds, but we should.)	Apr 13, 2011 12:51 PM
6	ARCC Report, College Factbook, IPEDS, CAL-PASS, UC and CSU Transfer Information, Future Direction Report (http://yc.yccd.edu/about/research-planning-reports.aspx), SLO Assessment results	Apr 12, 2011 11:40 AM
7	The number of students who successfully graduate with an Associates Degree or Transfer to CSU/UC system colleges.	Apr 12, 2011 8:10 AM
8	College reports, surveys, and program reviews.	Apr 11, 2011 9:18 AM

Page 6, Q1. 4a. What processes does Yuba College use to evaluate its governance and decision-making structures? (Standard IV.A.5)

1	Nicci Harrington	Apr 19, 2011 8:57 AM
2	Holding division meetings on a regular basis, conducting surveys, providing monthly campus wide faculty and staff meetings...	Apr 18, 2011 4:47 PM
3	Honestly, if it were not for accreditation studies, I think it would likely not take the time to evaluate these.	Apr 18, 2011 11:32 AM
4	I can't think of any processes to evaluate. There are lots of decisions made but there has been more in-decision that decision in the past several years.	Apr 15, 2011 3:20 PM
5	??????? Does it do that?	Apr 13, 2011 12:55 PM
6	Shared Decision Making Surveys	Apr 12, 2011 11:40 AM
7	Annual reports, program reviews, surveys	Apr 11, 2011 9:20 AM

Page 6, Q2. 4b. What evidence, if any, can be used to support your response?

1	Division and department meetings, monthly board meetings	Apr 18, 2011 4:47 PM
2	There were no significant changes in governance prior to the start of this accreditation process. If you look at planning process (such as budgeting) the flow chart shows the Academic Senate and other bodies in the process, but these are misleading because at most the AS is informed (usually only after decisions are made) not consulted. This can be confirmed by reviewing the AS minutes regarding all matters related to the budget for the last 3 years.	Apr 18, 2011 11:32 AM
3	I don't see any evidence of shared governance and I see that decision-making is utterly opaque and unrelated to the reality on the ground, so I conclude that governance is completely top-down. Since this system of governance is opaque, most of us have no idea even how it reaches its decisions, much less how it evaluates itself.	Apr 13, 2011 12:55 PM
4	Survey Results--Program Review Summary	Apr 12, 2011 11:40 AM
5	Office of Planning, Research, and Student Success	Apr 11, 2011 9:20 AM

Page 7, Q1. 5a. Example 1:

1	Shared governance; i.e., involving all constituents in the process. Each has perspectives, experience, expertise, and insights to share which could enhance and help in the formation of planning efforts and/or decisions being made on behalf of the institution as a whole. Additionally, operating more fiscally responsible in terms of the realities or pending realities in that regard. Let's build on what we have now in light of pending financial shortfalls around the bend.	Apr 19, 2011 9:11 AM
2	If an issue concerning budget cuts is about to present itself, we should not wait the last minute to come up with plans or solutions. We have to be consistent with our cost cutting measures. We have to live within our means.	Apr 18, 2011 4:52 PM
3	Yuba College must be given an allocation from the YCCD each year on which to form its budget.	Apr 18, 2011 11:37 AM
4	Budget	Apr 15, 2011 3:23 PM
5	Implement shared governance.	Apr 13, 2011 1:22 PM
6	YC needs to better plan what programs need to be cut or changed based on changing student needs.	Apr 12, 2011 11:43 AM
7	Schedule curriculum/classes in a 2 year block schedule cycle. This ensures that ALL classes required for an A.A./A.S./certificates are offered so that a student can complete within a 2 year period of time. This allows a student to manage their educational goal with employment opportunities or transfer options. For financial aid purposes, this also allows a student to plan their classes to stay under 90 units and still meet their educational goal.	Apr 12, 2011 8:20 AM
8	Encouraging and Responding to Feedback	Apr 11, 2011 9:23 AM

Page 7, Q2. 5b. What evidence, if any, can be used to support your response?

1	Collaborative efforts in the main tend to improve most decision-making processes.	Apr 19, 2011 9:11 AM
2	Encourage recycling, avoid unnecessary purchases, find ways on how to be innovative and productive.	Apr 18, 2011 4:52 PM
3	Without a budget or allocation, the college has been unable to answer questions on funding positions, programs and many other basic planning functions this past year.	Apr 18, 2011 11:37 AM
4	Lack of a budget handbook for the past two years, lack of a budget meeting where budgets are handed out and the process and procedure for establishing the next fiscal budget is presented.	Apr 15, 2011 3:23 PM
5	Shared governance would bring more ideas to the exceedingly intractable issues facing community colleges. It would force the light of day into the dark crannies where decision-making currently takes place. It would force pertinent facts and figures forward. It would increase trust among various groups on the campus. It would generate better community support. It would discourage cronyism and conflict-of-interest problems.	Apr 13, 2011 1:22 PM
6	Right now, programs only end when faculty retire--Agriculture	Apr 12, 2011 11:43 AM






Page 7, Q3. 5c. Example 2:

1	YC should expect all Divisions to have a budget and these (and the college's overall budget) should be tracked at least quarterly to see how actual expenditures are tracking to actuals.	Apr 18, 2011 11:37 AM
2	Budget Allocation Model	Apr 15, 2011 3:23 PM
3	Yuba College should plan to put itself in a position to accept private grants by seeking tax-exempt status from the IRS.	Apr 13, 2011 1:22 PM
4	Yuba College cannot make accurate long term plans when our budget is out of our control.	Apr 12, 2011 11:43 AM
5	Disseminating Information and Maintaining Open Communication	Apr 11, 2011 9:23 AM

Page 7, Q4. 5d. What evidence, if any, can be used to support your response?

- | | | |
|---|--|-----------------------|
| 1 | This is industry best practice. It allows unused funds to be redirected to areas with greater need and/or more strategic benefit. It highlights where administration has poor budget/planning skills to be retrained or redirected. It provides for more precise accounting and tighter steering of the financial engine. | Apr 18, 2011 11:37 AM |
| 2 | This has been talked about for years but never implemented. If the administration knew how much money they were allocated each year, and they were held accountable for staying within that amount, then there would be less friction amongst each campus and the District. | Apr 15, 2011 3:23 PM |
| 3 | Private donors do not usually give grants to institutions that cannot provide proof from the IRS of tax-exempt status. This limits the ability of the college and of programs and departments to seek private monies. During a time when public monies are scarcer and scarcer, this seems short-sighted. If Yuba College were able to accept such grants, it would reflect positively on the institution in the wider community as well, because it would demonstrate our good-faith efforts to seek out suitable givers to augment public monies in the service of our students. | Apr 13, 2011 1:22 PM |
| 4 | Please see the list of list of layoffs and rehires from the last two years--Board Agendas Please see the original list of new faculty and the current proposals to hire--from 15 to 3?! | Apr 12, 2011 11:43 AM |

1. Which best describes your role at Yuba College (choose one):

		Response Percent	Response Count
Student		57.6%	38
Staff		6.1%	4
Faculty		27.3%	18
Administrator		7.6%	5
Community Member		1.5%	1
answered question			66
skipped question			0

2. 1a. Have you utilized Information Technology staff and/or resources in your role at Yuba College (Standard III.C)? Please describe.

	Response Count
	24
answered question	24
skipped question	42

3. 1b. How can these services be improved?

	Response Count
	24
answered question	24
skipped question	42

4. 2a. Have you utilized Distance Education staff and/or services in your role at YUba College (Standard III.C)? Please describe.

	Response Count
	21
answered question	21
skipped question	45

5. 2b. How can these services be improved?

	Response Count
	14
answered question	14
skipped question	52

6. 3a. How have you participated in the process of identifying technology needs for Yuba College? (Standard III.C).

	Response Count
	21
answered question	21
skipped question	45

7. 3b. How can these processes be improved?

	Response Count
	18
answered question	18
skipped question	48

8. 4. Yuba College strives to provide adequate access to learning resources and services for its students. (Standard II.C.) Please rate the access to the following services:

	Excellent Access	Good Access	Neutral	Poor Access	Extremely Poor Access	No Response	Response Count
Tutoring	30.8% (8)	50.0% (13)	11.5% (3)	0.0% (0)	0.0% (0)	7.7% (2)	26
Library and Library Services	23.1% (6)	57.7% (15)	3.8% (1)	15.4% (4)	0.0% (0)	0.0% (0)	26
Media Services	7.7% (2)	57.7% (15)	15.4% (4)	0.0% (0)	0.0% (0)	19.2% (5)	26
Open Media Lab/Open Computer Lab	11.5% (3)	42.3% (11)	23.1% (6)	7.7% (2)	7.7% (2)	7.7% (2)	26
Hours of operations for Learning Resources	0.0% (0)	38.5% (10)	30.8% (8)	23.1% (6)	0.0% (0)	7.7% (2)	26
Online access to Learning Resources	23.1% (6)	26.9% (7)	23.1% (6)	3.8% (1)	0.0% (0)	23.1% (6)	26
Availability at all Yuba College locations	3.8% (1)	11.5% (3)	38.5% (10)	15.4% (4)	0.0% (0)	30.8% (8)	26
answered question							26
skipped question							40

9. 5. What suggestions would you give to improve the ACCESS to Learning Resources?

	Response Count
	14
answered question	14
skipped question	52

10. 6. Give an example where a Program Review outcome has improved student learning outcomes or achievement. (Standard II.A)

	Response Count
	16
answered question	16
skipped question	50

Page 3, Q1. 1a. Have you utilized Information Technology staff and/or resources in your role at Yuba College (Standard III.C)? Please describe.

1	Yes. Their services are critical to me completing my work. Without my computer I can not do my job. If my computer is not working right then that slows me down and hampers my ability to do my job.	May 31, 2011 3:09 PM
2	no	May 30, 2011 11:43 AM
3	Helpdesk for routine problems and to request IT admin to come fix software problems on staff and student computers.	May 24, 2011 4:11 PM
4	Yes; to repair office and lab equipment, to obtain est. and advice for both large and small computer purchases.	May 23, 2011 8:42 AM
5	No. I just started going to Yuba College last fall.	May 20, 2011 5:42 PM
6	Yes, for maintenance and upgrades as well as training.	May 20, 2011 3:33 PM
7	I have met with counselors.	May 20, 2011 11:26 AM
8	Yes-the computer lab in the 800 building has proven very useful for me. There are desks and advanced programs which allow for many different students to find good use. I've had programming classes where the programming language is kept on each computer, along with helpful examples.	May 20, 2011 9:39 AM
9	Yes	May 18, 2011 10:44 PM
10	The ESL department has relied on IT, specifically Terry Brownfield, to maintain, service and update our computer lab.	May 18, 2011 1:03 PM
11	I have had lots of computer and printer problems in the last few years. Right now, for instance, I have no functioning printer in my office. So I have been in touch with the help desk more than I would prefer.	May 18, 2011 12:07 PM
12	Yes, I utilize multimedia in my classes, and modern equipment in the shop to teach students	May 18, 2011 10:19 AM
13	Yes.	May 18, 2011 9:15 AM
14	1) Portal. 2) Sukhbir Grewal. The first: poor design The second: great design	May 18, 2011 8:55 AM
15	Yes, Blackboard resource, ITV support.	May 18, 2011 8:26 AM
16	Yes--services were needed for classroom and office computers.	May 17, 2011 10:22 PM
17	As journalism adviser, I've needed IT to help repair computers, set up a new NAS (after a failed experiment using the school servers), set up a new computer, and troubleshoot some weird network issues that seem to have arisen as a result of other upgrades. I also, of course, use the school website and email system. And I have a school-supplied computer on the school network.	May 17, 2011 9:43 PM
18	Yes, as Interim Dean of Language and Fine Arts and as a faculty member, I've needed assistance with office computers and phones as well as classroom needs.	May 17, 2011 9:41 PM
19	yes to fix computer problems	May 17, 2011 9:32 PM

Page 3, Q1. 1a. Have you utilized Information Technology staff and/or resources in your role at Yuba College (Standard III.C)? Please describe.

20	I've used the computer lab in the library several times as well as using the i.t. kiosks in the library for spot research. Very helpful.	May 17, 2011 8:57 AM
21	Yes. I regularly use information from Colleague or Business Objects to disseminate information about Yuba College to both internal and external constituents.	May 16, 2011 2:45 PM
22	Yes, I contact the Help Desk all the time because computers, wi-fi, etc. malfunction a lot in my building.	May 16, 2011 10:22 AM
23	Yes, often and in depth. This department has a great deal of knowledge and depth. Some of the most valuable employees work in this dept. They provide in depth technical assistance with Datatel setup, implementing new 'third party' software, problem identification, setup guidance, as well as creative / innovative ideas on how to do our work better and more efficiently. I have high praise for the expertise in this department.	May 10, 2011 3:49 PM
24	Yes. Staff/faculty computers are maintained by IT. They also assist with the maintenance of hardware in our lab.	May 10, 2011 12:23 PM

Page 3, Q2. 1b. How can these services be improved?

1	Better communication and collaboration on the part of IT department. Stick to what you know and let the experts at communication help craft your message. The service and help desk dept. staff are outstanding; they just have a lot to do and not enough people to do it. Work on planning and communicating before a new product is rolled out or an upgrade is installed.	May 31, 2011 3:09 PM
2	n/a	May 30, 2011 11:43 AM
3	Helpdesk is very helpful withing the limits of what she can actually do. But there aren't enough IT people for the number of problems on this campus. You should hire more IT!!! It takes a very, very long time to get anyone out. Our software isn't updated. Students can't use Blackboard because the plug-ins aren't there. They can't do other things because we can't disable popup blockers. Sometimes they are using Youtube for an assignment but some computers are missing plugins for that. Most of the clocks are wrong but we can't fix them because we don't have even that level of access. For the last two weeks (after a recent Trojan/viral infection) at least I have not been able to open any program on my computer except IE--can't open or run Accutrack or Datatel or Firefox or even Wordpad or Paint or ANYTHING. I have reported it but have not seen anyone come out. The other staff computer (also after a recent infection) redirects every single link to another site. Re: resources: there aren't enough computers for students on campus, and there is apparently no coherent, campus-wide policy requiring academic use only of computers. There is inadequate printing and the printing in the library is much too expensive. Students flee the library lab to take advantage of free printing in 846 and 1251A. This puts pressure on departmental budgets. If YC took over its own printing and charged a fair price (Butte College charges 5 cents a page campus-wide), students would buy into that. Computer policies now are irrational, inconsistent, and anti-academic.	May 24, 2011 4:11 PM
4	Update Yuba College phone system. I can never get a hold of anyone without having to call back 4-5times in 10mins. It would be nice to just have a operator who direct calls to which ever department and can answer simple questions.	May 23, 2011 4:43 PM
5	Staffing; current guidelines, and more directions/information posted on IT site.	May 23, 2011 8:42 AM
6	I really like the trouble ticket process, but if your computer isn't working in the classroom, it is tough to open a ticket online.	May 20, 2011 3:33 PM
7	I think that the counselors who have helped me have done a great job, but maybe we could have more counselors with more availability.	May 20, 2011 11:26 AM
8	Update computers.	May 20, 2011 9:39 AM
9	More personnel	May 18, 2011 10:44 PM
10	IT appears to be inadequately staffed. Getting computer issues resolved is no longer as expeditious as in the past.	May 18, 2011 1:03 PM
11	Hire more staff. Make students and faculty a higher priority, since it is the students who can not contact me when my email is non-funtional...rarely do students try to reach an administrator with questions about a class, but they (rightly) communicate with me all the time. That is in fact my job, but doing my primary job around here gets a little more difficult every day.	May 18, 2011 12:07 PM

Page 3, Q2. 1b. How can these services be improved?

12	We need more IT personel to keep up with the maitenance of the technology.	May 18, 2011 10:19 AM
13	Time of response. We have a current need and have waited 2.5 weeks without the use of one of our computers. Not professional.	May 18, 2011 9:15 AM
14	by allowing faculty access to those areas of the portal that they should have access to, for example, to post my personal information under "staff" - I am continuously prompted for a login after I am already on the portal and within my department. Why? This makes no sense. And, it won't accept my login, so I've never been able to post my information.	May 18, 2011 8:55 AM
15	Blackboard - quicker responses via e-mail enquiries, more classes to upgrade skills (offered more than 1X prior to semester starting), follow through on requests.	May 18, 2011 8:26 AM
16	We need more IT staff at Woodland, especially since they need to service Colusa as well.	May 17, 2011 10:22 PM
17	There are three issues: 1) IT is way understaffed; everything took a fairly long time (spilling into the beginning of production time), and major reworkings could not be quickly troubleshot, but only because there aren't enough staff to put out all the fires. 2) As I understand it, budgets for computer equipment have not been raised in years. And while the cost of computers does go down, we clearly aren't keeping up with needed upgrades. I know one faculty member who was still using a 15" CRT monitor (he only upgraded when I gave him a monitor). 3) The lack of resources led to the (I think, on the whole, wise) decision to go with Microsoft for our email system, but it has led to some serious communications problems. Further, the portal as an announcement system is not adequate--and this is NOT just a matter of reluctant faculty use.	May 17, 2011 9:43 PM
18	My secretary was without a computer for more than three weeks. A division secretary without a computer for a day is a disaster; without one for three weeks was theatre of the absurd. So first, it can be improved by speedily responding to needs that affect entire divisions. Secondly, classroom technology is often managed by Media Services, so there's this little game of who is in charge of what--whether it is Information Technology or Media Services. Neither party is clear on what they oversee when it comes to the classroom, so both faculty and deans are completely in the dark. We just have an urgent need that must be met while Information Technology and Media Services confusedly point fingers at one another. Lastly, Information Technology often makes unilateral decisions districtwide without consulting with anyone, even the Technology Committee, which is pretty much defunct at this point. One person (Karen Trimble) makes the decisions, and these are dictated to the entire district without any meaningful input from users.	May 17, 2011 9:41 PM
19	faster fix times, they need more staff	May 17, 2011 9:32 PM
20	Perhaps have more of the casual i.t. kiosks avail around the campus in areas other than the library.	May 17, 2011 8:57 AM
21	IT needs to develop an attitude of customer service. They are generally competent, but are slow to address the needs of others.	May 16, 2011 2:45 PM

- | | | |
|----|---|-----------------------|
| 22 | Requests go unanswered for weeks or even months. Follow up needs to be improved. Additional staff needed to support Yuba College projects. Simple yet timely computer updates are impossible because the IT staff rarely updates our computers (Adobe, Flash, etc) , yet they won't share the admin. login with non-IT staff. Not all computers are updated automatically. | May 16, 2011 10:22 AM |
| 23 | <p>In an effort to manage the tremendous workload there ends up being a tight and "stifling" hold on the work of the individual employees. Individual employee's are expected to work only within defined projects and confines - stifling individual creativity, limiting responsiveness, and short-changing the campus community from the full potential of highly talented and dedicated individuals. Top leadership feels the need to control all aspects of technology. Control comes in the form of imposing tight controls on employees, limiting input from outside the department, and by controlling the message (scope - difficulty - cost of projects) to the top management. While there is a Technology Committee, it appears to be dominated by IT and serving more as a figure head than as a true advisory or decision making body. With IT reporting to the District, but the core mission (teaching and instruction) being located in the Colleges creates distinct negative issues. "College" Administration has no direct influence or supervisory control over one of the most critical units. Implementations that are spearheaded by IT are generally not done well. There is more emphasis on avoiding input and the "headaches" that come from involving the stakeholders in the implementation. Implementations involve completing the technological requirements without any input and then handing the "completed" project to the end user. Little to nothing is done to build ownership or encourage input during development. Credit is taken for the implementation by IT and blame is showered on end users for failing to "take the ball and run with it". Implementation management is NOT a strength in IT. Key implementation examples are: the Portal, Student Email, and the AVAYA telephone systems. In each case, the implementation timelines were poorly or inaccurately advertised. Input was only sought when it was really too late to give any, and when end users don't respond positively, they are blamed for why the implementation when so poorly. End users don't even see a reason to try anymore. In the AVAYA telephone system implementation, clerical staff were notified the same day that there would be a meeting with AVAYA and that they needed to come prepared to answer questions on how they wanted the system implemented in their office. Please note, it was not the Supervisor, it was the administrative support staff that was called. No more than 3 hours was given to prepare for how we wanted our systems set up. No advanced information was given on what the possible options for implementing were provided. Timelines were delayed, because no one knew how to answer the questions being asked. When more information was requested, it was promised but never came. The AVAYA consultants were very helpful, but they too thought we had already been informed. The end result was that the implementation was "slammed" in and we had to live with what we choose. But because we relied so heavily on the consultants, our internal staff had little to no in depth knowledge on how to make adjustments. This has lead to us using a telephone system that we didn't really understand, that doesn't work as we had hoped, and that requires additional consultant fees to fix / modify. After all that, the blame was sent down to the end users for not being prepared and not knowing what they want or what they are doing. We truly took what could have been a great advance in technology and turned it into disappointing implementation that only served to create a divisive and demoralizing activity.</p> | May 10, 2011 3:49 PM |

- | | | |
|----|--|-----------------------|
| 24 | Technology is an increasingly critical component for improving and expanding learning for students, staff and faculty. It is also imperative to the overall improvement of college operations. Many decisions within IT are unilateral and little feedback from end users is sought or considered. There is a need to establish vision and viable planning that involves key constituents from instruction, student services and administration. | May 10, 2011 12:23 PM |
|----|--|-----------------------|

Page 4, Q1. 2a. Have you utilized Distance Education staff and/or services in your role at Yuba College (Standard III.C)? Please describe.

1	Very little but they seem to do a good job.	May 31, 2011 3:09 PM
2	no	May 30, 2011 11:43 AM
3	No.	May 24, 2011 4:11 PM
4	Yes, most of my classes have been either online or TV courses.	May 20, 2011 5:42 PM
5	Yes, they have assisted in maintenance fixes for AV technology in my classrooms.	May 20, 2011 3:40 PM
6	I am not entirely sure what that is.	May 20, 2011 11:26 AM
7	The only services of DE staff utilized to date have been attending some of their blackboard workshops. Otherwise, no.	May 18, 2011 1:04 PM
8	No.	May 18, 2011 12:08 PM
9	no	May 18, 2011 10:19 AM
10	With my students.	May 18, 2011 9:16 AM
11	Sukhbir Grewal, Jeff	May 18, 2011 8:56 AM
12	Yes, ITV support	May 18, 2011 8:26 AM
13	Yes, in teaching distance ed and also enhanced face-to-face courses.	May 17, 2011 10:24 PM
14	Yes, often as a faculty member	May 17, 2011 9:46 PM
15	I teach an online course.	May 17, 2011 9:45 PM
16	yes to get assistance with Black Board	May 17, 2011 9:33 PM
17	Not yet, bbut am planning to in the near fututre.	May 17, 2011 8:58 AM
18	No.	May 16, 2011 2:45 PM
19	Yes.	May 16, 2011 10:22 AM
20	Yes, frequently. There is good and consistent communication between our departments. We each know who to contact to resolve issues. Our collaboration begins at Scheduling and goes all the way through to how our data is reported to the state.	May 10, 2011 3:51 PM
21	Yes, courses within this department are offered with online enhancements.	May 10, 2011 12:26 PM

Page 4, Q2. 2b. How can these services be improved?

1	n/a	May 30, 2011 11:43 AM
2	NA	May 24, 2011 4:11 PM
3	Maybe the availability of different classes, like more in summer session and the like.	May 20, 2011 5:42 PM
4	There are no instructions for using the AV (smart technology) in the portable classrooms, and I can't figure it out so it's been useless to me this semester. Also, the technology controls are different in many different classrooms, so it is a challenge to use technology when you need it sometimes.	May 20, 2011 3:40 PM
5	?	May 20, 2011 11:26 AM
6	Give them both a raise	May 18, 2011 8:56 AM
7	No comments, no problems.	May 18, 2011 8:26 AM
8	Woodland needs to have DE staff on campus in order to properly maintain the DE program. If these can't be provided, then all DE should be district-managed instead of campus by campus.	May 17, 2011 10:24 PM
9	The staff are exceptional. No improvement needed there--other than hiring more, because they are severely overworked and understaffed. Distance Education itself can be improved by developing a clear education plan for DE (including not only specific courses offered ongoing to guarantee that a student can get all his/her GE online, but also specific courses offered ongoing to guarantee that a student can get one or two different degrees online). In short, we need more planning and less haphazard scheduling of online classes. TV classes are being viewed primarily online so these are really hybrid online/face-to-face classes, not hybrid TV/face-to-face classes. We really need some meaningful FLEX workshops that address the special needs and problems of such classes (not more workshops on Blackboard, but workshops on the global issues that these classes must address).	May 17, 2011 9:46 PM
10	DE needs more support as well; Sukhi is a wizard, and the other two (Richard and Jeff?) are brilliant as well, but they can't do everything. I also think that, when we had a severe Blackboard problem at the beginning of last year, that IT did not rally to help, but left DE on their own. I'm not saying that the two should be merged, but there should be greater cooperation between IT and DE.	May 17, 2011 9:45 PM
11	need more staff	May 17, 2011 9:33 PM
12	N/A	May 16, 2011 2:45 PM
13	The services are great.	May 16, 2011 10:22 AM
14	It appears there is a disconnect between IT and Distance Learning though I am not familiar enough with both departments to pinpoint problems.	May 10, 2011 12:26 PM

Page 5, Q1. 3a. How have you participated in the process of identifying technology needs for Yuba College? (Standard III.C).

1	The Tech subcommittee works in isolation and doesn't ask for ideas so most ideas are done through one-on-one discussions with IT staff.	May 31, 2011 3:12 PM
2	no	May 30, 2011 11:43 AM
3	I participated in identifying tech needs for the relocated Writing Center.	May 24, 2011 4:14 PM
4	I have not.	May 20, 2011 3:41 PM
5	I participate in these surveys because my school is very important to me.	May 20, 2011 11:27 AM
6	Yes	May 18, 2011 10:44 PM
7	Only as far as mentioning technology needs for our computer lab in our program review updates and via our division dean.	May 18, 2011 1:06 PM
8	I had to contribute to the Yuba College Foundation myself to get the appropriate technology to serve my students. The people in the Media Center (Debra and Richard) have been outstanding in helping me and my students.	May 18, 2011 12:10 PM
9	Yes, I was on the technology committee	May 18, 2011 10:20 AM
10	No	May 18, 2011 9:16 AM
11	through general faculty meetings	May 18, 2011 8:57 AM
12	In faculty meetings	May 18, 2011 8:27 AM
13	By completing program review, updates, instructional equipment requests, Perkins funding & SB 70 grants.	May 17, 2011 10:27 PM
14	Only locally for specific departments through Program Review. The global needs college-wide are rarely addressed in any other forum than this survey.	May 17, 2011 9:48 PM
15	I was on the Tech Committee briefly, until I bowed out to let other interested members join. I helped begin the research re: notebook computer policies. I have also put equipment requests in through Program Review, as well as making personal appeals to IT folk. I've ordered new equipment for the journalism lab through the IT dept. to avoid conflicts in operating systems, etc.	May 17, 2011 9:48 PM
16	no	May 17, 2011 9:33 PM
17	no	May 17, 2011 8:58 AM
18	Yes. I am a member of the technology committee and I also work with the program review process.	May 16, 2011 2:46 PM
19	I contact the IT to let them know when tech. equipment is malfunctioning, then wait for weeks or months to hear response.	May 16, 2011 10:24 AM

Page 5, Q1. 3a. How have you participated in the process of identifying technology needs for Yuba College? (Standard III.C).

20	Multi-College Transition Committee, Deans and Directors Meetings, direct consultation with IT, consultation between colleges, consultation with district administration, and through outside conference and workshops. There are numerous activities we have engaged in that are leading to significant efficiencies: NelNET online payment plans, Credentials Inc - online parking pass system, better utilization of WebAdvisor, and an increased interest in developing Degree Audit.	May 10, 2011 4:57 PM
21	Yes	May 10, 2011 12:31 PM

Page 5, Q2. 3b. How can these processes be improved?

1	If the Tech committee is the one to actually make decisions then they need to become more visible and collaborative. Is there info about them on the portal? Do they solicit ideas through surveys or questionnaires?	May 31, 2011 3:12 PM
2	n/a	May 30, 2011 11:43 AM
3	The last information I had showed that the planners did not intend to place ANY computer stations in the relocated Writing Center, even though they requested, and we submitted, a list of estimated technology needs. This even though 90 percent of what we do in the Writing Center is to work with draft papers in-progress, i.e., in the process of being typed and revised inside the center. It would be an improvement if those who request input take the resulting input seriously and act on it.	May 24, 2011 4:14 PM
4	I am unaware.	May 20, 2011 3:41 PM
5	The surveys need to be enforced.	May 20, 2011 11:27 AM
6	More funding	May 18, 2011 10:44 PM
7	Identification of needs and actually having those needs met could be improved. But, I realize funds have started to dwindle which makes this improvement more challenging.	May 18, 2011 1:06 PM
8	Stop laying off classified employees so there is adequate support for students and faculty.	May 18, 2011 12:10 PM
9	I think there needs to be funding to keep up with technology	May 18, 2011 10:20 AM
10	by having a monkey survey, such as this, that the Board will actually pay attention to	May 18, 2011 8:57 AM
11	surveys like this one.	May 18, 2011 8:27 AM
12	Focus needs to be placed on programs that bring in FTEs and are proven successes. Money should not be wasted on programs that are too expensive and serve very few students.	May 17, 2011 10:27 PM
13	We need such processes to exist. Right now, there is really no way to improve the technology needs at Yuba College. As I said in an earlier response, the Technology Committee is defunct, run by one person who makes unilateral decisions. We need someone who oversees IT who thinks "users first" instead of dictating from an ideological stance.	May 17, 2011 9:48 PM
14	Again, the issue is staffing. I've have requests completed only because I happened to catch Karen Trimble in the room with the technician, who was swamped trying to put out other fires.	May 17, 2011 9:48 PM
15	At the college level, their needs to be a committee or work group that periodically reviews the college's technology requests and prioritizes those requests for the college.	May 16, 2011 2:46 PM
16	The IT needs to listen to the needs of the colleges, rather than enforcing its "district" approach. The "district" does not always know what's best.	May 16, 2011 10:24 AM

Page 5, Q2. 3b. How can these processes be improved?

- | | | |
|----|--|-----------------------|
| 17 | The IT department is too "Closed". There is a very protective environment around this department to the extent that a great deal of time is spent "working around" the barriers. A more straight forward prioritization system would benefit us greatly. The IT staff and Admin are talented IT professionals, but they are too protective and are not the best communicators. | May 10, 2011 4:57 PM |
| 18 | Involve end users in some planning and decision making. Perhaps the hiring of more help within IT would enhance their ability to be more available for support. | May 10, 2011 12:31 PM |

Page 6, Q2. 5. What suggestions would you give to improve the ACCESS to Learning Resources?

1	These resources are too fragmented. They should be grouped under one heading and marketed to the students as "Student Help with Classes." OML, WLDC, Tutoring Center, Hard Math Cafe, etc...students should be able to find any one of these at a glance. They shouldn't just serve a certain percentage of the student population.	May 31, 2011 3:16 PM
2	open the library earlier and keep open later for students with early or late classes who need to study	May 30, 2011 11:46 AM
3	The library needs more open hours! The Open Computer Lab is too open--students can't use it because there is so much non-academic activity going on, and no time limits on said activity. World of Warcraft players sit around the library playing online, using up bandwidth and slowing the system. YC needs an ACADEMIC computer lab with somebody minding the store. YC students need access to printing at a reasonable cost, not twice what Kinkos charges.	May 24, 2011 4:18 PM
4	We need expanded hours for labs and libraries, particularly with the increase in online resources, homework and other assessment tools.	May 20, 2011 3:42 PM
5	the things you offer are great, it is just always very crowded and sometimes hard to get a turn.	May 20, 2011 11:27 AM
6	Keep the library open for longer periods of time.	May 18, 2011 12:11 PM
7	Later hours in the library. More tutors.	May 18, 2011 9:17 AM
8	More publicity, make sure that tutors have knowledge necessary to assist students.	May 18, 2011 8:29 AM
9	I think the Open Computer Lab should not be available for students to play online games, etc. I've seen and heard of students unable to get onto computers when other students are gaming and/or doing other things that are (or should be) against terms of service. I'd ask that wireless accessibility be accelerated; we have it in too few places. And I wish we didn't have to re-log into the arubanet system every time our device disconnects. (If I leave the cafeteria for my office, my phone disconnects from the network and I have to reconnect--which is actually a pain on a phone.) Finally, I hope the remodel of the LRC includes ways to boost the wireless; parts of the building get no wireless access.	May 17, 2011 9:52 PM
10	Increase the number of hours the Learning Resource Center is open. I await the day the Library is open on a Saturday, even if only for 4 or 5 hours.	May 17, 2011 9:50 PM
11	include Fri. and weekends	May 17, 2011 8:59 AM
12	Centrally locate all tutoring services on each campus. Improve the hours to include evening tutoring services.	May 16, 2011 2:48 PM
13	Don't close the library/computer lab/tutoring so early. Some of us students are on campus until 10pm.	May 14, 2011 8:02 PM
14	A more cohesive approach to the organizational structure of learning resources. Shared knowledge of learning resource goals and outcomes might insure students are receiving the same message about the importance of utilizing what is available to them.	May 10, 2011 12:36 PM

Page 7, Q1. 6. Give an example where a Program Review outcome has improved student learning outcomes or achievement. (Standard II.A)

1	Basic Skills and the Writing and Language Development Center	May 31, 2011 3:17 PM
2	?	May 24, 2011 4:18 PM
3	We have pushed for improvements to the Hard Math Cafe (better facilities and computer access) for tutoring in mathematics and now we have a well-used room with 4 computer stations that have been filled to capacity many times this past year.	May 20, 2011 3:44 PM
4	I was in student support services and they helped me a lot, so it was unfortunate that the program no longer exists.	May 20, 2011 11:28 AM
5	Putting prerequisites on ESL courses has started to equalize the levels in the classes improving student learning. Adding the VESL computer course to the ESL program has improved student learning in technology.	May 18, 2011 1:10 PM
6	This makes me laugh out loud.	May 18, 2011 12:11 PM
7	In regards to technology? I'm not sure. I am not privy to their SLO's.	May 18, 2011 9:18 AM
8	Unknown	May 18, 2011 8:29 AM
9	No examples because no one reads them or has yet to use them to improve student achievement or retention.	May 17, 2011 10:29 PM
10	I don't think I can.	May 17, 2011 9:53 PM
11	SLO's are just now being developed and assessed, so Program Reviews have not yet had any impact on them.	May 17, 2011 9:51 PM
12	not aware of any - maybe this needs to be available for review (portal?)	May 17, 2011 9:34 PM
13	unfamiliar with previous exercises	May 17, 2011 9:00 AM
14	Reading Task Force curricular changes	May 16, 2011 2:49 PM
15	It is too early for success to be seen on this yet, but the growing interest in reviving our Degree Audit system is (in my opinion) one of the most important ways we can assist students in achieving their goals. It will provide better planning information for us, it will give students clear (on-demand) access to the progress, and it will help the institution to effectively target limited resources to the highest needs. This is a long term project in its early stages.	May 10, 2011 5:00 PM
16	Satisfaction surveys were filled out by students utilizing student services. Faculty used information from this assessment to formulate a basis from which to hone in on other assessments that might provide a clearer picture of student need for learning resources. In this case tracking the use of priority registration.	May 10, 2011 12:41 PM

5. All-Yuba College Discussion - February 8, 2011



All-Yuba College Discussion February 8, 2011

Yuba College is currently undergoing an accreditation self-study process to confirm the strengths of the institution and to develop a planning agenda for those areas that do not meet the required ACCJC Standards. Through seven sub-committees, developing awareness and gathering input are two main goals for the self-evaluation process during the Spring 2011 semester. We are requesting that all faculty, staff, administrators, students, and trustees provide input into the creation of the self-study document and to ensure that planning agendas are based upon evidence and knowledgeable input.

Individual responses will not be identified, but overall responses will be shared with the appropriate accreditation sub-committee.

1. How do you personally deliver instruction that is compatible with the objectives of the curriculum? What evidence, if any, can be used to support your response? (Standard II.A.1.b)

- Attach Syllabi
- List of Text book (selected by Division) with an agreement of what needs to be covered in that semester, in addition to course outline.
- Composition of the Holistic Final
 - Chose appropriate guest for each level, response to ideas, dept decides.
- Division Mtgs discussion to be reflective in the minutes.
- Monthly Mtgs curriculum is discussed and in handbook
- Objectives (State-wide) met in curriculum.
- Different skill levels – for certification
- Class provides
- SLO assessment linking to the objectives.
- Q asked if only documented evidence is the only way of showing evidence; video is acceptable evidence.
- Student Evaluations?
- Debating in D&D mtg – software Microsoft 2010
- Mini Curriculum mtg monthly to ensure curriculum is met

2. In what ways do you feel you have a role in providing input that is used in making institutional decisions? (Standard IV.A.2.a) What evidence, if any, can be cited to support your response?

- Budget request to dean
- Program reviews

- Looking at current leadership and shifting things for improvement of the new administration.
- Concern for how the question is being raised.
- All YC mtgs
- User groups
- Program Reviews
- Advisory Committee
- Staffing and Schedules (participation)
- Hiring of adjunct/interim
- Evaluations for adjuncts.
- Ability to be an employee as well as student
- Measure J input
- Faculty Orientations
- Committee Surveys/ Accreditation survey
- Counselor in-services
- State/federal Regulation
- Bringing in info to senate.

3. What suggestions would you provide to make it easier for you to participate in the process and to provide input for decisions that are made at Yuba College? (Standard IV.A.2.a)

- Reactions to getting last minute decisions made when faculty is off.
- Allocation Model
- Police security YCCD
 - Parking fees for example
 - Offer different policies
- District withholds info from colleges – reactionary
- Rearranged management mtgs
- Decisions made look at faculty work hours
- Fair and reasonable allocation mode – autonomy

4. What are the most significant processes, practices and structures in place to allow all constituent groups, including the Board of Trustees, to work together for the good of Yuba College? What evidence, if any, can be used to support your response? (Standard IV.A.3)

- Technology Committee
- 1st Thursday events
- DC3 structure (misused and where it should be) currently one-way communication
- YC Council – Students/government had a reputation of not having a voice
- Structures for students and engaging them.

- Curriculum committee with state changes.
- Technology, new portal system
- Curriculum committee-heart of college, revamping outlines

6. Convocation Breakout Session Discussions - August 2011

Convocation Breakout Session Discussions 2011-2012

Program Reviews Group 1

#1

- Staffing
 - Responsibilities
 - Classified
- Facilities
- Equipment
- Curriculum
- Feedback
 - Timeline

#2

- Programs/Staff/Faculty
 - Standardized Responsibility
 - Sent from Group (Resp.)
 - Dean (Resp.) Review/Evaluate/Research/Contribute Data
 - VP Roles/Review
 - What is the Role of Curriculum?
 - Vice Chancellor
 - Board
 - President Feedback

#3

- Have to be prioritized
- What is considered 1st?
 - Priority
 - 1. Needs/Want – Long Term/Short Term
 - 2. Based on funding
 - Categorical
 - Clarify
 - Funding/Need

#4

- 1. Academic Senate (Summary)
- 2. Curriculum Committee (Sub – Committee)
- Faculty Staffing
- Equipment/Facilities
 - Maintenance
- Technology
- Safety
- For decisions made
 - Look at reviews
- Work Backwards
- Move Reviews Earlier
 - Timeline

- Reviews submitted before...
 - Staffing
 - Equipment
- Overall responsible for making it accessible
 - Pres/VP for feedback/review

#5

- Other way around we need to know the S.D.
- Everyone needs a copy o make the link

Program Reviews Group 2

#1

- The people who wrote them need feedback
 - With a list of what is/isn't possible
 - How to improve/changes to make in the future reviews
 - Training/Deans
 - Something Formal
 - Mentoring/ Peer Mentoring, - New hires
 - Division level to look at each others – connect needs/prioritize

#2

- 1. Department
 - Rough Draft
- 2. Dean Reviews
- 3. Division Review
- Feedback to VP with recommendations
 - Break into
 - Staffing
 - Technology
 - Curriculum
 - Facilities
- Info only to VC
- Back to the Areas with responses/feedback/plan/priorities
 - This will help with annual updates
 - Final recommendation from President

#3

- Strategic Plan
 - Look at overall programs
- Prioritize
 - College/Area
 - Division/Dept
- College Council
- Based on Mission
 - Programs/Students 1st
- Admin stays lean

#5

- Linked with Student

- Partly with Academic Senate
- We need to know what they are and the definitions
- Ability to provide input to the strategic directions

#6

- Yes different programs/populations

Program Reviews Group 3

#1

- Should be used
 - Read by curriculum
 - Link Between CLC/YC for the Program Reviews
 - Staffing Committee
 - Executive Summary of all reviews to Academic Senate
 - Pres/VP/Senate Overall Review for trends etc...
 - Responsibility of CC to report to Academic Senate
 - Back and forth with Ed Master Plan
 - Dept/Division Responsibility to review and ensure prioritize and are advocated
 - Closing the loop

#2

- In one Doc – receive the feedback through the portal of all reviews
- Responsible party – define (How are they defined – Who defines)
- Action/Follow – up plan
- Who does this?

#4

- Ranked
 - Facilities
 - Staffing
 - Staffing Committee
 - Equipment
 - Equipment Committee
 - Clarify Roles of an area with a committee
 - Hearings before ranked (Present Case)

#5

- Ranked with committees rubric and tied by that groups responses
- Good things/issues/needs included in executive summaries and distribute
- Know what the SD are

#6

- Needs are similar
 - Same complaints
 - CLC – Aligned with YC faculty and Colleagues within CLC

Technology Group #1

- Issues
 - Lack of working technology
 - System – requests/No feedback

- Planning/process
- More local access
- Portal issues
- Student issues – No access, costs, use policy
- Requests – Up keep
- Plan to address issues
 - Training
 - Exchange server – single log on
 - Authentication
 - Policy – student use
 - Feedback
 - Accountability
 - Input – student, staff, faculty, outside input from community

Technology Group #2

- Email list serves – lack of
- Portal training
- Online portal training video (email)
- Technology decisions made
 - No input from faculty
- Ease of use/accessibility
- Media + IT working together
 - Same Leadership
- Classroom/Hardware updated
 - Internet Access
- Computers/classroom displays in working order
 - Completed before classes begin
- Reinstitute review process for technology purchases
- Continue committees regardless of budget issues
- No program review feedback
- Labs
 - More access for students (hours)
- Clear Lake
 - Staffing part-time IT
- Software purchasing
- Distance Ed
 - District function
- TV screens too small for classrooms

Technology Group #3

- Classroom Technology
 - Needs to be up to date
- Clear Lake needs not being met – needs updated
- Lack of clarity/roles – IT
- Online instruction

- More than one person for software upload
- Blackboard training/resources/access
- Student accessibility for IT support
- Do more to empower student success
 - Trainings
- Accurate training for Blackboard
- Technology mentoring
- Need to have input and awareness of processes
- Receive proper training, convenient trainings
- No review process for new technology
- Lack of Coordination
 - IT/DE
 - Integrate 2 depts.
 - Reorganization
 - Communication
- Technology planning
 - Technology trainer, planning
 - Instruction Technology Specialist
 - Division Technology representative

SLO Group #1

- Barriers
 - Time
 - Understanding deadlines
 - Knowing/understanding feedback
 - Past Practice
 - Compensation for time
 - Misinformation
 - Re-educate for faculty empowerment
- Details
 - No meaningfulness
 - Communication between campuses
- Training
 - TracDat (Tandberg with Lake)
 - Faculty Development
- Stake-holders
 - Adjunct Faculty
 - Deans
 - SLO coordinator

SLO Group #2

- Barriers
 - Lack of Personnel
 - Lack of understanding process
- Training

- Basic SLO's
- Misinformation corrections
- Training for non-instructional departments
- Dialogue
 - TracDat – Electronic Communication
 - Meetings – regularly schedules
 - Flex look at model colleges with A+ SLO's
 - Create our own SLO resources online

SLO Group #3

- Barriers
 - Lack of faculty
 - Lack of classes to complete curriculum
 - Defining the process
 - Lack of understanding our Role
 - Need for ongoing data collection for adequate assessment
 - Time line for drawing reasonable conclusions and creating remedies is longer than institutional expectations
- Training
 - TracDat
 - Electronic communication
 - Examples of proven “good” SLO's
 - Creating good rubrics of assessment
 - Create assessment plan

Clarification of Roles Group #1

- Economics
- Service types
 - Local
- Security
 - Local (What about CLC?)
- IT, user level
 - Both
- More local budget control
- Local needs should drive programming
- Local autonomy of curriculum
 - College vs. District
- Clear guidelines
- Contract Ed
 - District vs. YC community Ed
- DE
 - District
- Clear Lake Campus
 - Simpler
 - Budget clarification

- Many hats
 - Small space
- Program Review + Clearlake
 - Feedback to dean
- President role vs. Chancellor (CHEX)
- Define Leadership
 - Cuts to programs, equipments, etc
- Transparent
 - Processes of CHEX
 - Publish minutes
 - Example: IT District: Contract, purchasing
 - Local: Support personnel "insourcing"
- Facilities Rental

Clarification of Roles Group #2

- Moving passed growing pains
- Still here for community
- Since 2008
 - Sliding
- Stand alone programs
- Rigidity between organization
 - Us vs. them
- Open communication
 - E-mail issues
- CLC is out of the loop
 - Easy Access
 - Meeting
- Research
 - Consolidate and Separate
- Yuba serves District
- Look at outside modes
 - MJC
- Community needs drive programs
 - Should WCC=YC
 - Do/Should district employee be "off campus"
- Leverage DE to minimize replication
- Greater separation in Curriculum
 - GE vs. Dept/Program needs
- More presidential autonomy
- Strengthen faculty connection with board and leadership
 - Decisions in vacuum
 - Student centered model
 - More responsive organization

Clarification of Roles Group #3

- Clear Delineation "in writing"
 - More info about District rules
- Sharing resource
 - Faculty
 - Flex
 - Communication
 - Administration
 - ETC...
- Better equity YC vs. CLC
 - Equally Excellent
- Give them something to do
 - DE
- What does it "have to be?"
 - Organization
 - Consolidate functions
- Equal Access
 - Assisting Tech
- IT vs. Media Services
 - Who does what?
 - Clear Vision
- Clarify Committee Roles
 - Reporting
 - Listening
 - Authority
 - Searchable Handbook
- Needs of students drive courses/Programs
 - Community Needs
 - Improve curricular autonomy
 - Same course = same content
 - Concentrated programs
- Make Basic Skills more efficient

Communication Group #1

- **Elements in Communication (internal)**
- Post all minutes and agendas in a timely manner on the portal
- Sent email to people you represent
 - Set up groups and email training
 - Also have individuals aware of what expectations are for members
- Shared calendar
 - Meeting, lab
- Make sure email traffic is important and relevant
 - Individual has ownership too
- How to ensure everyone is login into the portal?
 - Communicate clearly and accountability

- New employee orientation
- President reports
 - Focus on budget
- Rumor Control – Grapevine
 - Add to portal but need new, updated info
 - Discussion board on portal
 - Who's who diagram to have someone to talk to
 - Organization chart on portal
 - With names
 - Who will update
 - Directory: Photos and names with relationships
 - No email group established for certain groups. (Who will set up) (training)

Communication Group #2

- Committee involvement
 - User friendly email system
 - Create list serve
 - Division meeting report updates
 - Use portal system
 - Email people to remind them to look at the portal
 - Emergency Communication process
 - AlertU sign up
- Communication
 - Show users how to use (portal) presentation or training
 - Transition of communication changes
 - Portal is too departmentalized (broadcast feature)
 - Announcement scrolls down quickly and can't see update
 - Only enrolled people can see updates
 - Connect faces with names
 - Form relationships
 - Staff directory
 - Use picture in book from College 10'
 - Continue with President and VP forums
 - After Fall 2012
 - Need more events to bring faculty/staff together
- Job
 - Class communication
 - Deadlines dates
 - Calendar
 - Institutional and Divisions
 - Who is in charge of what
 - Room reservation
- Lake
 - Work hard to communicate and involve

Communication Group #3

- Plan
 - Ability to communicate with everyone (staff, stud, comm., faculty)
 - No list serves
 - More walls for posting posters
- Committees
 - Word of mouth
 - Email
 - Not everyone has access
 - Need list serves
 - Portal is like a bulletin board, not live
 - Don't feel like information gets to user
 - Adjuncts don't know how to use
 - Not nice to look at
 - No instructional written instructions available
 - Smart phone issues with portal
- Communicate
 - Talking about top down, not upward
 - Directory
 - Who to call for what service
 - Pictures of staff on line, division, department
 - Students/faculty
 - Let them know before semester starts about the Portal and Blackboard
 - Establish a video on web for new students
 - Workshops
 - Web site not user friendly
 - Staff/faculty have access to student email
 - No lists provided
 - Allow limited access to college for Faculty
 - Flags outside building so students know where to go.
 - Uniform employee shirts so students know who to ask
 - Email do's and don'ts
 - Need handbook for permanent employees too
 - AlertU
 - Some do not text; other ways to get into
 - Who to call in emergencies (adjunct)

Budget Development Group #1

- Barriers
 - No allocation model
 - Never put into play
 - How do we divide up the pie if we don't know what the cut is?
 - Shouldn't we know the allocation
 - Budget cuts are difficult
 - Possible Perkins Grant (one time money)

- No common idea college wide of what our priorities are
 - Coming from different areas
- Budget committee reinstated cutting instruction, other divisions are hiring
- Do not have an allocation model
 - Bulls eye and we protect the center
 - What is the center?
- No clear idea of where we want to go
- Look at community needs
 - LVN program cut
 - No LVN's in the program
- Communication
 - Network together so everyone knows what is being done in departments.
 - Meeting students needs?
 - Model of networking
 - So everyone can have a better concept of what everyone is doing
 - SLO's can have value to educate regarding your program
 - MESH did (nursing) SLO's and it did help the program
 - Proving your program in SLO's
 - Instructors not always trying to find the money
 - 5 plus years in this economy probably
 - State is looking to cut various programs
 - We want to make our decision
- Community consideration
 - What does the community want us to have?
 - Measure J supporters
 - Staffing to help with SLO's
- Maintenance and operations
 - Clean and Safe Campus
 - Budget planning for M&O
 - Long term care for maintenance/new buildings
 - One custodian manning new building
 - District realizes need
- Budget Subcommittees
 - Explore thoughts from all regarding budget

Budget Development Group #2

- No shared governance
- We don't trust the budget, no buy in
 - Trust in the "bringer" of the budget
 - Need a straight shooter with the budget
 - Overall choice of budget person that everyone trusts
 - Use it or lose it mentality is not good
- No understanding of what the allocation model is since multi-college
- Faculty, counselors have little knowledge and when people put time in their ideas go no where

- Get together and prioritize the budget all have buy in and all are a part of the decision making.
- Only discretionary area adjunct, how many classes do we offer?
 - Such a small area to cut budget
- Lack of trust with committees
- Faculty retirement, a class needed by a large amount, that's the faculty position you fill.
- Trust=Communication
- Don't add classes simplistically
- English 1A fills before open reg
 - Add more classes
- Stop bandages access
- Paper shared governance but not reality
- Access students needs and community needs
- Faculty should be mainstay as far as needs and admin there to facilitate
- What are the jobs out there
- Hear what committee people say and give feedback
- Share the budget cuts routinely classified take the hits
- Move students back to adult ED
- LVN cut classes due to no jobs in the community
- How to best serve the community
- Relook at mission
 - We can't do everything
- Different philosophy on how to do our jobs

Budget Development Group #3

- Groan – then smile
- No one knows what the process is
- Education needed
- Lack of communication about the process from administration down to BOT
 - Where decision making is? Who do we go to
 - More relaxed attitude with a flow chart of how money gets distributed
 - Difficulty is systematic
 - Knowledge from each other about what goes on as far as cuts
- Viable programs lost upon retirement
- Faculty staffing make priorities
- How do programs needs get heard?
- Program reviews
 - Culinary arts
 - Don't understand if it was funded before, where did it go?
- We have no power due to state budget
 - Union issues
 - See other colleges who take across the board cuts to continue to operate
 - Look at program individually

- State mandated programs, these don't come up on staffing or hiring committees
 - Is there a process in place for an overall goal
 - Who's making that decision?
 - Where are we going
- Accountability
 - BOT doesn't know what direction to go
 - Who makes the overall decision-educational master plan
 - How to get the BOT to listen
 - Don't get raises in hard times
 - Macro Vision
 - Board needs to do SLO's
 - Cut from top

Shared Governance Group #1

- Include Clear Lake
- Transparency
 - Orientation of committees
 - Identify goals of Committees and Outcomes
 - Supervisors have understanding of release for committees
 - Need equal representation for governing committees (curr/acad issues)
 - S.W.O.T Analysis
 - Follow up on recommendations and feed back
 - Proposals need "Champion"
 - More use of Portal
 - Process to organize a committee
 - Make Handbook available
 - Committee Sponsors need to follow up
- Define Shared Governance
 - Who makes decisions?
 - Members powerless
 - Communication process for each committee
 - Formalized feedback process
 - Responsibility for decisions being made
 - Clarify who has authority

Shared Governance Group #2

- Clarification of roles (all aspects)
- Redefine Shared Governance
 - What should it do?
 - Weight of voice to faculty
 - Management and classified less voice
 - Us vs. Them
- Committee training
 - Strong chairs

- Less access to committee info
 - Email
- Better communication
 - More participation via subcommittees
 - Free flow of communication and process
 - Seems like a one-way process
- Appearance of shared governance but we don't have
- Committee summaries to all
- Strive for collegial environment
- Reason why recommendations are turned down
- College doesn't exist without admin, faculty, staff, students
- Common understanding of shared governance and does it work?
- CLC training was good

Shared Governance Group #3

- Fix shared Governance
- Communication
 - Get final answer with little input
 - Shared information
 - Not afraid to contribute
 - Variety of forums
 - Include all
- Common understanding of shared governance
 - Special interest groups prevent shared governance
 - How committees contribute
 - Chairs need training
 - How does our administration define shared governance?
- Recommendations are rejected with no explanation
- Students must be included
- Must have trust, transparency and true communication
- Discuss and converse
- Sponsor participate more in committees
- Mechanism to work with committees
- Take personal responsibility
- New employee mentoring
- Other communication avenues

Planning

- Equipment – already do?
- Completing needs expressed in program reviews
 - Who prioritizes?
- Rubric the faculty staffing committee uses – others should develop rubric, keep objective
- Objective rubrics needed

- Planning
 - Use bottom up model not top down
- In times of crisis, have emergency plan/group that is not top down
- Start with shared vision – our mission statement, mission statement should be revised as needed
- Stop taking easy way out
 - Do the planning
- Focus on grant writing/ hire a grant writer
- If following comprehensive college – keep it even, fair/share the burden
- Planning should not be state driven – we have our own mission
- Big decisions
- Lobby the state
- Create educational plan for students –
 - Hard if counselors don't know what's going to be available
 - counselors need to know
- Craving positive campus climate, share the burden
- Base planning on SLO's
- Get update from other committees
- Enable comments in the portal – on committee work
 - Discussion
- Have to have communication
 - Example: Re-Keying issue, technology
- Multiple voices/contributors are needed different angles
- Don't do/build something if you can't maintain it
- Not only communication but also representation from all constituents
- Community research
 - Direction of college
 - What resources they need
 - Be more humanistic
 - Community survey
 - Student survey
 - Prioritize
 - Competition survey – why students are leaving
- Priority
 - What's our mission
 - look at our mission statement
 - Prioritize the mission
 - Offering times, classes, sections
- Faculty survey
- Talk to experts in the field
- Look globally/holistic
- Look how long the needs have been outstanding/the longest funded first?
- General grad requirements
- It's hard to choose what data to use

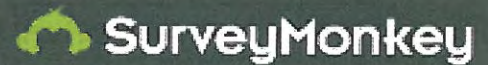
- More cooperation between departments instead of competition
- Listen to each other's needs
- Historical data, # of transfers, job projections, job placement, where our students get jobs, more follow up
- Survey people who have left the college
- Look at the whole picture, economics
- Department goals for growth, look at FTES – look how departments are growing
- Give people the opportunity to improve your program
- Help support staff/faculty to be supported where change happens
 - Jobs are changed/eliminated
- Decisions makes should actually make the decisions based on research, surveys, mission and not be afraid to bring bad news
- Work with community planners to do our planning so we are not in a vacuum
- Tap into human resources at the college
- Instill personal responsibility
- Survey students
 - Find out what they want and need
- Ask Department and deans
- Project future outcome
 - Staffing
 - Make changes based on predictions
 - Changes in the field
 - Retirement
- What does the community need?
 - Job Training
- Proper Up keep for facilities
- Move access to committee Minutes
- Grants/ Comm. Work
- Share work together
- Unity/ discussion with the college
- Program review
 - Valid data
- Holistic needs of the college

7. Yuba College Shared Decision Making Survey







- a. 2009-10**
- b. 2010-11**
- c. 2011-12**

2009-10





YC Shared Decision Making



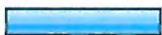




1. Please select your committee: (If you are a member of more than one committee, please complete a separate survey for each one.)

		Response Percent	Response Count
Academic Senate		12.0%	6
College Awareness and Access Committee		10.0%	5
Curriculum Committee		28.0%	14
Directors and Deans		26.0%	13
Faculty Staffing Committee		10.0%	5
Yuba College Council		14.0%	7
answered question			50
skipped question			0

2. I am a:

		Response Percent	Response Count
Student		0.0%	0
Full-time Faculty		36.0%	18
Part-time Faculty		0.0%	0
Classified Staff		18.0%	9
Administrator		44.0%	22
Other (please specify)		2.0%	1
answered question			50
skipped question			0




3. I have been employed at Yuba College/Woodland Community College/District Services for: (Include student employment)

		Response Percent	Response Count
1-3 years		24.0%	12
4-6 years		16.0%	8
7-9 years		6.0%	3
10+ years		40.0%	20
Other (please specify)		14.0%	7
answered question			50
skipped question			0

4. Upon joining this committee, I had the opportunity to participate in an orientation.

		Response Percent	Response Count
Yes		12.0%	6
No		72.0%	36
Not Sure		16.0%	8
answered question			50
skipped question			0

5. Upon joining this committee, I completed an orientation.

	Response Percent	Response Count
Yes 	12.2%	6
No 	77.6%	38
Not Sure 	10.2%	5
answered question		49
skipped question		1





6. Committee MEMBERS are responsible for:

	Response Count
	41
answered question	41
skipped question	9





7. Committee LEADERS are responsible for:

	Response Count
	39
answered question	39
skipped question	11

8. In the event of changes in committee meeting locations and/or time, I am CURRENTLY notified within:

		Response Percent	Response Count
24 Hours		36.2%	17
2-3 Days		31.9%	15
One Week		17.0%	8
Other (please specify)		14.9%	7
answered question			47
skipped question			3

9. In the event changes in meet locations and/or times, I would like to be notified within:

		Response Percent	Response Count
24 Hours		21.3%	10
2-3 Days		36.2%	17
One Week		40.4%	19
Other (please specify)		2.1%	1
answered question			47
skipped question			3

10. Please select the answer that best describes how you feel about each item:

	Very Satisfied	Satisfied	Neutral/Average	Dissatisfied	Very Dissatisfied	N/A	Resp Co
The Committee goals have been communicated to me.	27.7% (13)	55.3% (26)	12.8% (6)	2.1% (1)	2.1% (1)	0.0% (0)	
The Committee has a purpose statement with stated goals and outcomes.	34.8% (16)	41.3% (19)	17.4% (8)	4.3% (2)	2.2% (1)	0.0% (0)	
I understand the role the committee plays in the overall college/district decision-making structure.	29.8% (14)	40.4% (19)	12.8% (6)	10.6% (5)	6.4% (3)	0.0% (0)	
I believe in the importance of the Committee's purpose.	51.1% (24)	36.2% (17)	6.4% (3)	2.1% (1)	4.3% (2)	0.0% (0)	
I am aware of how members are assigned to committees.	31.9% (15)	48.9% (23)	10.6% (5)	2.1% (1)	2.1% (1)	4.3% (2)	
I believe I am a good fit for this committee.	43.5% (20)	45.7% (21)	10.9% (5)	0.0% (0)	0.0% (0)	0.0% (0)	
I believe the committee met its goals, or is making significant progress.	31.9% (15)	42.6% (20)	12.8% (6)	10.6% (5)	2.1% (1)	0.0% (0)	
There is sufficient communication within this committee to effectively address goal/purpose attainment.	31.9% (15)	40.4% (19)	17.0% (8)	4.3% (2)	6.4% (3)	0.0% (0)	
answered question							
skipped question							

11. Please select the answers that best describe how you feel about each item:

	Very Satisfied	Satisfied	Neutral/Average	Dissatisfied	Very Dissatisfied	N/A	Res C
Committee Chairs/Co-chairs provide effective internal communication.	31.9% (15)	40.4% (19)	14.9% (7)	10.6% (5)	0.0% (0)	2.1% (1)	
As a committee member, I contribute to effective internal communication.	23.4% (11)	48.9% (23)	21.3% (10)	2.1% (1)	0.0% (0)	4.3% (2)	
As a committee member, I am effectively communicating with my respective groups (i.e. faculty, classified, administrators, etc.) regarding what is being accomplished by the committee.	25.5% (12)	44.7% (21)	25.5% (12)	0.0% (0)	0.0% (0)	4.3% (2)	
I am comfortable speaking on agenda items that are important to me/my constituents.	48.9% (23)	40.4% (19)	8.5% (4)	2.1% (1)	0.0% (0)	0.0% (0)	
I have the opportunity to place items that are important to me on the agenda.	40.4% (19)	42.6% (20)	12.8% (6)	2.1% (1)	0.0% (0)	2.1% (1)	
The Chair or designee sends out agendas as scheduled.	48.9% (23)	38.3% (18)	2.1% (1)	10.6% (5)	0.0% (0)	0.0% (0)	
The Chair or designee posts minutes on the web page as scheduled.	30.4% (14)	39.1% (18)	4.3% (2)	6.5% (3)	4.3% (2)	15.2% (7)	
answered question							
skipped question							

12. Thank you for taking the time to complete the Planning and Shared Decision-Making Process survey. If you have any other comments or suggestion, feel free to use the space below.

Response
Count

11

answered question

11

skipped question

39

1. I am a:

Other (please specify)

1 Classified Supervisor Mar 9, 2010 5:40 PM

2. I have been employed at Yuba College/Woodland Community College/District

Other (please specify)

1	34	Mar 9, 2010 6:58 PM
2	34	Mar 9, 2010 7:02 PM
3	less than 30 years	Mar 9, 2010 7:09 PM
4	more than several	Mar 9, 2010 7:11 PM
5	More than several years	Mar 9, 2010 7:14 PM
6	Over 19 years	Mar 9, 2010 10:40 PM
7	35 years	Mar 9, 2010 11:19 PM

1. Committee MEMBERS are responsible for:

Response Text

1	Providing input, coming up with ideas and output of information to departments and programs.	Mar 9, 2010 5:42 PM
2	review of documents and participation in votes/discussions and reporting to division	Mar 9, 2010 5:43 PM
3	Attending, reading material ahead of time, discussing, letting their constituents know what is going on	Mar 9, 2010 5:43 PM
4	Curriculum assessment	Mar 9, 2010 5:45 PM
5	Getting information from the individual chairing the committee, providing input on the committee chair's agenda and reporting back to your groups on what transcribed during the committee meeting.	Mar 9, 2010 5:47 PM
6	Attending, sharing views from constituents, doing some ad-hoc committee work, reporting to constituents	Mar 9, 2010 5:48 PM

1. Committee MEMBERS are responsible for:

	Response Text	
7	Taking information back to their constituent groups	Mar 9, 2010 6:12 PM
8	Attending meetings, representing constituents, communicating between senate and constituents, recommending policies to the Board re: curriculum and instruction, guarding faculty's authority over curricular matters (sad but true), overseeing a number of committees (curriculum committee, faculty staffing committee, etc.), setting curriculum / instructional policy	Mar 9, 2010 6:12 PM
9	absorbing information and making decisions	Mar 9, 2010 6:19 PM
10	preparation, reporting to constituents, active involvement	Mar 9, 2010 6:31 PM
11	discussion and feedback on ideas and issues	Mar 9, 2010 6:46 PM
12	Not a voting member of this committee, therefore my responsibilities are different from voting members. General information sharing.	Mar 9, 2010 6:51 PM
13	Sub-committee work including course review and recommendation for approval.	Mar 9, 2010 6:55 PM
14	Prioritizing faculty position requests	Mar 9, 2010 6:59 PM
15	coming to meetings, knowing what is going on in their areas	Mar 9, 2010 7:03 PM
16	Provide input on College recruitment and retention initiatives. Critically evaluate services and programs to ensure high quality service, efficiency (to the student), efficiency (for College personnel), directly support recruitment and retention services, and to honestly assess ourselves and our programs.	Mar 9, 2010 7:55 PM
17	Understanding, discussing, and providing direction on important issues facing Yuba College. Each member is responsible to be knowledgeable in their respective areas and with keeping the interest of the "whole" in mind. This is also a venue for sharing ideas/problems in order that the Administration of Yuba College are in tune with each other and able to convey a consistent message to the larger college community.	Mar 9, 2010 8:07 PM
18	Reviewing any documents distributed in advance of the meeting; being prepared to discuss topics on the agenda; bring forward issues/topics that would be relevant to this group; completing any assigned tasks/follow up activities generated at the meeting; sharing non confidential information with staff.	Mar 9, 2010 8:07 PM
19	Represent the perspectives of their constituency while reviewing and making recommendations on curriculum related issues. Ensure curriculum related items as well as processes, procedures that best serve the educational needs of students.	Mar 9, 2010 8:16 PM
20	Information sharing, guidance with Colleague system requirements, student centered outcome, scheduling conflict resolution, process flow of student services activities	Mar 9, 2010 9:05 PM
21	Preparing for meetings Representing their peer group Sharing information with peers outside of committee Asking questions, seeking understanding, making recommendations on issues	Mar 9, 2010 9:42 PM
22	Reviewing faculty staffing requests Participating in the ranking of requests based on established criteris / perceived college or campus need	Mar 9, 2010 9:48 PM
23	Bringing issues forward from their areas, bringing solutions for common problems and issues	Mar 9, 2010 9:55 PM
24	Preparing for meetings, providing input and participating in decisions / recommendations	Mar 9, 2010 10:00 PM
25	Participating in committee business/discussions, representing constituents, asking for input from constituents when needed, and reporting out to constiutents.	Mar 9, 2010 10:54 PM

1. Committee MEMBERS are responsible for:

	Response Text	
26	Establish/reaffirm/revise the matrix used to rank position request, review position requests, question unclear areas of the requests, evaluate requests based on a matrix, work collaboratively with committee members to recommend a list of positions to be filled that meet the program needs of Yuba College to the best of our ability based on the limited information we generally have from president regarding the direction of the college.	Mar 9, 2010 11:34 PM
27	Review of curriculum outlines for new courses and for current outlines that need a technical update. Review, approve, track certificates and academic programs. Curriculum Committee must also approve a course to be offered via distributive education. Curriculum committee must stay informed of Ed Code changes. Also reviews Academic Program reviews. Forward CC recommendations to Academic Senate for approval.	Mar 10, 2010 12:44 AM
28	Attending meetings, providing input to topics, representing perspective of constituent group, reporting back to constituent group.	Mar 10, 2010 12:52 AM
29	Regular attendance, providing perspective based on the area they manage, contributing to discussion regarding campus issues, scheduling, student support services, budget, faculty staffing, board policies, etc. Contribute to overall campus longterm and short term planning.	Mar 10, 2010 1:03 AM
30	Representing their groups and reporting back and forth to the groups in academic matters	Mar 10, 2010 4:46 AM
31	Review and approve new curriculum as well as changes and additions to existing course offerings. Review and approve changes/additions to associate degree general education requirements and certificate requirements and offerings. Receive articulation and distributive ed updates.	Mar 10, 2010 5:23 PM
32	Reviewing course outlines and program reviews within their assigned subcommittee.	Mar 10, 2010 7:00 PM
33	Reporting to the senate about what their constituencies thought about items on the agenda or other areas of concern; the senate member also vote on matters and issues brought before the senate.	Mar 10, 2010 7:05 PM
34	Reviewing course submissions (subcommittees); Providing input/updates/reports regarding course offerings.	Mar 10, 2010 8:20 PM
35	participating	Mar 10, 2010 9:28 PM
36	Reviewing documents submitted to one's subcommittee, such as Course Outlines, petitions, program changes, etc. in order to detect and correct problems and/or recommend improvements. Voting on approvals of various curricular initiatives that come before the committee.	Mar 10, 2010 11:54 PM
37	Preparing for the meeting by examining documents to be discussed (e.g., Bd Mtg agendas); soliciting concerns/questions/comments from constituents to share at meetings; participating in achieving consensus on agenda items by attending meetings and discussing issues in an informed way; helping to formulate recommendations to the committee leader; reporting out to constituents;	Mar 11, 2010 12:02 AM
38	developing ideas and resources which support the mission of the college. They should also transmit the decisions of the committee to their constituent groups	Mar 11, 2010 4:31 PM
39	providing input, assistance, and decision making for college outreach including the early high school reg program, QuickReg), determining registration dates each semester, collaboration on K-12 school visits, and serving as the steering body for the new web site and portal.	Mar 12, 2010 4:29 PM
40	Attending all meetings, representing our constituents, carrying out Senate activities (e.g., elections), protecting and advising the Board on faculty responsibilities assigned to the Senate under the 10+1.	Mar 16, 2010 11:33 PM
41	providing input, especially for our individual departments	Mar 25, 2010 10:46 PM

2. Committee LEADERS are responsible for:

	Response Text	
1	Directing the committee agenda, asking for everyone's input and leading the way to get decisions made at this level.	Mar 9, 2010 5:42 PM
2	setting agenda, running meetings, keeping subcommittees going	Mar 9, 2010 5:43 PM
3	Preparing material, making sure everyone has had a chance to speak, running the meeting and keeping it on track	Mar 9, 2010 5:43 PM
4	Chairing the committee, meetings, agenda and facilitating discussion.	Mar 9, 2010 5:47 PM
5	Agenda, running meeting smoothly, attending Board meetings, working with President, Chancellor, etc., keeping senate informed, going to plenary sessions	Mar 9, 2010 5:48 PM
6	Gathering accurate and pertinent information; asking questions, Listening intently and with respect to others on the committee; providing follow-up with authority to insure accuracy and consistency with District strategic mission and goals as well as to share concerns and comments from committee members.	Mar 9, 2010 6:12 PM
7	Guiding the senate in all the above areas, running meetings, communicating/working with other members of the college community (currently through college council, meetings with administration), communicate directly with the Board of Trustees, lead by serving	Mar 9, 2010 6:12 PM
8	facilitating meeting	Mar 9, 2010 6:19 PM
9	preparing agenda, maintain relevance of discussion to topic	Mar 9, 2010 6:31 PM
10	Setting the agenda and keeping the meeting on track	Mar 9, 2010 6:46 PM
11	Smooth running of meetings. Meeting deadlines. Coordinating the assignment of research tasks, etc.	Mar 9, 2010 6:51 PM
12	Setting the agenda and making sure the work process goes smoothly.	Mar 9, 2010 6:55 PM
13	doing calculations, validating data, preparing paperwork, distribution of information	Mar 9, 2010 6:59 PM
14	agenda, communicating from above, knowing what is going on at the campus level and district leveyl (if that is possible)	Mar 9, 2010 7:03 PM
15	Everything above and to provide vision and leadership to recruitment and retention activities. Coordinate with other affected areas/departments. Obtain appropriate approvals and spearhead initiatives for change/enhancements.	Mar 9, 2010 7:55 PM
16	Provide vision and leadership in the formation of the agenda and decisions made. Act as a bi-directional conduit between Yuba College "middle managers" and district administration. Facilitate an environment of open and honest dialog.	Mar 9, 2010 8:07 PM
17	Providing resource material in advance; getting agenda out in timely fashion; ensuring that critical/key issues are included on the agenda; making sure that accurate minutes are distributed; completing any follow up activities generated at the meeting; relaying concerns/ideas from the meeting to appropriate campu/district personnel.	Mar 9, 2010 8:07 PM
18	Ensure curriculum related issues are reviewed in a timely manner, committee member communication is solicited, perspectives of all effected constituencies are considered, and outcomes are clearly communicated as appropriate.	Mar 9, 2010 8:16 PM
19	Agenda, meeting logistics, dialog and keeping the meeting moving towards task and agenda items. Focus on student services, scheduled student events and coordination of ST services.	Mar 9, 2010 9:05 PM
20	Creating Agendas Facilitating Meetings Sharing information, eliciting input and disseminating info to constituents	Mar 9, 2010 9:42 PM
21	Same as above, plus scheduling meetings and ensuring all committee members participate and have an opportunity to provide input. Disseminating information related to faculty staffing recommendations to the appropriate groups.	Mar 9, 2010 9:48 PM

2. Committee LEADERS are responsible for:

	Response Text	
22	Making sure that everyone is informed, keeping on task for the committee work	Mar 9, 2010 9:55 PM
23	Creating Agenda Facilitating meetings Same as above related to all committee members	Mar 9, 2010 10:00 PM
24	Conducting meetings according to mission statement and goals. Working with committee members to make shared recommendations from all constituent groups.	Mar 9, 2010 10:54 PM
25	Call meetings; liaison between the committee and the deans/directors submitting the position requests; verify data provided on the requests; with input from the committee members; write the justification for the committee's recommendations; present the recommended list to the college president; all of the duties of other committee members.	Mar 9, 2010 11:34 PM
26	Establishing agenda, surfacing changes in Ed Code related to curriculum, certificates, course approval process. Conduct meetings using parliamentary procedures, forward recommendations to Academic Senate leadership, maintain accurate minutes.	Mar 10, 2010 12:44 AM
27	Establishing agenda with input from members, maintaining communication with members, maintaining and distributing minutes, following parliamentary procedure, maintain order within meeting and facilitate discussion of all points of view, represent constituent group.	Mar 10, 2010 12:52 AM
28	Establishing agenda with input from deans and directors, sharing information from Presidents Leadership Group and CHEX, communicating District and/or campus priorities/issues. Maintaining meeting minutes. Facilitating discussion about topics relevant to college and district planning.	Mar 10, 2010 1:03 AM
29	Providing information and data to members and maintaining group order and direction	Mar 10, 2010 4:46 AM
30	Reviewing and disseminating curriculum additions and changes to committee members for approval and then presenting this information to the committee for approval or rejection.	Mar 10, 2010 5:23 PM
31	Making sure the curriculum committee stays on track with getting courses updated and approved for the printed catalog and course schedule. (Not quite sure what else.)	Mar 10, 2010 7:00 PM
32	Keeping the senate running smoothly; setting up goals each year and try to have those goals met; meeting with the other major players (i.e. the college president, VP of instruction, board members, chancellor) to convey the concerns of the senate and advocate about issues that have come up.	Mar 10, 2010 7:05 PM
33	Disseminate Title 5, CCCCO and/or State AS curriculum and/or mandated changes/updates. Ensure timely process of assignments; meeting timelines; follow-up.	Mar 10, 2010 8:20 PM
34	Setting meeting agendas; Leading meetings; coordinating the routing of documents through the curriculum approval process; keeping abreast of changes in district/system/accreditation policies and helping to ensure that the college curriculum is in compliance with such policies; etc.	Mar 10, 2010 11:54 PM
35	All of the above plus setting meeting agendas, chairing meetings, forwarding committee views/decisions to higher levels (i.e., CHEX), reporting committee's work to the greater campus community;	Mar 11, 2010 12:02 AM
36	transmitting the committees decisions to college leadership and setting appropriate agendas	Mar 11, 2010 4:31 PM
37	Implementation of the decision made in meetings, timely agendas and minutes, communicating needs, problems, issues, and outcomes and facilitating work in a consensus based mode.	Mar 12, 2010 4:29 PM

2. Committee LEADERS are responsible for:

Response Text		
38	Representing the publicly stated positions of the Academic Senate. Attending meetings with the Board and other college leaders. All the responsibilities of a regular member of the Senate.	Mar 16, 2010 11:33 PM
39	organizing tasks, assigning tasks, compiling and sending on information	Mar 25, 2010 10:46 PM

1. In the event of changes in committee meeting locations and/or time, I am

Other (please specify)		
1	1 day	Mar 9, 2010 5:43 PM
2	various times	Mar 9, 2010 5:46 PM
3	Sometimes as little as 30 minutes	Mar 9, 2010 5:49 PM
4	usually 2-3 days except in the event of emergency or unforeseen issues	Mar 9, 2010 6:13 PM
5	Except in emergencies, nearly a week	Mar 9, 2010 6:13 PM
6	Less than 24 hours	Mar 9, 2010 7:12 PM
7	1 week in most cases - but circumstances have led to 24 hour notice	Mar 9, 2010 8:09 PM

2. In the event changes in meet locations and/or times, I would like to be notified

Other (please specify)		
1	ASAP	Mar 9, 2010 5:43 PM

1. Thank you for taking the time to complete the Planning and Shared Decision-



Response Text		
1	Perhaps 15 minutes out of the 2 hours are spent with any real purpose.	Mar 9, 2010 5:51 PM
2	I believe this type of information gathering is a good component for moving the District toward data driven decision making. Thank you for the opportunity to participate.	Mar 9, 2010 6:19 PM
3	This is a fully functioning committee that understands its purpose. The leadership and membership are highly competent, motivated, and capable.	Mar 9, 2010 7:58 PM
4	The opinions of Deans & Directors are seldom sought out by the senior college/district leadership. This is a source of continuing frustration.	Mar 9, 2010 8:10 PM
5	This committee has become very useful, informative and collective of the student services area. The minutes and agendas have just recently been more fluent and forthcoming. The committee members are very supportive. The most important is the coordination of efforts within student services, stops duplication and adds a knowlegde of all areas in student services.	Mar 9, 2010 9:12 PM

1. Thank you for taking the time to complete the Planning and Shared Decision-



Response Text

- | | | |
|----|---|-----------------------|
| 6 | The committee should receive meeting agenda and board agenda with more time to prepare for meetings and address items on the agenda if needed, prior to meetings. | Mar 9, 2010 10:58 PM |
| 7 | Larry and Tanna are/were a great team! | Mar 10, 2010 12:47 AM |
| 8 | The Yuba College Council is NOT a decision making body. It is only a place where information is shared and opinions are expressed. I should have a more active role in the budgetary process and a role in setting campus priorities. | Mar 10, 2010 12:57 AM |
| 9 | "Suggestion" is misspelled. Deans should be represented on the District budget committee since we are responsible for division budgets, supervise staff, and work directly with faculty to create the course offerings. Why isn't middle management represented on this 'new' district committee? | Mar 10, 2010 1:09 AM |
| 10 | Thank you for providing some open-ended questions. I'll be interested to see your results/findings. | Mar 10, 2010 11:56 PM |
| 11 | Thank you for asking some open-ended questions. I look forward to hearing your report. | Mar 11, 2010 12:03 AM |




1. Please select your committee: (If you are a member of more than one committee, please complete a separate survey for each one.)

		Response Percent	Response Count
President's Leadership Group		57.1%	4
Institutional Animal Care and Use Committee		42.9%	3
Safety Committee		0.0%	0
answered question			7
skipped question			0




2. I am a:

		Response Percent	Response Count
Student		0.0%	0
Full-time Faculty		0.0%	0
Part-time Faculty		0.0%	0
Classified Staff		57.1%	4
Administrator		42.9%	3
Other (please specify)		0.0%	0
answered question			7
skipped question			0




**3. I have been employed at Yuba College/Woodland Community College/District Services for:
(Include student employment)**

		Response Percent	Response Count
1-3 years		14.3%	1
4-6 years		0.0%	0
7-9 years		14.3%	1
10+ years		71.4%	5
Other (please specify)		0.0%	0
answered question			7
skipped question			0

4. Upon joining this committee, I had the opportunity to participate in an orientation.

		Response Percent	Response Count
Yes		50.0%	3
No		33.3%	2
Not Sure		16.7%	1
answered question			6
skipped question			1

5. Upon joining this committee, I completed an orientation.

		Response Percent	Response Count
Yes		50.0%	3
No		33.3%	2
Not Sure		16.7%	1
answered question			6
skipped question			1



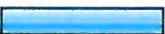
6. Committee MEMBERS are responsible for:

	Response Count
	4
answered question	4
skipped question	3





7. Committee LEADERS are responsible for:

	Response Count
	4
answered question	4
skipped question	3

8. In the event of changes in committee meeting locations and/or time, I am CURRENTLY notified within:

		Response Percent	Response Count
24 Hours		25.0%	1
2-3 Days		50.0%	2
One Week		25.0%	1
Other (please specify)		0.0%	0
answered question			4
skipped question			3

9. In the event changes in meet locations and/or times, I would like to be notified within:

		Response Percent	Response Count
24 Hours		25.0%	1
2-3 Days		25.0%	1
One Week		25.0%	1
Other (please specify)		25.0%	1
answered question			4
skipped question			3


10. Please select the answer that best describes how you feel about each item:

	Very Satisfied	Satisfied	Neutral/Average	Dissatisfied	Very Dissatisfied	N/A	Resp Co
The Committee goals have been communicated to me.	75.0% (3)	25.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
The Committee has a purpose statement with stated goals and outcomes.	50.0% (2)	50.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
I understand the role the committee plays in the overall college/district decision-making structure.	75.0% (3)	0.0% (0)	25.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	
I believe in the importance of the Committee's purpose.	100.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
I am aware of how members are assigned to committees.	100.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
I believe I am a good fit for this committee.	100.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
I believe the committee met its goals, or is making significant progress.	50.0% (2)	50.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
There is sufficient communication within this committee to effectively address goal/purpose attainment.	75.0% (3)	25.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
answered question							
skipped question							

11. Please select the answers that best describe how you feel about each item:

	Very Satisfied	Satisfied	Neutral/Average	Dissatisfied	Very Dissatisfied	N/A	Resp Co
Committee Chairs/Co-chairs provide effective internal communication.	75.0% (3)	25.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
As a committee member, I contribute to effective internal communication.	75.0% (3)	25.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
As a committee member, I am effectively communicating with my respective groups (i.e. faculty, classified, administrators, etc.) regarding what is being accomplished by the committee.	50.0% (2)	25.0% (1)	25.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	
I am comfortable speaking on agenda items that are important to me/my constituents.	75.0% (3)	25.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
I have the opportunity to place items that are important to me on the agenda.	100.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
The Chair or designee sends out agendas as scheduled.	100.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
The Chair or designee posts minutes on the web page as scheduled.	33.3% (1)	33.3% (1)	33.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	
answered question							
skipped question							

12. Do you feel the make up of the committee membership (i.e. proportion of faculty, administrators, staff, students, etc.) is appropriate for the work of the committee?

	Response Percent	Response Count
Very appropriate 	100.0%	4
Somewhat appropriate	0.0%	0
Neutral	0.0%	0
Somewhat inappropriate	0.0%	0
Very inappropriate	0.0%	0
No opinion	0.0%	0
answered question		4
skipped question		3

13. Thank you for taking the time to complete the Planning and Shared Decision-Making Process survey. If you have any other comments or sugestion, feel free to use the space below.

	Response Count
	0
answered question	0
skipped question	7

Page 4, Q1. Committee MEMBERS are responsible for:

1	Bringing up issues from their own area; working as a college wide team; seeing the large picture of the institution	May 10, 2011 5:33 AM
2	Bringing forward items of interest / concern to the group. Sharing information that will impact Yuba College and the Clear Lake Campus. Sharing district-wide information. Offering suggestions and input to resolve issues.	Apr 28, 2011 1:32 PM
3	Shared decision making regarding college activities.	Apr 26, 2011 6:14 PM
4	Bringing departmental issues to the committee for discussion and to inform	Apr 26, 2011 9:43 AM







Page 4, Q2. Committee LEADERS are responsible for:

1	advocating for the needs of Yuba College; presenting relevant information to the committee; understanding the needs of the various parts of YC	May 10, 2011 5:33 AM
2	Facilitating the discussion amongst the group. Creating the agenda. Bringing forward issues pertinent to the group and offering suggestions for resolution of common challenges and problems.	Apr 28, 2011 1:32 PM
3	Bringing to the members current issues and items that might be issues in the foreseeable future.	Apr 26, 2011 6:14 PM
4	guiding discussion, passing information from district leadership, and making or contributing to group/leadership decisions	Apr 26, 2011 9:43 AM




Page 5, Q2. In the event changes in meet locations and/or times, I would like to be notified within:

1	As soon as convenient once the decision is made.	Apr 28, 2011 1:33 PM
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1. Please select your committee: (If you are a member of more than one committee, please complete a separate survey for each one.)

		Response Percent	Response Count
Academic Standards Committee		3.7%	1
Diversity Committee		3.7%	1
Educational Resources Planning Committee		0.0%	0
Flex Committee		18.5%	5
Institutional Animal Care and Use Committee		7.4%	2
Student Learning Outcomes Committee		37.0%	10
Perkins IV/CTE Local Planning Team		29.6%	8
answered question			27
skipped question			0




2. I am a:

		Response Percent	Response Count
Student		0.0%	0
Full-time Faculty		48.1%	13
Part-time Faculty		0.0%	0
Classified Staff		18.5%	5
Administrator		33.3%	9
Other (please specify)		0.0%	0
answered question			27
skipped question			0




3. I have been employed at Yuba College/Woodland Community College/District Services for: (Include student employment)

		Response Percent	Response Count
1-3 years		11.1%	3
4-6 years		22.2%	6
7-9 years		14.8%	4
10+ years		48.1%	13
Other (please specify)		3.7%	1
answered question			27
skipped question			0

4. Upon joining this committee, I had the opportunity to participate in an orientation.

		Response Percent	Response Count
Yes		22.2%	6
No		59.3%	16
Not Sure		18.5%	5
answered question			27
skipped question			0

5. Upon joining this committee, I completed an orientation.

		Response Percent	Response Count
Yes		29.6%	8
No		59.3%	16
Not Sure		11.1%	3
answered question			27
skipped question			0





6. Committee MEMBERS are responsible for:

	Response Count
	21
answered question	21
skipped question	6





7. Committee LEADERS are responsible for:

	Response Count
	18
answered question	18
skipped question	9

8. In the event of changes in committee meeting locations and/or time, I am CURRENTLY notified within:

	Response Percent	Response Count
24 Hours 	16.0%	4
2-3 Days 	44.0%	11
One Week 	28.0%	7
Other (please specify) 	12.0%	3
answered question		25
skipped question		2

9. In the event changes in meet locations and/or times, I would like to be notified within:

		Response Percent	Response Count
24 Hours		12.0%	3
2-3 Days		32.0%	8
One Week		48.0%	12
Other (please specify)		8.0%	2
answered question			25
skipped question			2





10. Please select the answer that best describes how you feel about each item:

	Very Satisfied	Satisfied	Neutral/Average	Dissatisfied	Very Dissatisfied	N/A	Resp Co
The Committee goals have been communicated to me.	19.2% (5)	50.0% (13)	19.2% (5)	11.5% (3)	0.0% (0)	0.0% (0)	
The Committee has a purpose statement with stated goals and outcomes.	28.0% (7)	40.0% (10)	20.0% (5)	8.0% (2)	4.0% (1)	0.0% (0)	
I understand the role the committee plays in the overall college/district decision-making structure.	30.8% (8)	42.3% (11)	19.2% (5)	7.7% (2)	0.0% (0)	0.0% (0)	
I believe in the importance of the Committee's purpose.	36.0% (9)	52.0% (13)	8.0% (2)	4.0% (1)	0.0% (0)	0.0% (0)	
I am aware of how members are assigned to committees.	20.0% (5)	48.0% (12)	20.0% (5)	8.0% (2)	4.0% (1)	0.0% (0)	
I believe I am a good fit for this committee.	20.0% (5)	56.0% (14)	24.0% (6)	0.0% (0)	0.0% (0)	0.0% (0)	
I believe the committee met its goals, or is making significant progress.	28.0% (7)	32.0% (8)	24.0% (6)	8.0% (2)	4.0% (1)	4.0% (1)	
There is sufficient communication within this committee to effectively address goal/purpose attainment.	16.7% (4)	29.2% (7)	33.3% (8)	16.7% (4)	4.2% (1)	0.0% (0)	
answered question							
skipped question							

11. Please select the answers that best describe how you feel about each item:

	Very Satisfied	Satisfied	Neutral/Average	Dissatisfied	Very Dissatisfied	N/A	Resp Co
Committee Chairs/Co-chairs provide effective internal communication.	21.7% (5)	47.8% (11)	17.4% (4)	13.0% (3)	0.0% (0)	0.0% (0)	
As a committee member, I contribute to effective internal communication.	8.3% (2)	58.3% (14)	29.2% (7)	4.2% (1)	0.0% (0)	0.0% (0)	
As a committee member, I am effectively communicating with my respective groups (i.e. faculty, classified, administrators, etc.) regarding what is being accomplished by the committee.	12.5% (3)	41.7% (10)	45.8% (11)	0.0% (0)	0.0% (0)	0.0% (0)	
I am comfortable speaking on agenda items that are important to me/my constituents.	25.0% (6)	70.8% (17)	0.0% (0)	0.0% (0)	0.0% (0)	4.2% (1)	
I have the opportunity to place items that are important to me on the agenda.	20.8% (5)	50.0% (12)	16.7% (4)	0.0% (0)	4.2% (1)	8.3% (2)	
The Chair or designee sends out agendas as scheduled.	37.5% (9)	50.0% (12)	4.2% (1)	0.0% (0)	4.2% (1)	4.2% (1)	
The Chair or designee posts minutes on the web page as scheduled.	33.3% (8)	33.3% (8)	12.5% (3)	8.3% (2)	4.2% (1)	8.3% (2)	
answered question							
skipped question							

12. Do you feel the make up of the committee membership (i.e. proportion of faculty, administrators, staff, students, etc.) is appropriate for the work of the committee?

		Response Percent	Response Count
Very appropriate		66.7%	16
Somewhat appropriate		20.8%	5
Neutral		8.3%	2
Somewhat inappropriate		4.2%	1
Very inappropriate		0.0%	0
No opinion		0.0%	0
answered question			24
skipped question			3

13. Thank you for taking the time to complete the Planning and Shared Decision-Making Process survey. If you have any other comments or suggestions about this survey or the decision making structure at Yuba College, feel free to use the space below.

	Response Count
	6
answered question	6
skipped question	21

Page 2, Q2. I have been employed at Yuba College/Woodland Community College/District Services for: (Include student employment)

1 9 months

Jan 26, 2012 4:57 PM

Page 4, Q1. Committee MEMBERS are responsible for:

1	Participate in selection of divisions who will receive Perkins funding.	Mar 2, 2012 9:35 AM
2	Regular meeting attendance and participation, prior review of proposals for consideration, providing feedback and insight on topics of discussion, contributing to the decision making processes	Feb 1, 2012 9:37 AM
3	Reviewing items and programs eligible for Perkins funding and making recommendations related to priorities for YC in funding these programs and equipment requests.	Jan 30, 2012 12:02 PM
4	Discussing and making recommendations related to SLO's for YC. Establishing processes to ensure all courses have an SLO developed and that there is a cycle to assess all SLO's. Provide input and discuss ways to make SLO's a part of our culture and our conversations.	Jan 30, 2012 11:54 AM
5	Assuring the accuracy and completeness of all Flex activities and assuring compliance with State rules and regulations. They also serve as a sounding board for proposed Flex activities and any issues that arise on the college campus having to do with Flex	Jan 30, 2012 10:27 AM
6	Developing flex activities, approving flex hours for their departments, reviewing applications for staff development funds.	Jan 29, 2012 10:53 AM
7	Attending and participating in periodic meetings. Working with colleagues concerning the implementation of SLOs and their assessments. Advising colleagues on the development, assessment, and data recording of course SLOs. Aiding colleagues in the use of TracDat in the recording of SLO assessment data.	Jan 27, 2012 4:10 PM
8	review of the policies and procedures and assisting with distribution of funds	Jan 27, 2012 3:54 PM
9	Actively participating, regular attendance, sharing tasks, meeting deadlines, preparing for discussions or decisions by reading information/documents critically in advance of meeting times.	Jan 27, 2012 3:42 PM
10	Attending meetings, contributing to ideas and action items at meetings, reporting back to division or departments, facilitating others with SLO development, understanding the whats and whys and hows of SLOs and helping others with understanding.	Jan 27, 2012 3:06 PM
11	Facilitation and coordinating SLO development, following up in representative divisions, communicating and clarifying SLOs. Helping decide on policies.	Jan 27, 2012 12:16 PM
12	Serve as a liaison between the committee and department/division. Obtain and distribute information and report concerns from faculty regarding SLO's implementation and assessment.	Jan 27, 2012 12:00 PM
13	Attending bi-monthly meetings; assisting other faculty members with SLO questions and concerns.	Jan 27, 2012 11:43 AM
14	working with division faculty in defining SLOs and determining workable assessments. establishing parameters for college and recommending to district the appropriate "flexibility" of SLOs within a program recommending to	Jan 27, 2012 11:11 AM

Page 4, Q1. Committee MEMBERS are responsible for:

	curriculum committee how SLOs can be better integrated in curriculum	
15	Overview of VTEA funding to support voc programs	Jan 27, 2012 7:02 AM
16	informing constituents of Flex program/requirements/documentation/benefits; attending and participating in Flex meetings/development sessions or participating by email/verbal communication; supervise department/division documentation of Flex	Jan 26, 2012 6:29 PM
17	evaluating current animal use procedures; disseminate information about YCCD animal use protocols; update/add/delete protocols as needed	Jan 26, 2012 6:23 PM
18	Assisting in the development and assessments of course SLO's	Jan 26, 2012 5:07 PM
19	Assessing programs for possible funding of programs	Jan 26, 2012 5:00 PM
20	Reviewing student grievance through a hearing type process and recommending a course of action to the President	Jan 26, 2012 4:59 PM
21	Reviewing requests for funding to determine: 1- if process for request was followed 2- priority of need based on all requests 3- availability of funding that will be awarded	Jan 26, 2012 4:54 PM

Page 4, Q2. Committee LEADERS are responsible for:

1	Organizing and disseminating information about the meetings, directing the meeting in line with the agenda, ensuring everyone has the opportunity to provide input, regular meeting attendance and participation, prior review of proposals for consideration, providing feedback and insight on topics of discussion, contributing to the decision making processes	Feb 1, 2012 9:37 AM
2	Leading the meeting and ensuring discussion regarding the merits of each request is heard and considered.	Jan 30, 2012 12:02 PM
3	Facilitating the discussion. Including a variety of points of view. Providing direction. Identifying challenges and obstacles and encouraging dialog to resolve them. Establishing the agenda.	Jan 30, 2012 11:54 AM
4	Approving Flex activities and assuring that they are in compliance with State rules and regulations. Members also serve as resource persons in the faculty community for questions and concerns in regards to Flex.	Jan 30, 2012 10:27 AM
5	Approving flex hours for representatives, overseeing flex development, and instructing faculty on use of flex technology. Recently leaders have been concerned with aligning our flex efforts with state mandates.	Jan 29, 2012 10:53 AM
6	Running organized meeting sessions. Assigning activities for committee members. Providing helpful training sessions, seminars for the committee members.	Jan 27, 2012 4:10 PM
7	Providing the data necessary to perform the responsibilities of the committee, assuring we are on task, and providing minutes and agendas	Jan 27, 2012 3:54 PM
8	Creating meaningful agenda/meeting, keeping discussion focused, delegating tasks, follow ups/reminders/deadlines	Jan 27, 2012 3:42 PM
9	Planning and leading meetings, being an "expert", set courses of action, setting goals	Jan 27, 2012 3:06 PM
10	Running meetings, helping coordinate member activities. I'm not sure if it's a responsibility that's required, or just taken on, but they are the face of SLOs to the college.	Jan 27, 2012 12:16 PM
11	Inform, train, and guide committee members in the implementation and assessment of SLO's	Jan 27, 2012 12:00 PM
12	Setting meeting agenda; chairing meetings; acting as resources for all SLO related matters	Jan 27, 2012 11:43 AM
13	No idea	Jan 27, 2012 11:11 AM
14	Developing a spending plan, interpreting the Perkins rules, working with committee members	Jan 27, 2012 7:02 AM
15	development/scheduling/leading Flex meetings/development sessions; supervise Flex committee members duties; oversee and interact with administration/clerical support	Jan 26, 2012 6:29 PM
16	ensuring that all current and new faculty, parti-time or full-time, that use animals	Jan 26, 2012 6:23 PM

Page 4, Q2. Committee LEADERS are responsible for:

are aware of YCCD animal use protocols and sign appropriate annual forms;
organize/schedule/run committee meetings; document/submit minutes

- | | | |
|----|---|----------------------|
| 17 | Follow up and compiling information. | Jan 26, 2012 5:07 PM |
| 18 | Organizing sessions and contacting community leaders to participate | Jan 26, 2012 5:00 PM |

Page 5, Q1. In the event of changes in committee meeting locations and/or time, I am CURRENTLY notified within:

- | | | |
|---|------------------------------|-----------------------|
| 1 | na | Mar 2, 2012 9:35 AM |
| 2 | Depends | Jan 27, 2012 3:06 PM |
| 3 | I don't recall it happening. | Jan 27, 2012 12:16 PM |

Page 5, Q2. In the event changes in meet locations and/or times, I would like to be notified within:

- | | | |
|---|---|-----------------------|
| 1 | One week, if possible, but I recognize that's not always possible | Jan 27, 2012 12:16 PM |
| 2 | Three weeks | Jan 26, 2012 5:01 PM |

Page 8, Q1. Thank you for taking the time to complete the Planning and Shared Decision-Making Process survey. If you have any other comments or suggestions about this survey or the decision making structure at Yuba College, feel free to use the space below.

1	This committee gets bogged down in what is seemingly the same discussion each meeting. The faculty co-chair has a lot of issues related to SLO's that make it difficult for him to be an effective facilitator. AS such, the committee seems stuck in the same place it has been for months. I find this frustrating.	Jan 30, 2012 11:59 AM
2	The committee has some responsible members who are genuinely attempting to accomplish the goals of the committee. The committee needs the good leadership provided by Erik Cooper!	Jan 27, 2012 4:14 PM
3	Note I have been on the committee for years so I often do not make the orientation meeting, they happen, I just don't... therefor my answers	Jan 27, 2012 3:56 PM
4	Sometimes committee meetings are held when some members are not available (teaching times or other commitments) and proper action is not taken to replace the unavailable member with someone who can meet at the designated times.	Jan 27, 2012 3:46 PM
5	Having two different meeting times due to scheduling conflicts leads to having two different committees and is not effective.	Jan 27, 2012 3:10 PM
6	I do not believe that a committee member or committee leader should be, in any way, responsible for clerical duties, some of which may be: 1. crosschecking signatures on attendance rosters to a constituent's Flex activity documentation 2. printing out reports for constituents that inform them of their Flex obligation or the # of hours met or needed 3. having to find out the information on my own from Portal or other site (names of of my division members, committee minutes, approved Flex activity numbers, etc) rather than being provided with this information via email	Jan 26, 2012 6:36 PM

8. Accreditation Update

- a. December 6, 2010**
- b. April 20, 2011**
- c. August 8, 2011**
- d. December 1, 2011**
- e. February 14, 2011**



Accreditation Update #1 – December 6, 2010

The Yuba College accreditation process is now in full swing and our theme over the next few months will be *Awareness and Input*. You will begin to see several accreditation activities designed to gather input from faculty, staff, administrators, and students.

1. Accreditation Sub-Committees will meet and develop the content for each standard. They will hold open meetings and anyone interested can contact the co-chairs for further information.
 - Standard I – Institutional Mission and Effectiveness (Beilby, Wagener)
 - Standard II – Instructional Programs (Davis, Ramones, Ponticelli)
 - Standard II – Student Support Services (Johl, Morgan, Santana-Soto)
 - Standard II – Library and Learning Support Services (Farrell, Heilman)
 - Standard III – Human and Financial Resources (Arce, Hanson)
 - Standard III – Physical and Technological Resources (Mills, Langston)
 - Standard IV – Leadership and Governance (Bell, Kemble)
2. Web-based Questions of the Month will solicit 3-4 responses targeted to gather input for specific standards.
3. Division/Department Questions of the Month will be designed for each division or department to provide specific input into relevant standards.
4. Standing Committee, ASYC, and Project Team Questions of the Month will be another avenue for shared governance groups to give information to specific sub-committees.
5. Two All-Yuba College meetings will be scheduled in the spring semester to focus on input for Student Learning Programs and Services, Physical and Technological Resources, as well as Leadership and Governance standards.
6. A classified staff workshop will be scheduled as a forum for classified staff to contribute information relative to the standards.

Thank you for your support of this important endeavor at Yuba College. In order to have a successful self-evaluation that is realistic and relevant, we need your input, your knowledge of the good things that we do as a college, and your thoughts for planning to address the areas that need improvement.



Accreditation Update #2 – April 20, 2011

During the spring semester, the Yuba College accreditation self-evaluation process focused on the theme of *Awareness and Input*. Starting in April, we are moving into the next phase - *Input and Planning for Improvement* which will provide specific information to the 7 accreditation sub-committees.

1. Web-based Questions of the Month have been posted to gather feedback from students, staff, faculty and community members.
 - a. December 2010 - 41 responses to 8 questions
 - b. January 2011 - 78 responses to 8 questions
 - c. February 2011 - 66 responses to 7 questions
 - d. March 2011 - 51 responses to 5 questions
 - e. April 2011 – 6 questions posted and responses are still being gathered
2. Division/Department Questions of the Month have been discussed in these meetings:
 - a. February 2011 – Social Science Division, Fine Arts/Language Arts Division, Public Safety Department, Nursing Department
 - b. March 2011 – Fine Arts/Language Arts Division, Nursing Department, DSPS, Public Safety Department, Student Development/Counseling, MESH Division
3. Standing Committee, ASYC, and Project Team Questions of the Month have been discussed at the following meetings:
 - a. February 2011 – College Access & Awareness Committee, Yuba College Council, Clearlake Site Council, ASYC Executive Council, Public Safety Department
 - b. March 2011 – Clearlake Site Council, Public Safety Department, Curriculum Committee, Yuba College Council, ASYC Executive Council
4. Two All-Yuba College meetings have been held. These were well attended and very good discussions ensued about the areas identified at each meeting.
 - a. February 8, 2011 – 44 responses were discussed for 4 specific questions.
 - b. April 12, 2011 – 58 responses were gathered for 5 questions.
5. A classified staff workshop was held on March 4, 2011 where a thorough discussion garnered 333 responses to 14 questions related to matters that impact classified staff.
6. We have identified an adjunct faculty member who is excited to serve as the one-voice editor for the self-study document. A faculty co-chair has still not been identified and the response rate to the meeting surveys has been less than anticipated.
7. The Planning Agenda as identified in the 2005 self-study is being looked at by the Yuba College Council for input and responses for efforts to date.

Question of the Month Grid – this is intended to show where each survey question applies to the ACCJC Standards

	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>
Standard I					
A. Mission	A – web-based			A – web-based A – web-based	
B. Improving Institutional Effectiveness	B.5 – web-based		B – web-based B – web-based	B – CSEA meeting B – CSEA meeting	B.1 – All YC meeting
Standard II					
A. Instructional Programs			A.1.b – All YC meeting A.2.e – committees A.7.a – division/departments	A.2.d – division/departments A.2.e – committees	A.5 – division/departments
B. Student Support Services	B – web-based B – web-based	B – web-based B.1 – web-based	B – committees	B – web-based B – CSEA meeting	B – division/departments B.1 – All YC meeting C.1.b – web-based
C. Library & Learning Support Services				C – CSEA meeting C – CSEA meeting C.2 – division/departments	
Standard III					
A. Human Resources		A.4 – web-based			A – web-based A – web-based A – web-based
B. Physical Resources			B.2.a – committees	B – CSEA meeting B – CSEA meeting B.1 – web-based	
C. Technology Resources	C.1.b – web-based			C – CSEA meeting C – CSEA meeting C.1.a – committees C.1.a – committees	
D. Financial Resources		D.2.d – web-based		D – CSEA meeting	D – committees D – committees
Standard IV					
A. Decision-Making Roles & Processes			A.2.a – web-based A.2.a – web-based A.2.a – all YC meeting A.2.a – all YC meeting A.2.b – division/departments A.2.b – division/departments A.3 – all YC meeting		A.1 – All YC meeting A.1 – All YC meeting A.1 – web-based A.2.b – division/departments A.5 – web-based
B. Board and Administrative Organization				B.2.b – division/departments B.2.b – CSEA meeting B.2.b – CSEA meeting B.3.b – committees B.3.f – CSEA meeting B.3.f – CSEA meeting	B.2.3 – committees
General	What YC does best – web-based				Planning needs – All YC meeting Planning needs – web-based

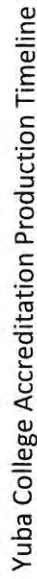


Accreditation Update #3 – August 8, 2011

The Yuba College accreditation process is progressing toward a full self-evaluation report and many activities have occurred over the summer. *Writing and Input* is the fall semester theme. The process has moved from planning to awareness to survey collection to its present state where drafts are now being produced.

1. Survey questions during the spring semester yielded 1,707 responses to 75 different questions from all-YC meetings, CSEA meetings, web-based questions, as well as input from divisions, department, committees, ASYC, and project teams.
2. The fall semester will be committed to sharing drafts for input from all constituent groups.
 - Individual chapter drafts will be presented to College Council, Academic Senate, ASYC, Deans & Directors, district officials, and CSEA throughout the fall semester.
 - A cover-to-cover draft for input will be presented to College Council, Academic Senate, ASYC, Deans & Directors, district officials, and CSEA in January and February, 2012.
 - A final draft for input from Yuba College will be available in March, 2012.
 - A final draft for District Services input will occur in April, 2012.
 - A first draft will be presented to Board of Trustees for input in May, 2012.
 - Adoption of final Institutional Self Evaluation Report by Board of Trustees in June, 2012.
 - Completed Institutional Self Evaluation Report mailed to ACCJC in July, 2012.
 - Site visit by ACCJC in October, 2012.
3. Convocation activities will focus on developing a Yuba College Planning Agenda. These big picture items that need to be addressed systematically over the next accreditation cycle will be created through college-wide dialogue with drafts of the outcomes to be shared during the fall semester.
4. Adjunct English faculty member Jessica Green is working as the one-voice editor and writer. Brian Condrey has volunteered to serve as the faculty co-chair for the accreditation self-study.
5. The Yuba College accreditation website is located at <http://yc-acc.yccd.edu>. It contains a countdown clock, information related to accreditation standards, and will house the latest drafts of individual chapters for input.

Everyone will have an opportunity for input into the final self-evaluation report. Our goal is to create a realistic and relevant product that both highlights the quality service we provide and develops a planning agenda to address the areas which need improvement at Yuba College.

[illegible]



Accreditation Update #4 – December 1, 2011

The Yuba College accreditation process is continuing with our fall theme - *Writing and Input*. Several drafts have been produced and we are actively seeking feedback.

1. You may have noticed the countdown clock on the main Yuba College webpage. This provides a quick link to all relevant accreditation information, drafts for review, previous reports, and ACCJC documents.
2. A public website at <http://yc-acc.yccd.edu> is fully functional and contains drafts of individual sections for review. Comments and suggestions can be submitted electronically on the website or sent directly to Vice President Trutna.
3. Individual chapter drafts have been presented to the following groups:
 - The College Council reviewed certain chapters.
 - Individual departments have reviewed chapters relevant to their operations.
 - The Academic Senate has appointed sub-committees to review each section with Accreditation Faculty Co-Chair Brian Condrey leading these discussions.
 - Electronic reminders have been sent to leaders from the Academic Senate, ASYC, Deans & Directors, district officials, and CSEA for each section that is ready for input.
 - Electronic reminders have been sent to all Yuba College and all Clear Lake listserves.
4. The next step is to produce a cover-to-cover draft for further input. This will be presented to the College Council, Academic Senate, ASYC, Deans & Directors, district officials, and CSEA in January and February, 2012.
 - A final draft for input from Yuba College will be available in March, 2012.
 - A final draft for District Services input will occur in April, 2012.
 - A first draft will be presented to Board of Trustees for input in May, 2012.
 - Adoption of final Institutional Self Evaluation Report by Board of Trustees in June, 2012.
 - Completed Institutional Self Evaluation Report mailed to ACCJC in July, 2012.
 - Site visit by ACCJC in October, 2012.
5. The Yuba College 2012 Planning Agenda will be distributed again for final confirmation; this is the document that was developed at Convocation with further refinement through College Council discussions and the all-YC meeting in September. This planning agenda is the basis for our internal recommendations discovered during the accreditation self-evaluation process.

Remember that our goal is to create a realistic and relevant product that both highlights the quality service we provide and develops a plan to address the areas which need improvement at Yuba College. We are actively soliciting input throughout this important process as we create a meaningful ACCJC report.



Accreditation Update #5 – February 14, 2012

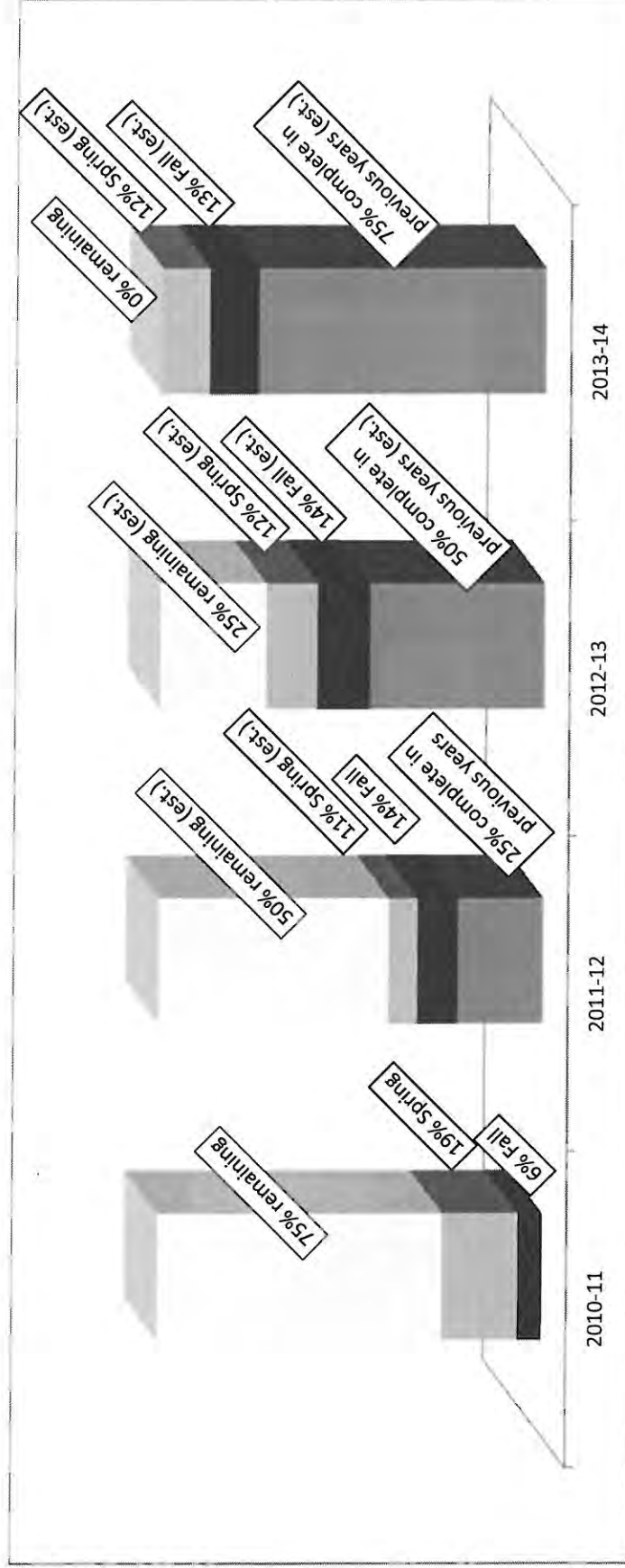
The Yuba College accreditation report process is moving into its final stages with our spring theme – *Revisions and Sharing*. The final report will be submitted in June with a site visit from the ACCJC team on October 22-25, 2012. Remember that our goal is to create a realistic and relevant product that both highlights the quality education we provide and develops a plan to address the areas which need improvement at Yuba College. Your participation in this process will help Yuba College serve the needs of our students.

1. Draft versions for every section of the report are publically available at <http://yc-acc.yccd.edu>. Edits for content and minor corrections are welcome. Final drafts will be available through March with District Services input through April. A first draft will go to the Board of Trustees in May with the final report in June. These are your last chances for input so send any notes, changes, or comments via the website above or directly to either Vice President Trutna or Professor Condrey.
2. Faculty co-chair Brian Condrey is leading a review of each section via the Academic Senate. Contact Professor Condrey if you want to participate in any of these small group reviews.
3. The Yuba College Planning Agenda that was developed at Convocation in August 2011 forms the conclusions for the accreditation self-evaluation report. These elements show up all throughout the document and they are the basis for areas where we need to improve as a college. Recall that the Yuba College Planning Agenda consists of: (a) Communication; (b) Program Review; (c) Planning – need to connect with budget allocations; (d) Clarification of Roles – Yuba College vs. District Services; (e) Technology – service, access and training for Yuba College employees; (f) SLO's – moving to a required level of *Proficiency*; (g) Shared Governance – where does it need to be strengthened; and (h) Budget Development – following our process or reinventing a new one.
4. Student Learning Outcomes continue to be an area of concern for the Academic Senate and Administration alike. We must be at a level of *Proficiency* by fall semester, which includes:
 - Meaningful SLO's and authentic assessments are in place for courses, programs and degrees.
 - Results of SLO assessment are being used for improvement and further alignment of institution-wide practices.
 - There is widespread institutional dialogue about the results of Student Learning Outcomes.
 - Comprehensive SLO assessment reports exist and are completed on a regular basis.
 - Course student learning outcomes are aligned with degree student learning outcomes.
 - Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Yuba College will need to step up our efforts in this area as faculty continue these planned classroom assessments. Not only must we have SLO's in place, but we must demonstrate that we are both assessing these outcomes and using this information for improvements in teaching, learning, and support services. See the next page for a synopsis of the plan for faculty to assess course SLO's as adopted by the SLO Committee.

Yuba College Course SLO Assessment Plan

Developed by SLO Committee



9. Yuba College Fact Book 2011

YUBA COLLEGE

fact book

- 2010 -



PRESENTED BY:
PLANNING, RESEARCH AND STUDENT SUCCESS
ERIK COOPER

Yuba College Fact Book 2010

Table of Contents

Introduction	2
County Demographics	
Sutter County	3
Yuba County	5
Colusa County	7
Lake County	9
Yolo County	11
Placer County	13
Butte County	15
Glenn County	17
Sacramento County	19
Student Demographics	21
Past and Projected Enrollment	22
Yuba College	23
Marysville Campus	28
Clear Lake Campus	32
Beale Air Force Base Outreach Center	36
Student Placement	40
High School Graduation Rates	43
Course Offerings	44
Resources	49

Introduction

The Yuba Community College District was founded in 1927 and opened its doors to students on the site of Marysville High School. In December 1965, the district was reorganized and in 1974-75 was expanded to serve students in all or part of 8 Northern California Counties: Yuba, Sutter, Colusa, Lake, Yolo, Butte, Glenn and Placer. After the expansions the district covered 4,192 miles and included portions of the Sierra Foothills, Central Valley, and Coastal range. The district currently has three campuses, Yuba College in Marysville, Woodland Community College in Woodland, and the Yuba College Clear Lake Campus in Clearlake and outreach operations at Beale Air Force Base. Two new outreach centers, in Colusa and Sutter counties, are currently under construction. While the district was originally a single college district with multiple campuses, Woodland Community College earned accreditation and became its own college in 2008.

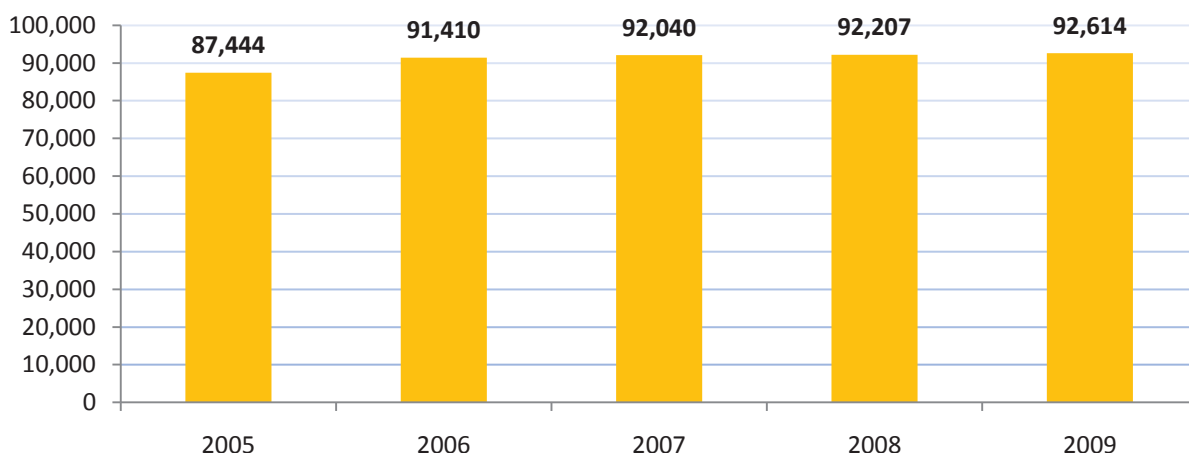
Yuba College opened on its current site, 2088 North Beale Road in Marysville, in September, 1962. The campus currently includes twenty-three buildings and sits on 160 acres. In 2006, voters approved bond funding, Measure J, to update and expand district buildings and infrastructure. Through the bond funding, nearly all of the buildings on campus are scheduled for some level of renovation. Two buildings, the liberal arts building and theater have already finished their renovations, and a new sports field is nearing completion. One new building, for the Allied Health and Public Safety programs, will be constructed as a result of the bond funds. The campus also provides a wide range of student services, which include financial aid, counseling, Child Development Center, and cafeteria.

In addition to the main campus, Yuba College operates two educational centers at the Clear Lake Campus and at the Beale Air Force Base Outreach Center. Courses have been offered at the Clear Lake Campus (CLC) since the fall semester of 1972. CLC is located just off of Highway 53 in the city of Clearlake in Lake County. Students at CLC can complete two years of pre-transfer work or complete degrees and certificates in a variety of general education and occupational degree and certificate programs including business, information technology, culinary arts, and nursing. CLC also offers a wide range of student services, and as the result of Measure J funding will be adding a new student services building that will include additional library, classroom, and administrative space. The Beale Air Force Base Outreach Center has hosted classes since the fall semester of 1960. Classes are located in the Base Education/Library Building at 17849 16th Street, Beale Air Force Base. A variety of general education and transfer courses are offered in two nine-week terms each semester.

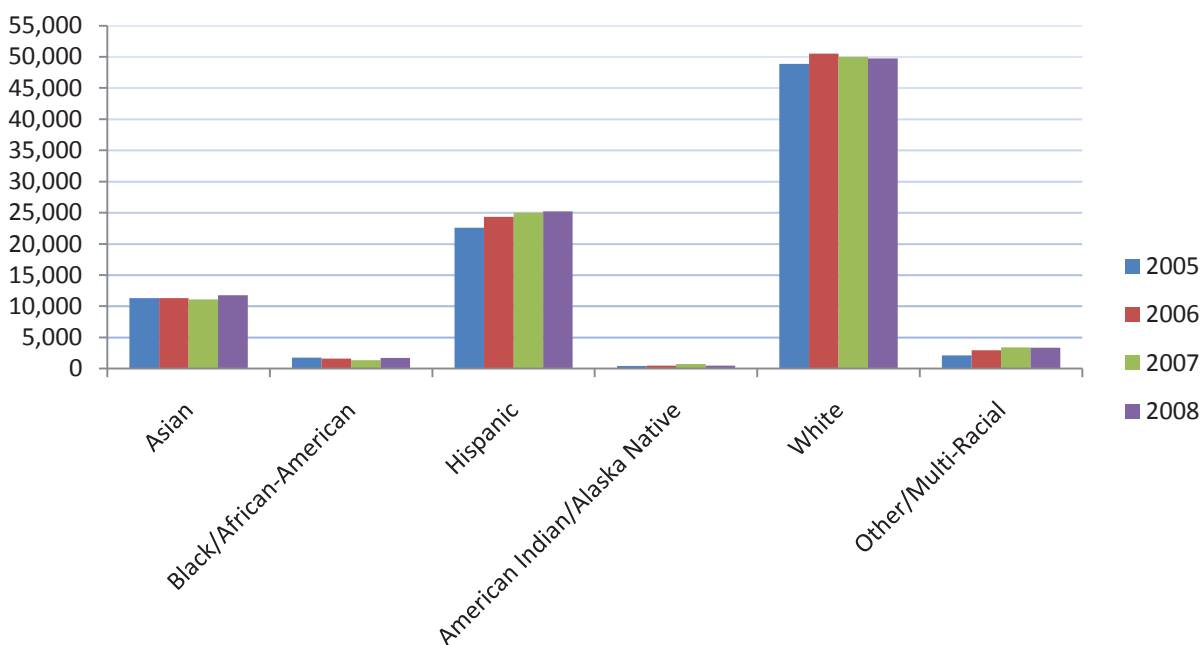
Sutter County

Sutter County was created in 1850, and is one of the original counties established when California was made a state. Sutter County covers 609 square miles. Nearly 90% of Sutter County's land area is farmland. As of September 2010, Sutter County had one of the highest unemployment rates in California, 17.2%. A new satellite campus is planned for Sutter County and will break ground in the fall of 2010.

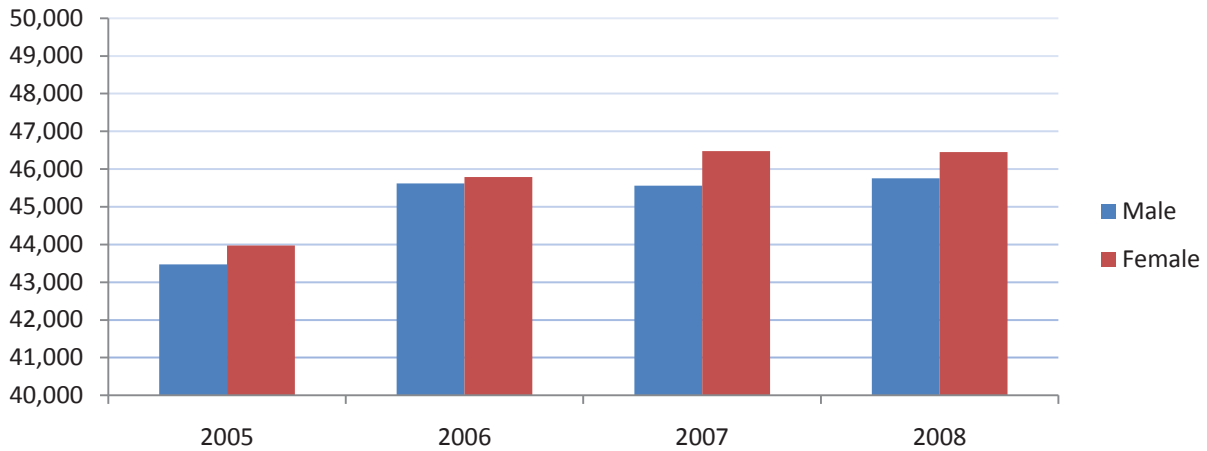
Sutter County Population



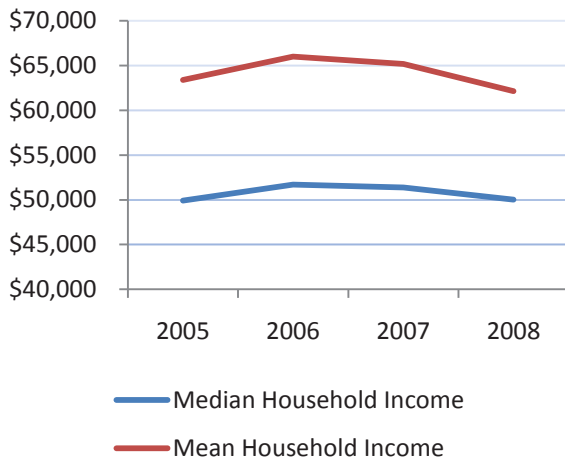
Sutter County Population by Race



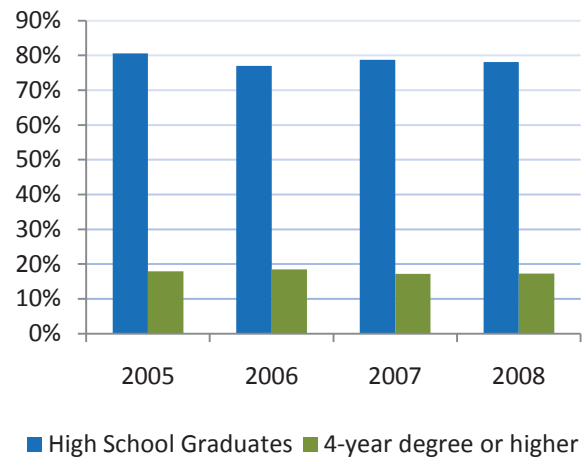
Sutter County Population by Gender



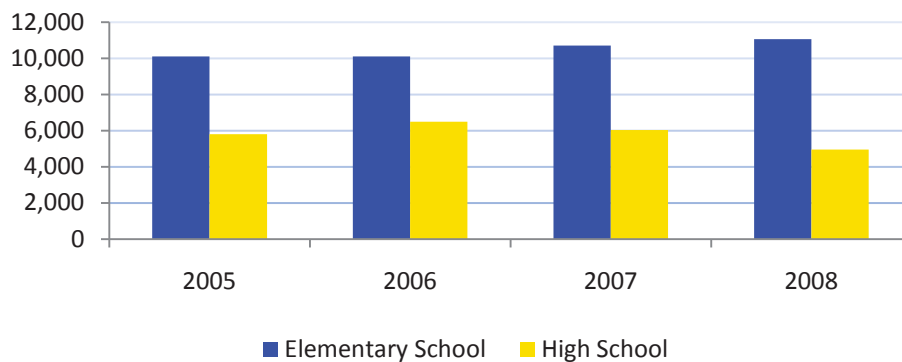
Household Income



Educational Attainment



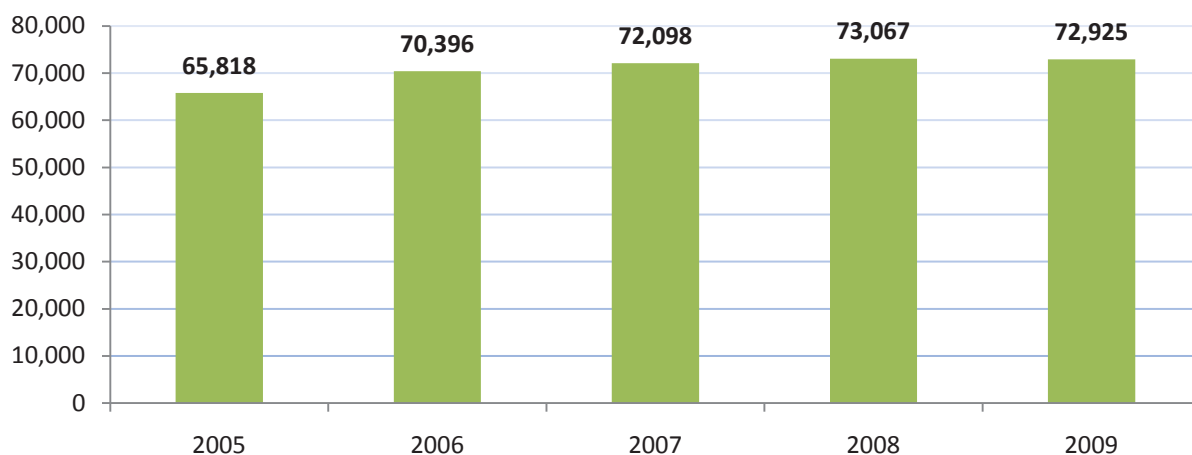
Sutter County School Enrollment



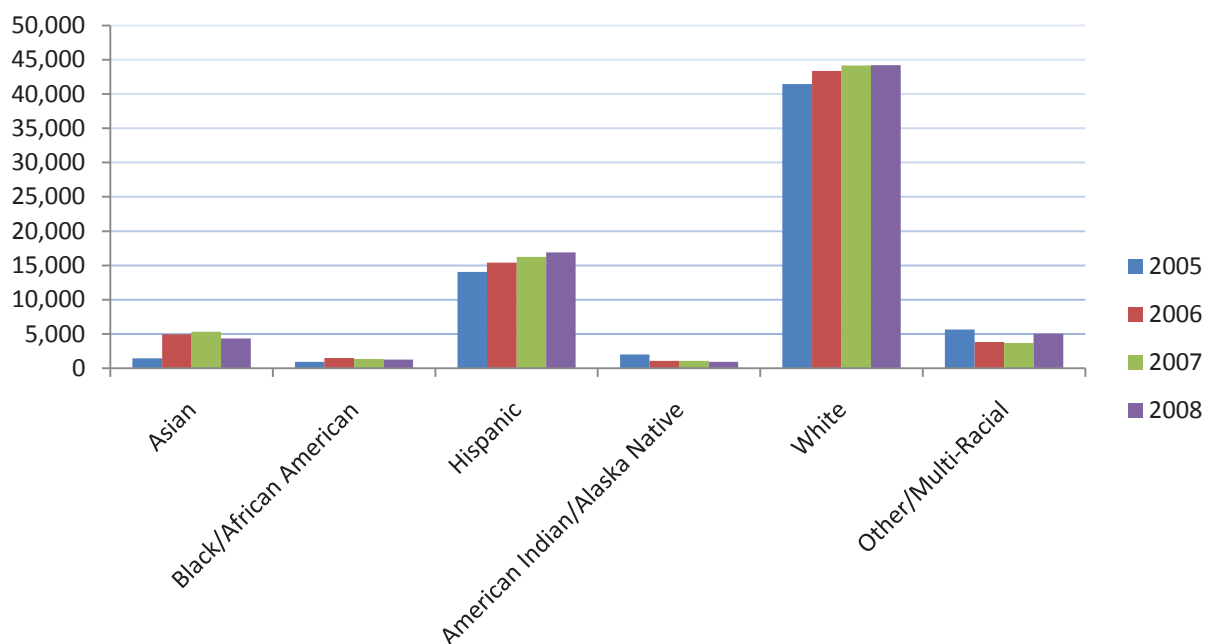
Yuba County

Yuba County was created in 1850, and is one of the original counties established when California was made a state. Yuba County covers 631 square miles. Yuba County is largely agricultural, with a mixture of farms, orchards, and ranches. Yuba College is located in Linda, in Yuba County. As of September 2010, Yuba had the second highest unemployment rate in California, 19.0%.

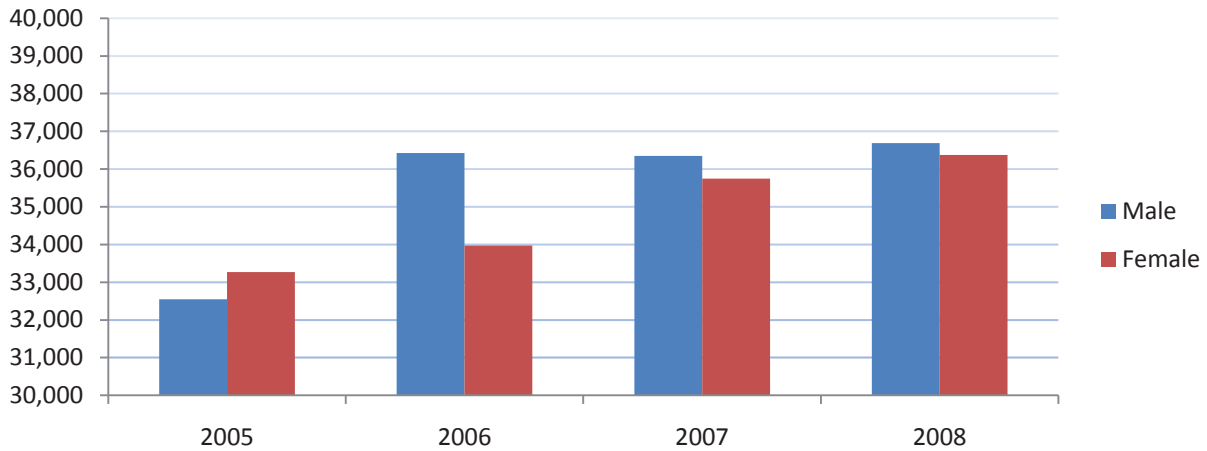
Yuba County Population



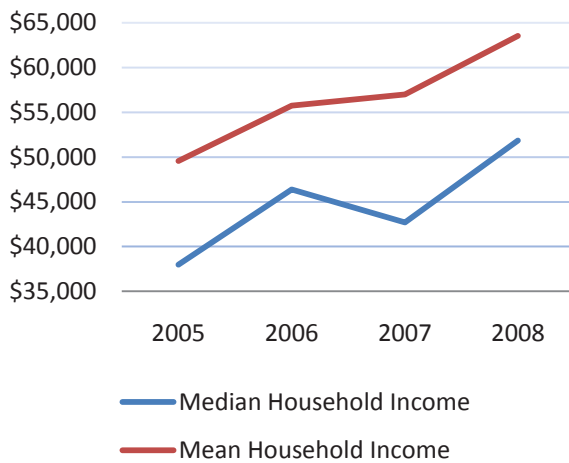
Yuba County Population by Race



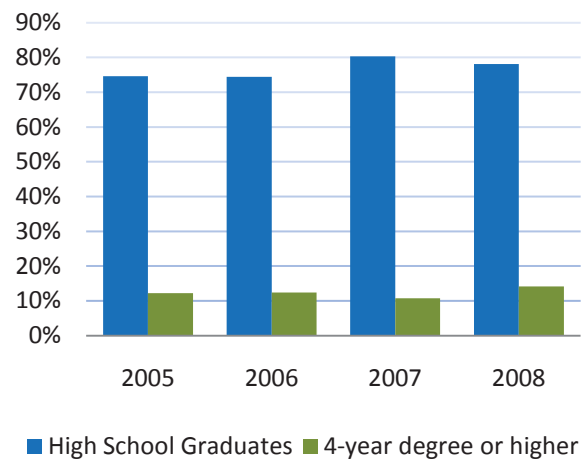
Yuba County Population by Gender



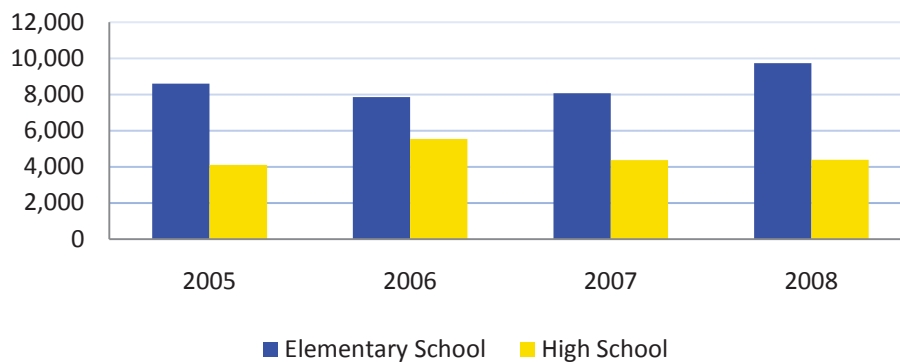
Household Income



Educational Attainment



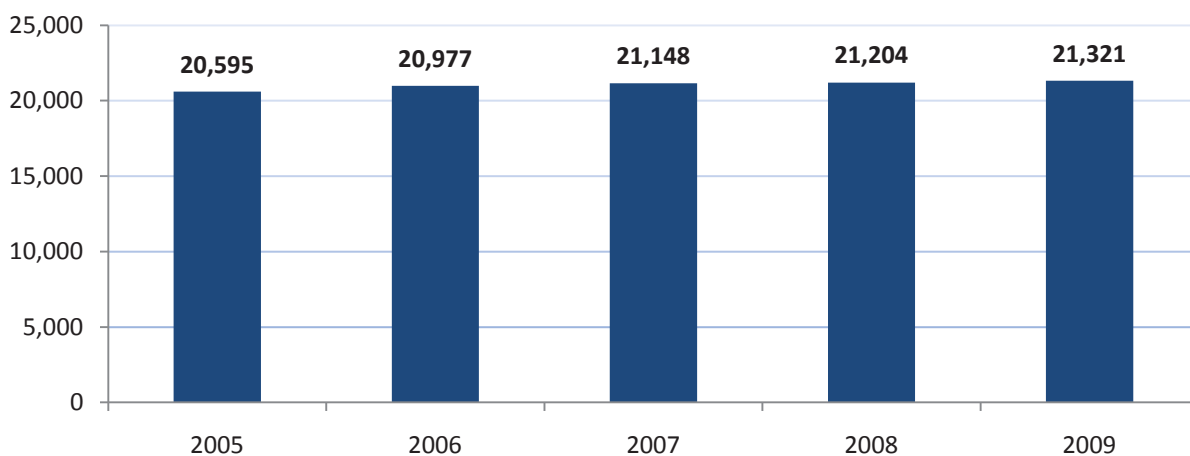
Yuba County School Enrollment



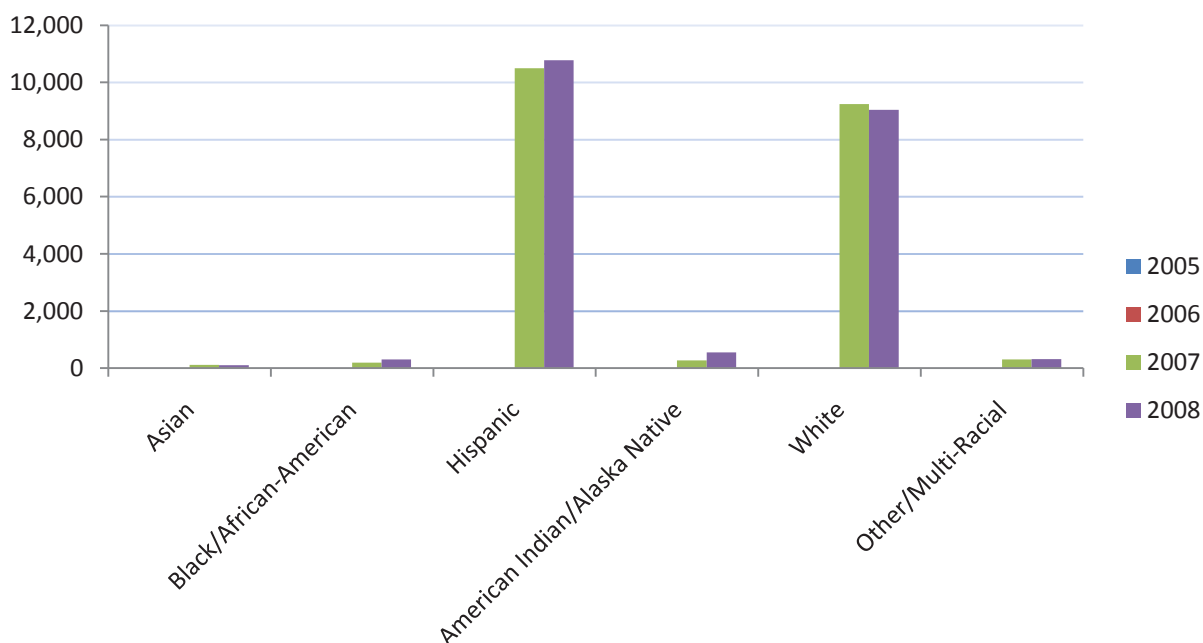
Colusa County

Colusa County was created in 1850, and is one of the original counties established when California was made a state. Colusa County covers 1,156 square miles. Colusa County economy is primarily agricultural. Colusa County is directly served by Woodland Community College, with plans to build a new college center in Williams. As of September 2010, Colusa County had an unemployment rate of 15.7%. Due to its small size, not all demographic information was available for Colusa County.

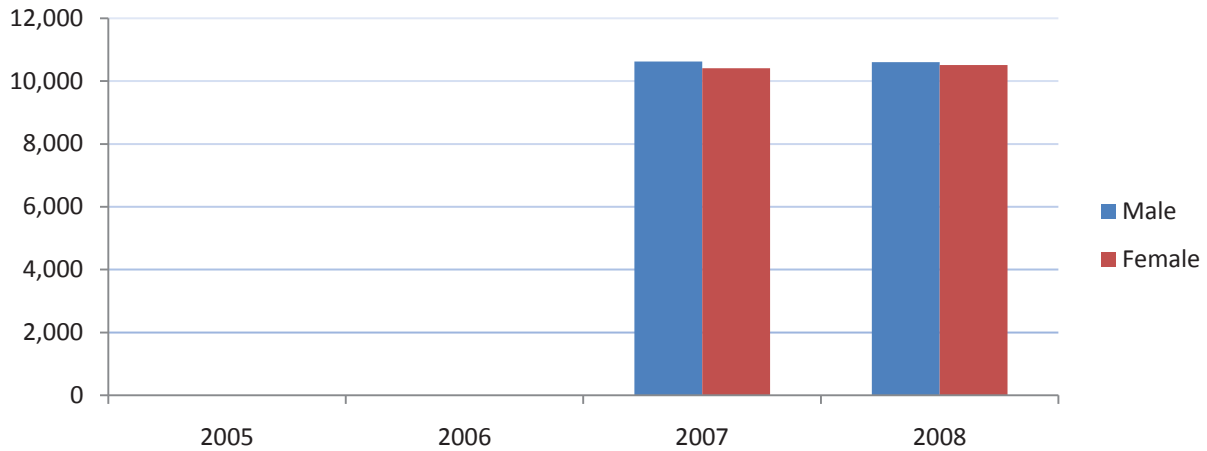
Colusa County Population



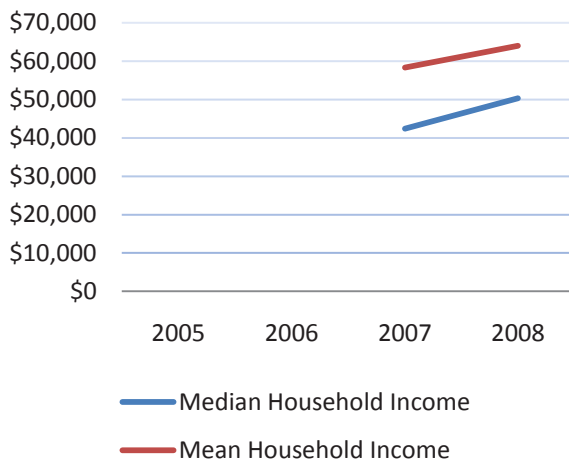
Colusa County Population by Race



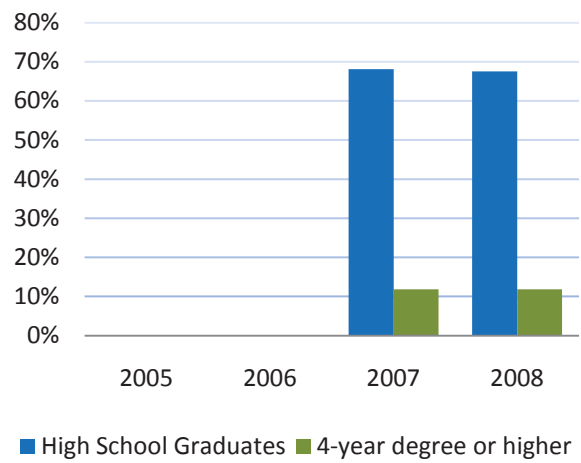
Colusa County Population by Gender



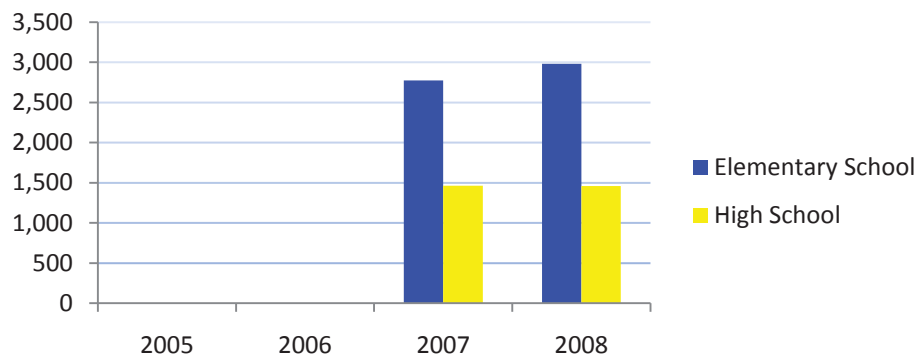
Household Income



Educational Attainment



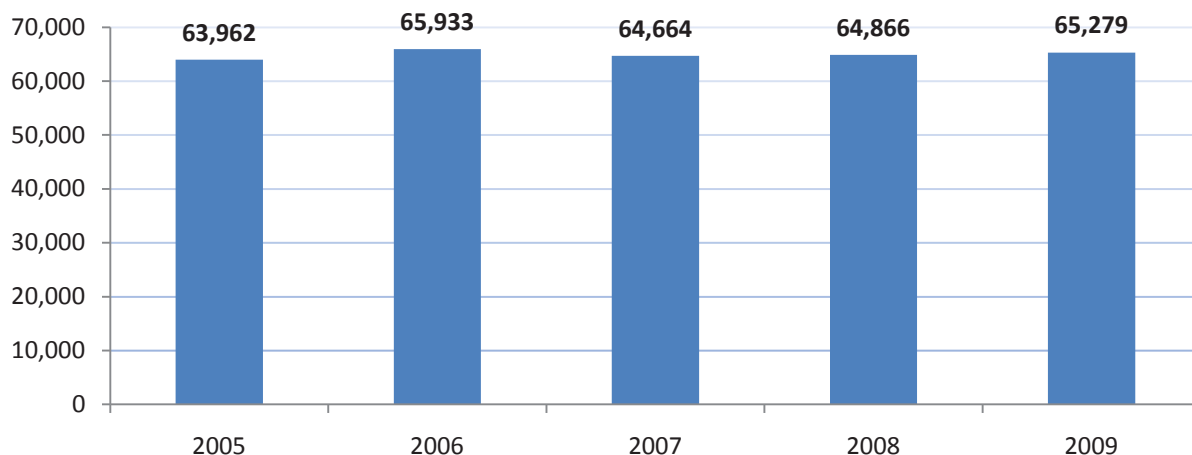
Colusa County School Enrollment



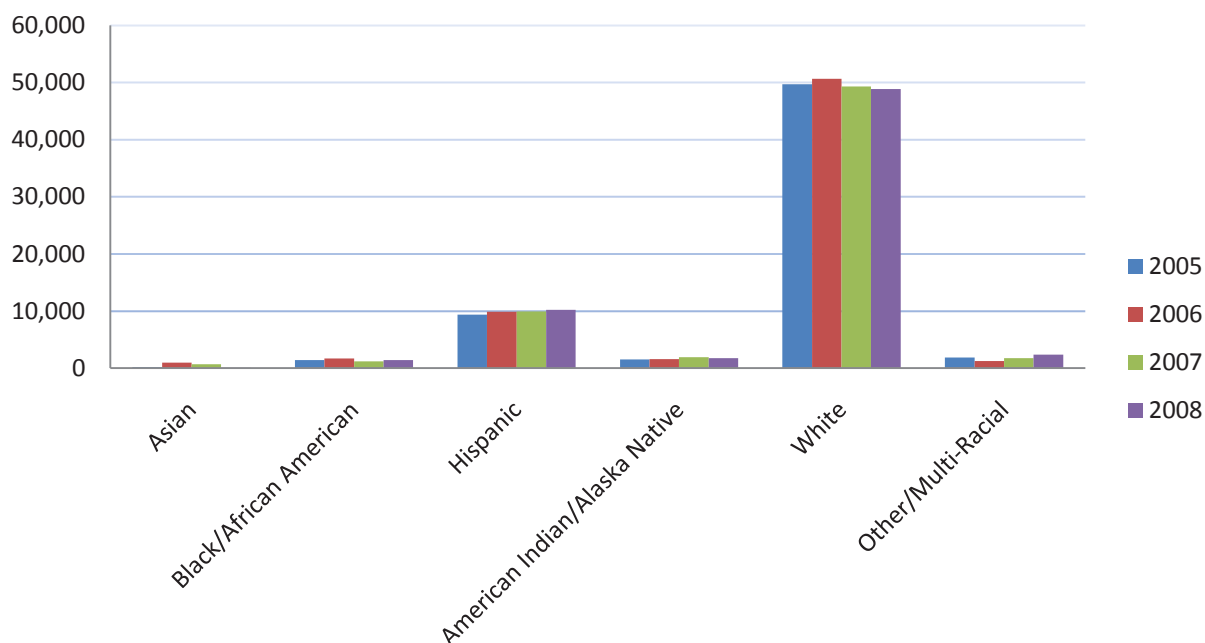
Lake County

Lake County was created in 1861 from portions of Napa and Mendocino Counties. Lake County covers 1,329 square miles. Lake County's economy is a mixture of agriculture and tourism. Lake County contains the second largest fresh water lake in California, Clear Lake. Yuba College operates the Clear Lake Center in the town of Clearlake. Lake County is also served by the Mendocino Community College District.

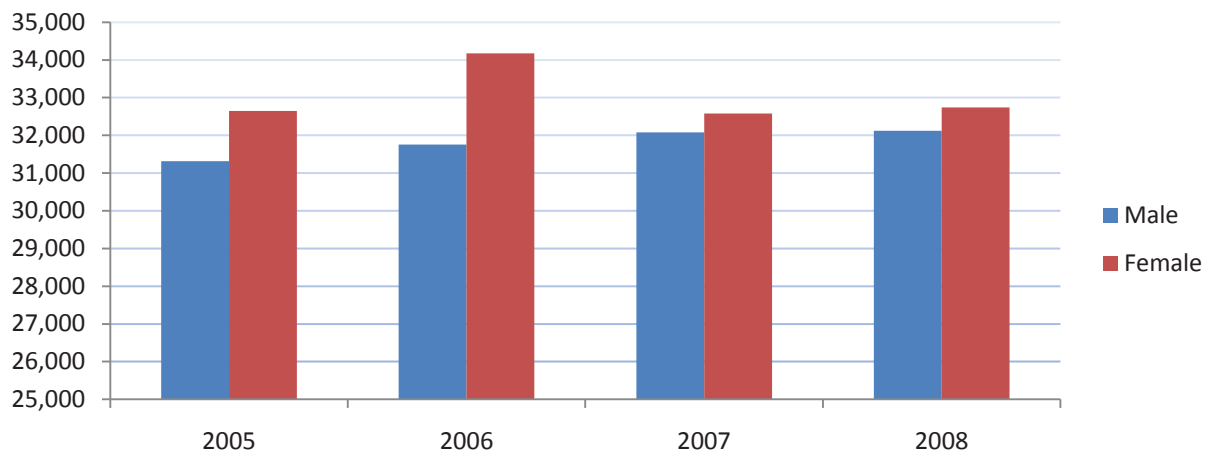
Lake County Population



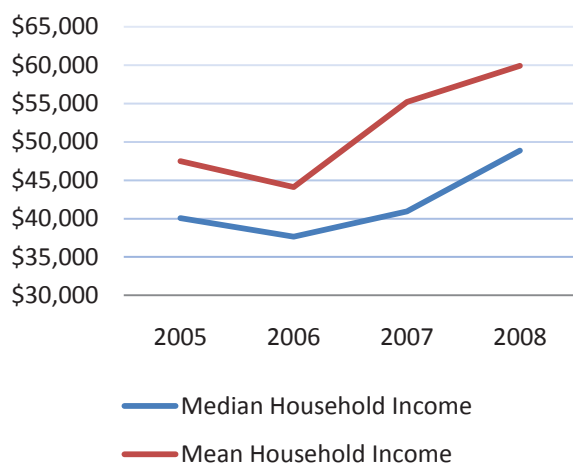
Lake County Population by Race



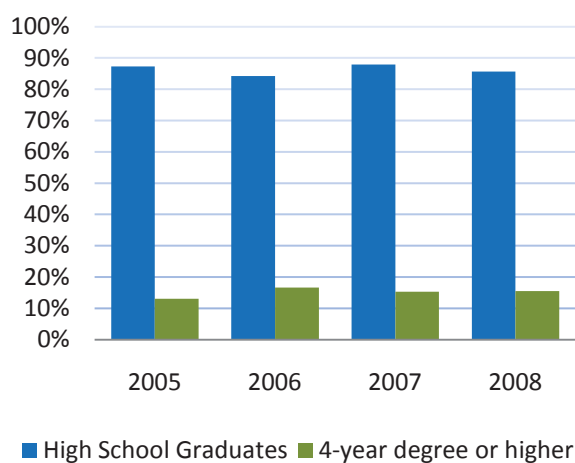
Lake County Population by Gender



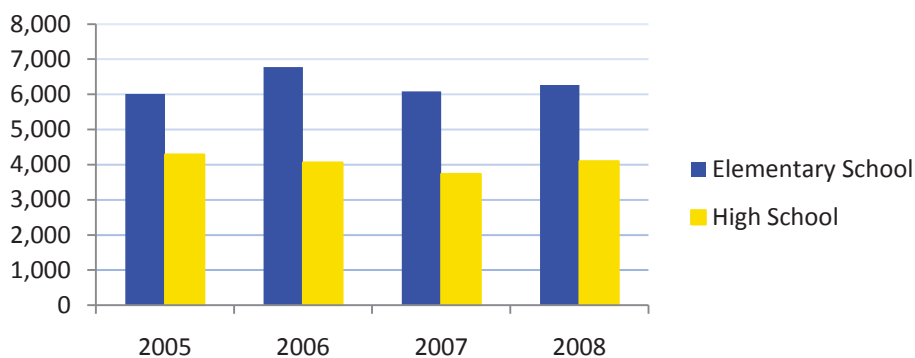
Household Income



Educational Attainment



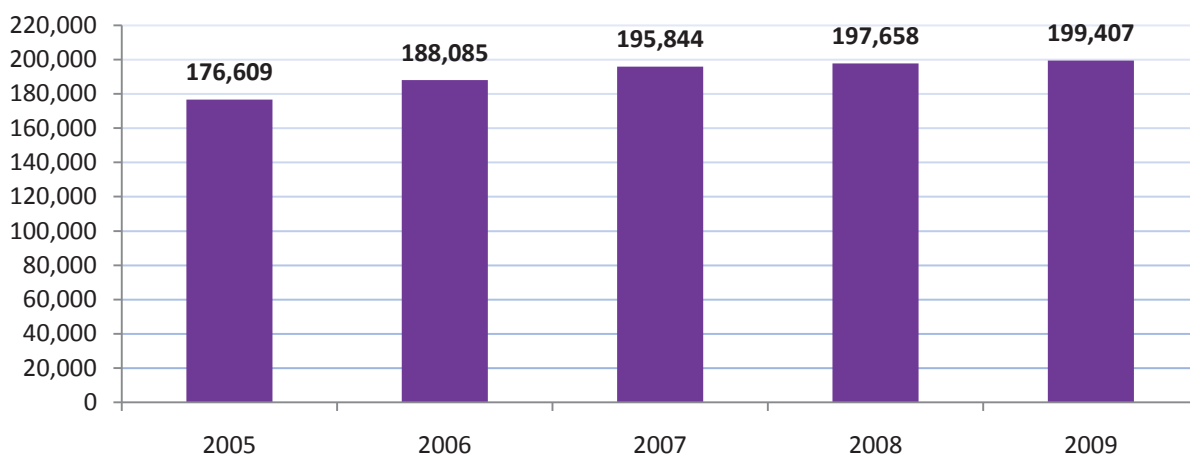
Lake County School Enrollment



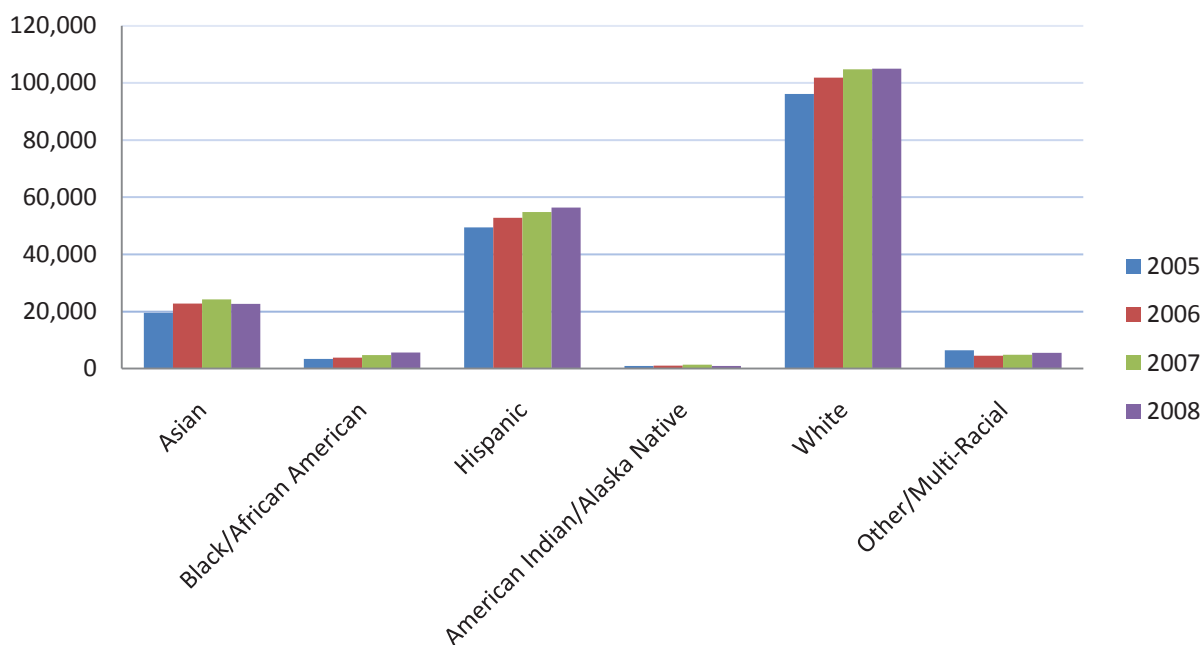
Yolo County

Yolo County was created in 1850, and is one of the original counties established when California was made a state. Yolo County covers 1,023 square miles. Yolo County is primarily agricultural, but also supports transportation and manufacturing industries. Woodland Community College, part of the Yuba Community College District is located in Woodland. As of September 2010, Yolo County had an unemployment rate of 11.6%. The University of California, Davis is located in Yolo County.

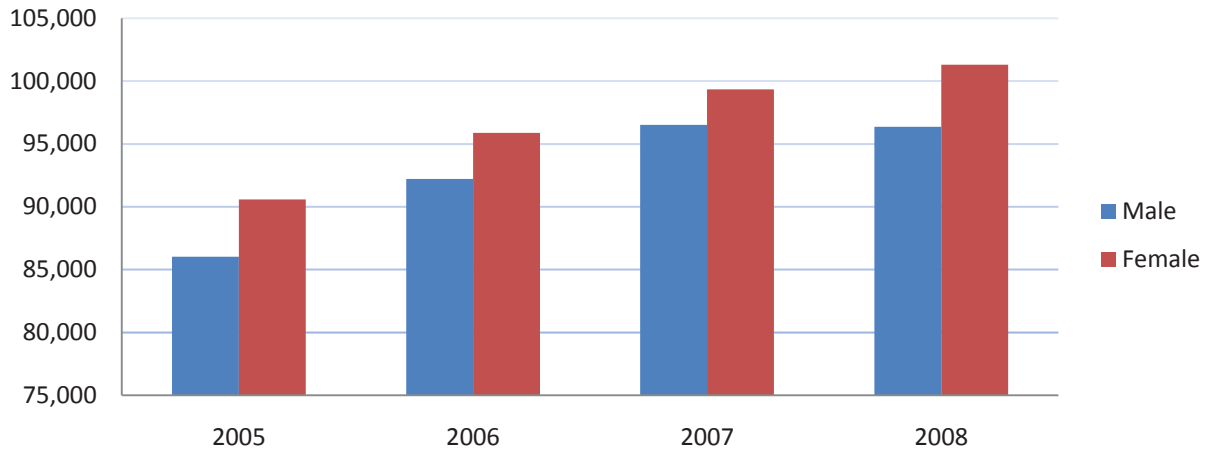
Yolo County Population



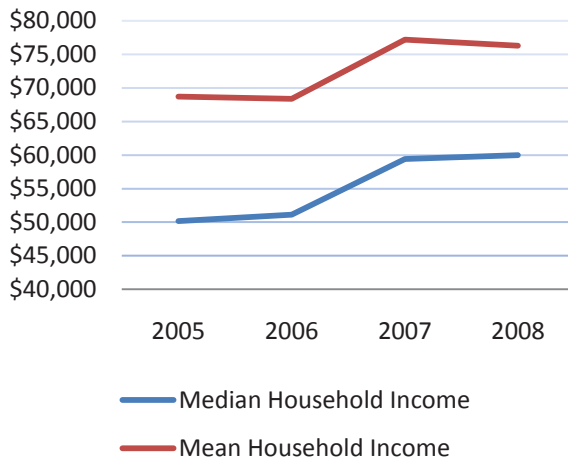
Yolo County Population by Race



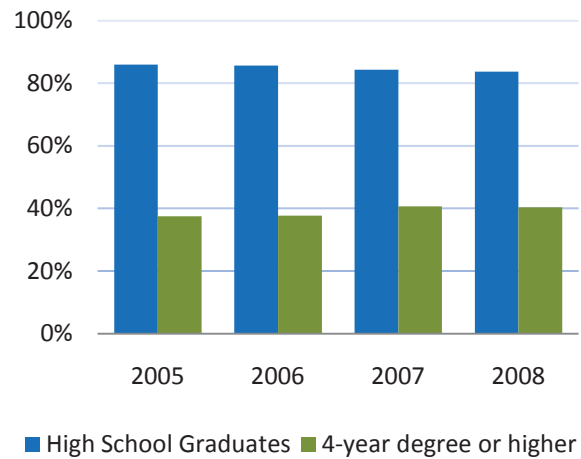
Yolo County Population by Gender



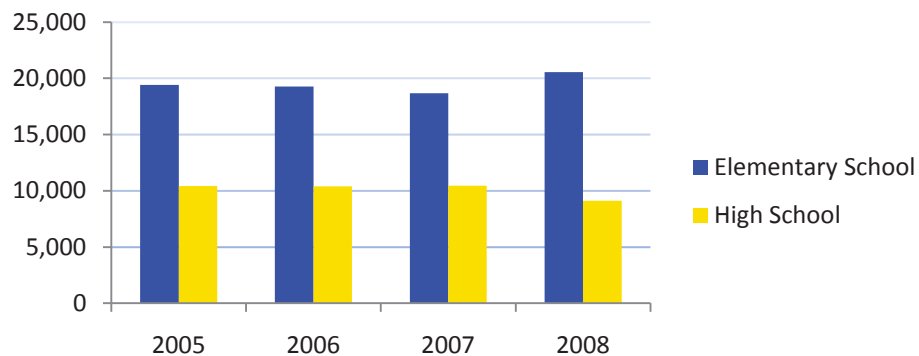
Household Income



Educational Attainment



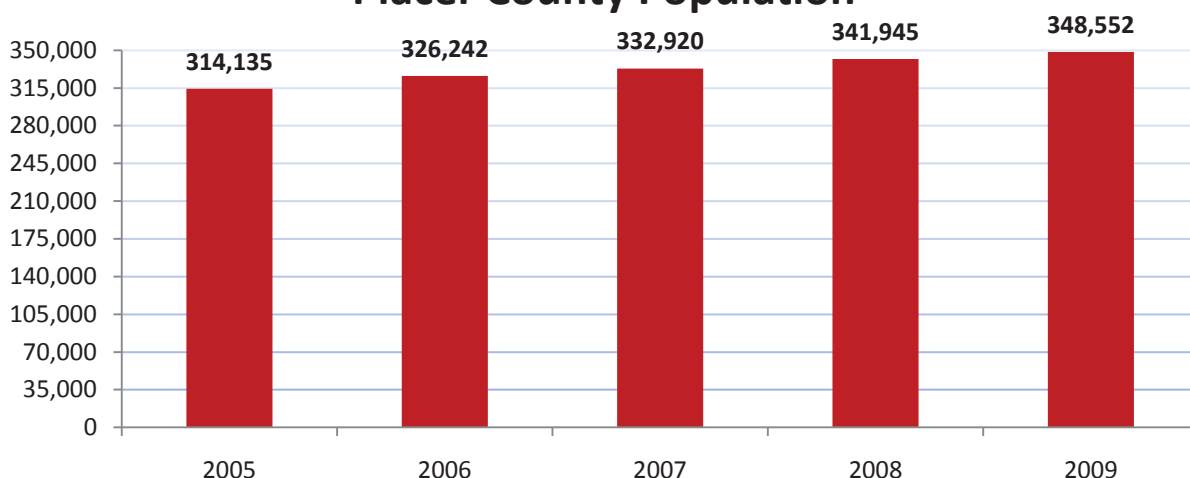
Yolo County School Enrollment



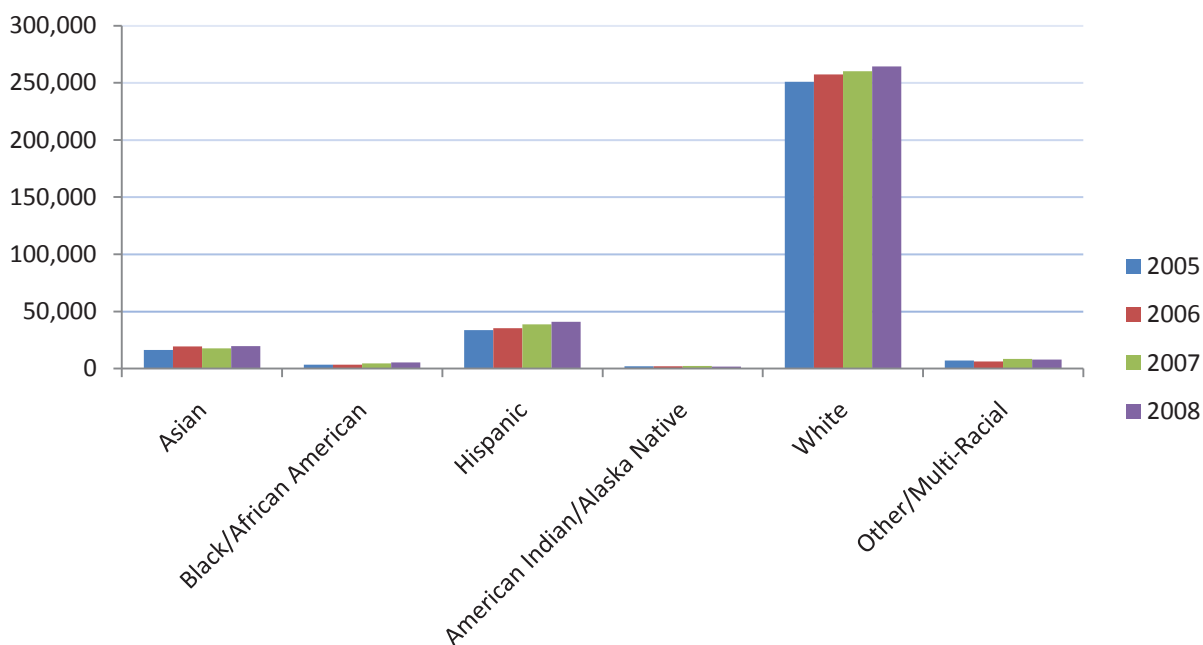
Placer County

Placer County was created in 1851 from portions of Sutter and Yuba Counties. Placer County covers 1,503 square miles, only a small portion of which is directly served by Yuba College. Placer County's economy is a mixture of agriculture, tourism, industry, and forestry. As of September 2010, Placer County had an unemployment rate of 11.5%, one of the lowest in the Sacramento region. Placer County is also served by the Sierra Community College District.

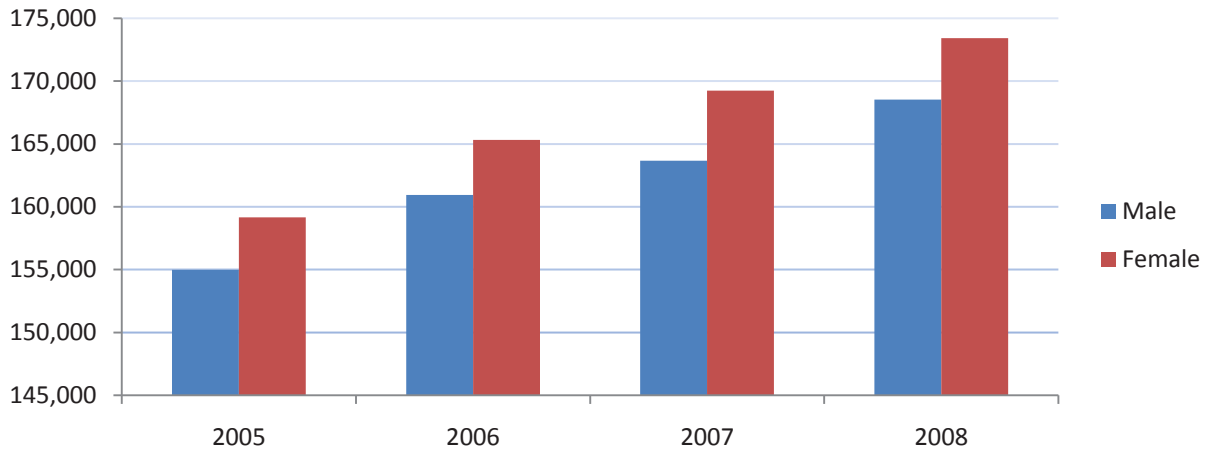
Placer County Population



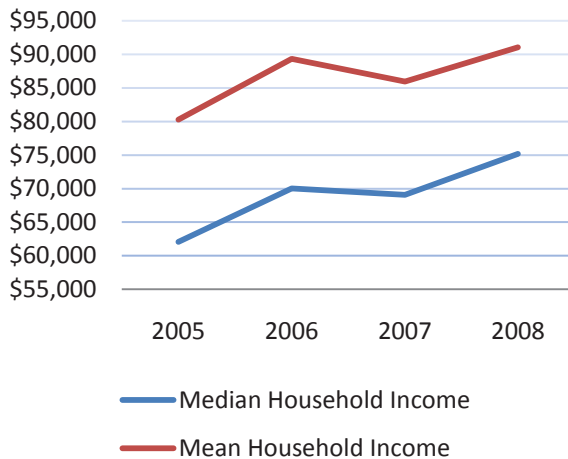
Placer County Population by Race



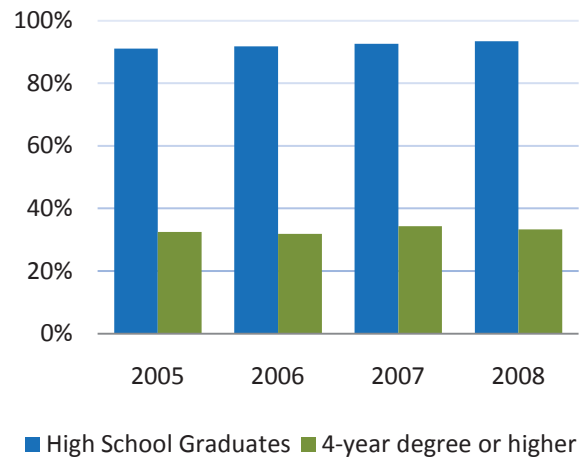
Placer County Population by Gender



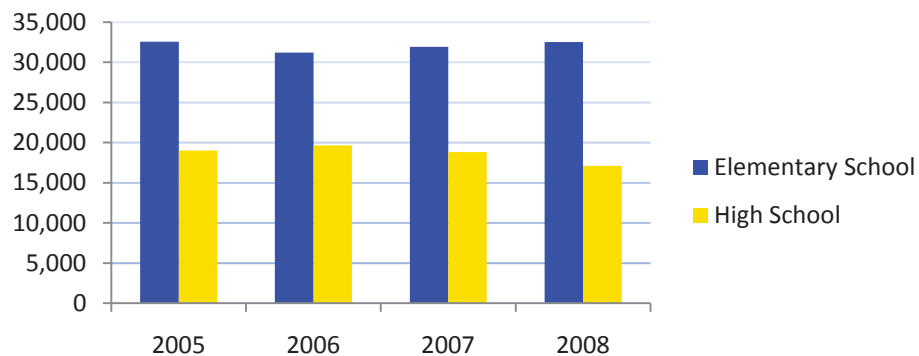
Household Income



Educational Attainment



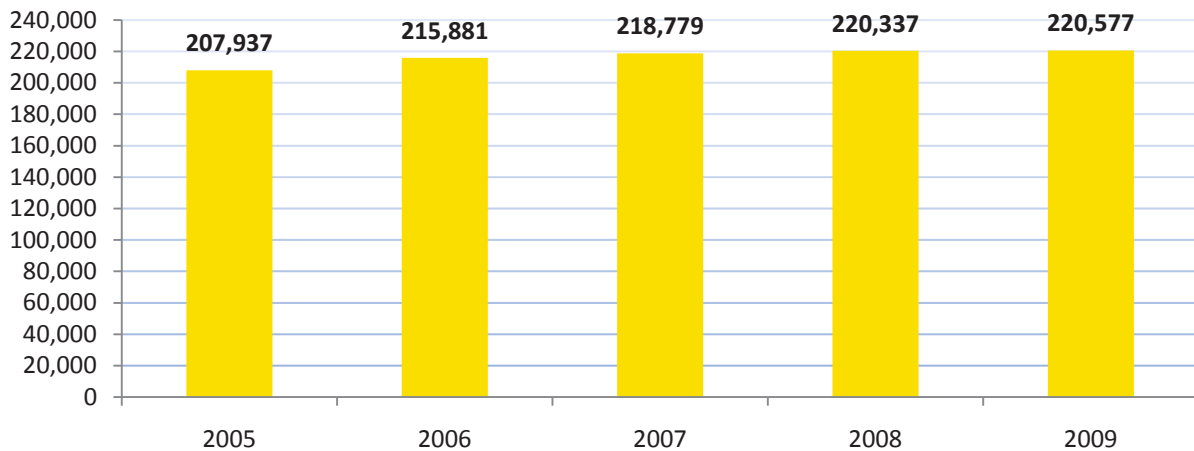
Placer County School Enrollment



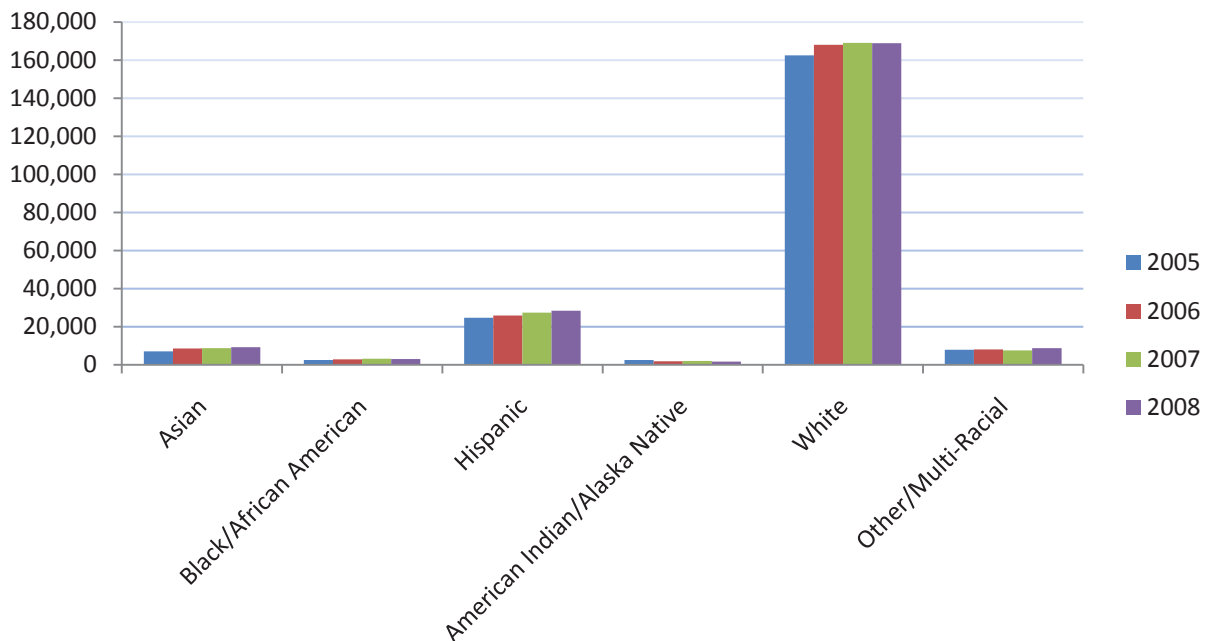
Butte County

Butte County was created in 1850, and is one of the original counties established when California was made a state. Butte County covers 1,677 square miles, only a small portion of which is directly served by Yuba College. As of September 2010, Butte County had an unemployment rate of 13.1%. Butte County is also served by Butte College and is the home of California State University, Chico.

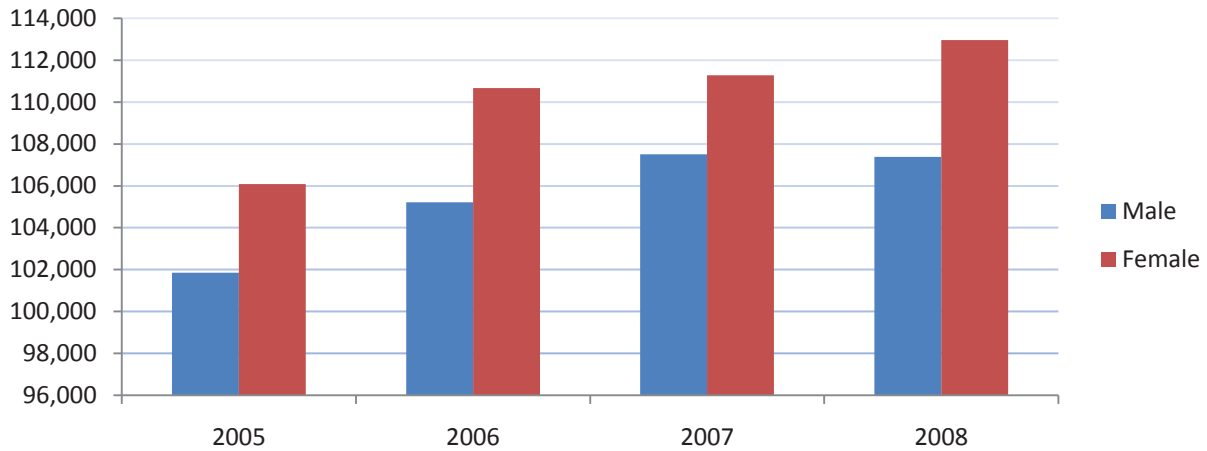
Butte County Population



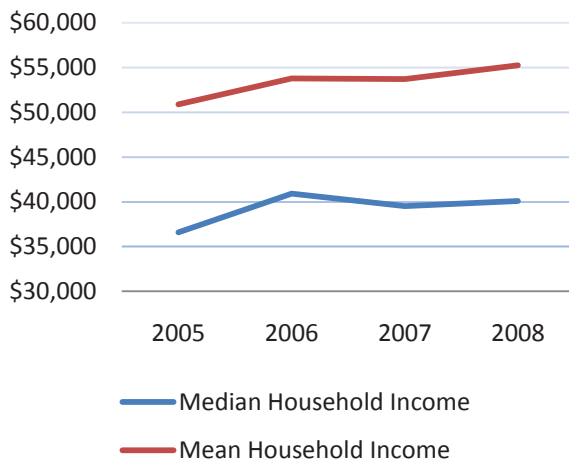
Butte County Population by Race



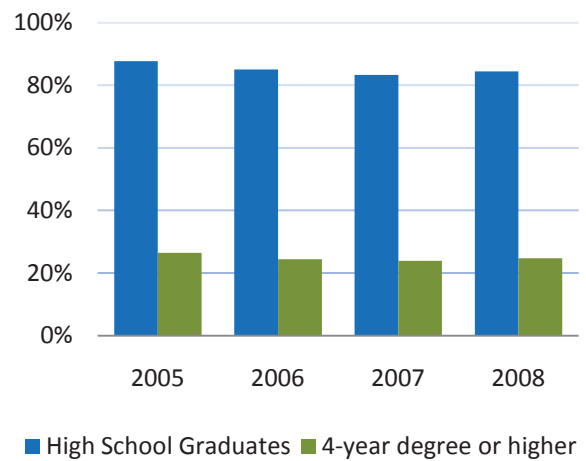
Butte County Population by Gender



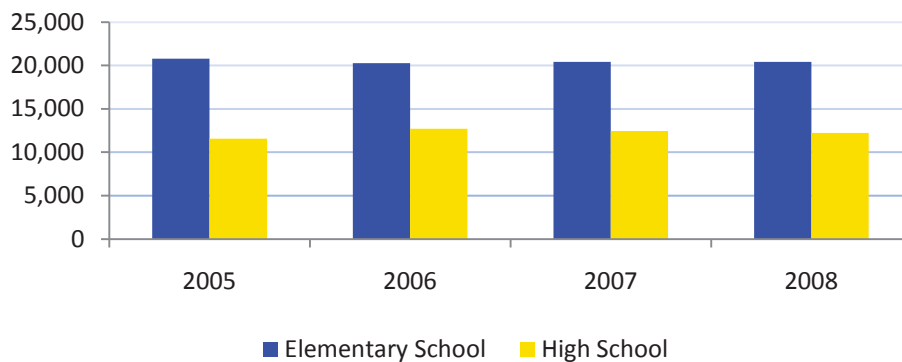
Household Income



Educational Attainment



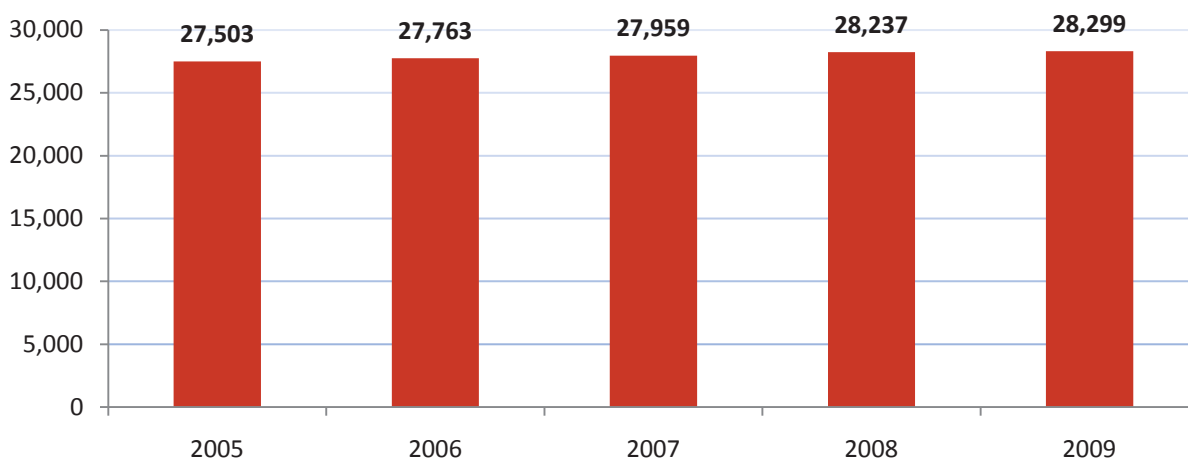
Butte County School Enrollment



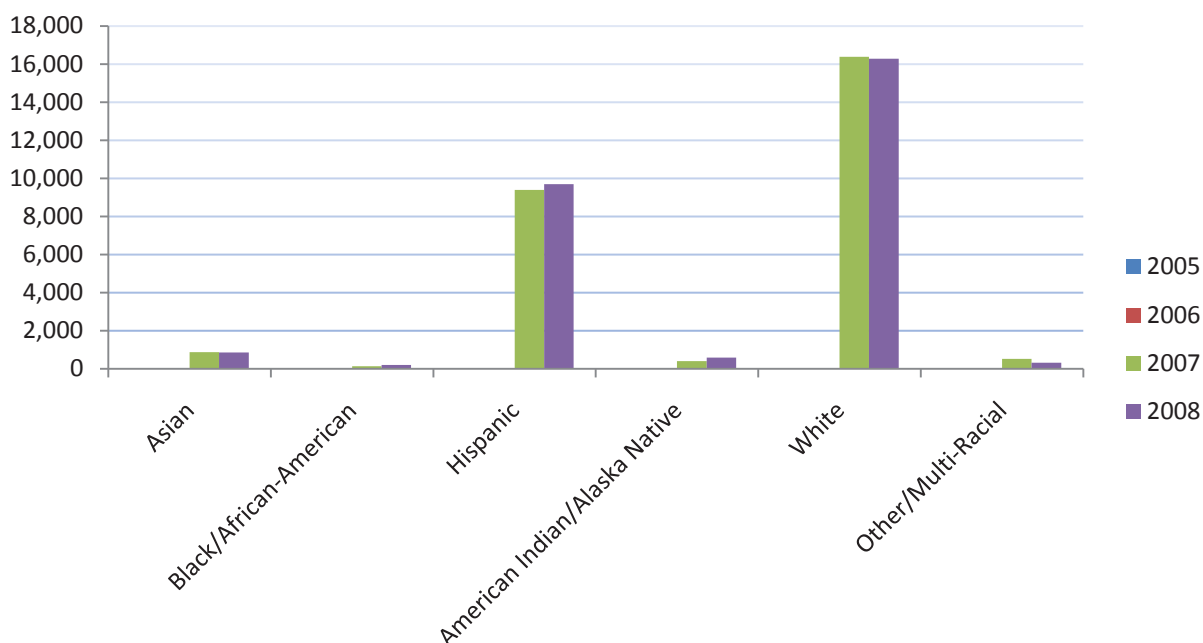
Glenn County

Glenn County was created in 1891 from portions Colusa County. Glenn County covers 1,327 square miles, only a portion of which is directly served by Yuba College. Glenn County's economy is primarily agricultural. As of September 2010, Glenn County had an unemployment rate of 14.7%. Due to its small size, demographic information was not available for all years.

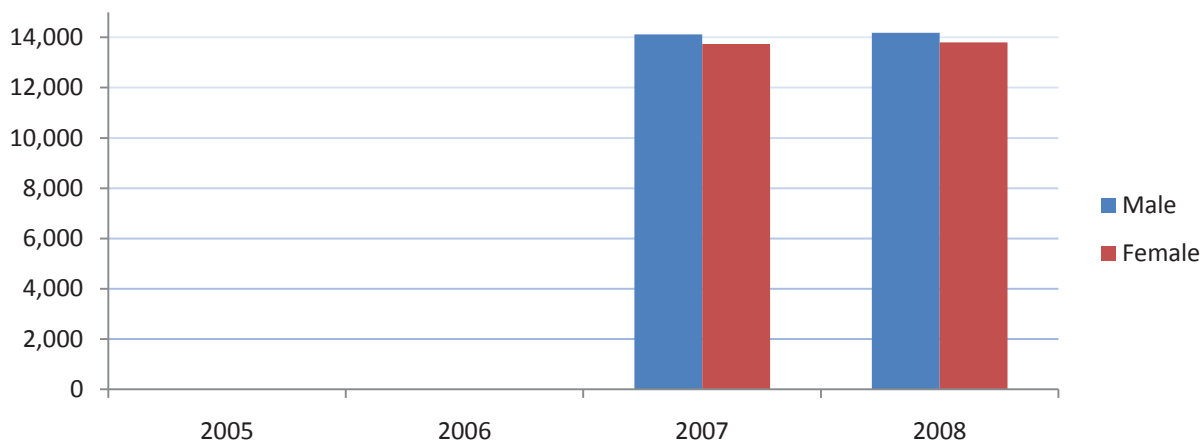
Glenn County Population



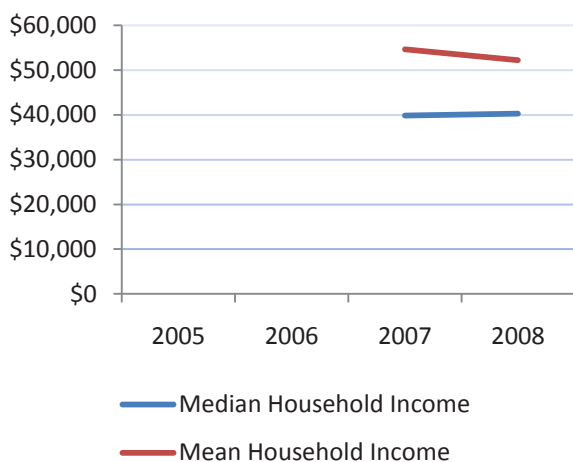
Glenn County Population by Race



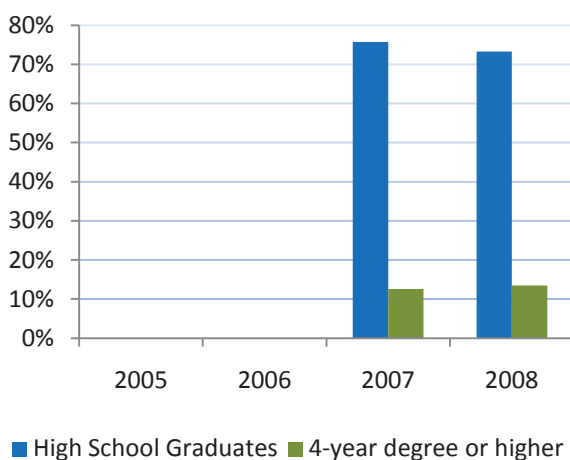
Glenn Population by Gender



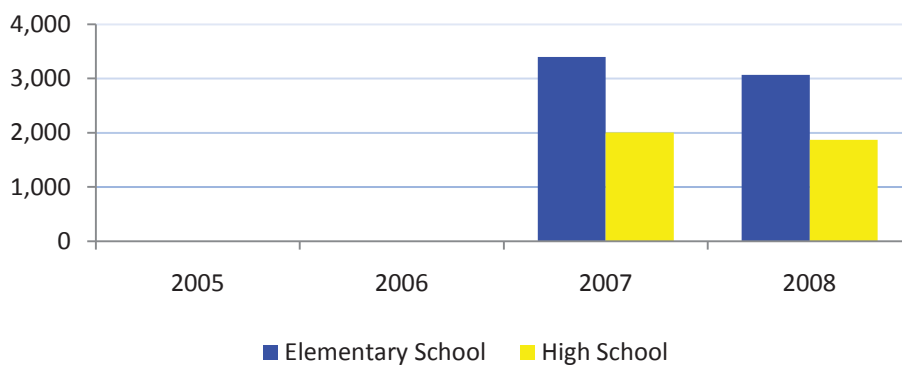
Household Income



Educational Attainment



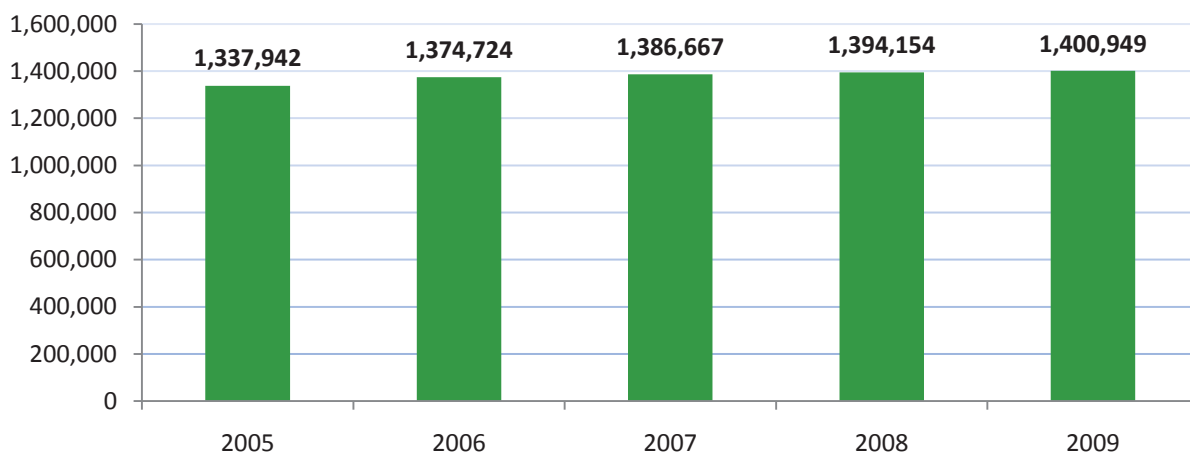
School Enrollment



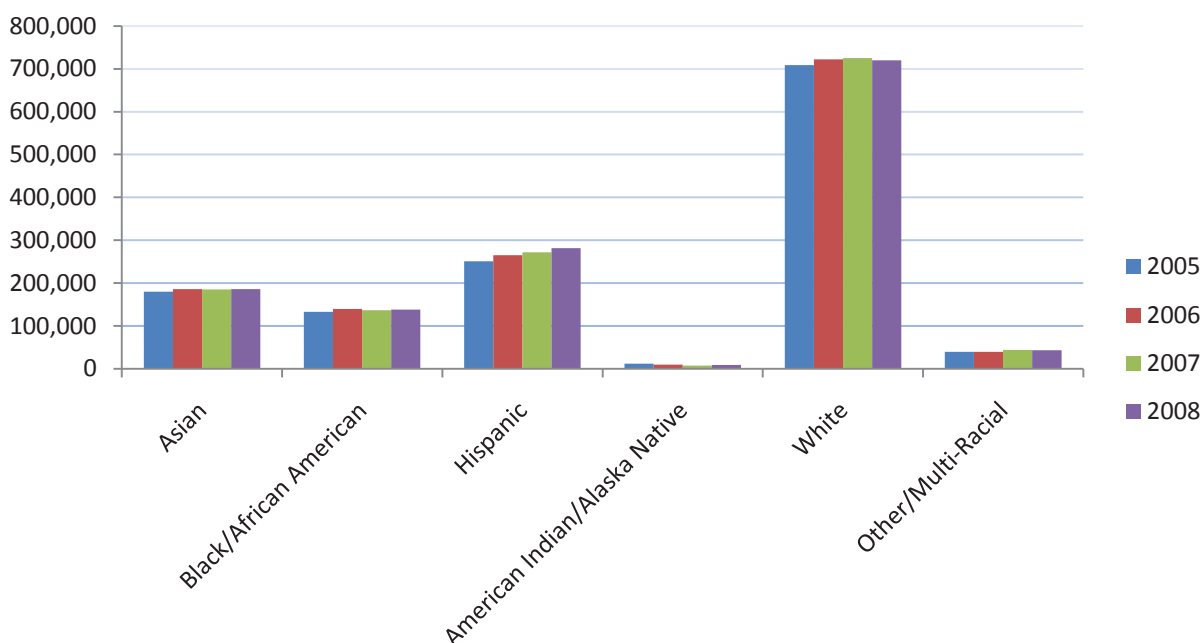
Sacramento County

Sacramento County was created in 1850, and is one of the original counties established when California was made a state. Sacramento County covers 955 square miles, none of which is directly served by Yuba College. However, many graduates from Yuba College find employment in the Sacramento area. As of September 2010, Sacramento County had an unemployment rate of 13.0%.

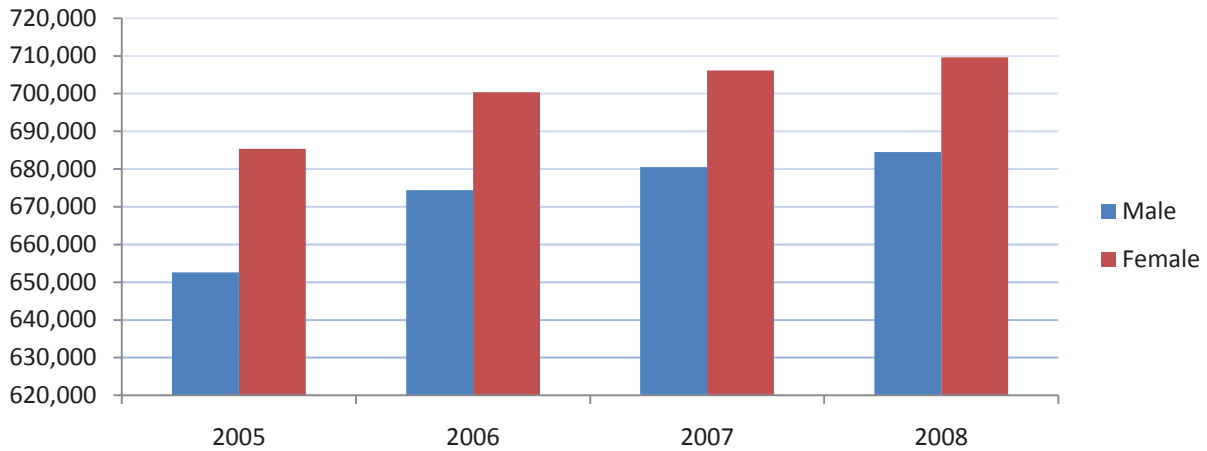
Sacramento County Population



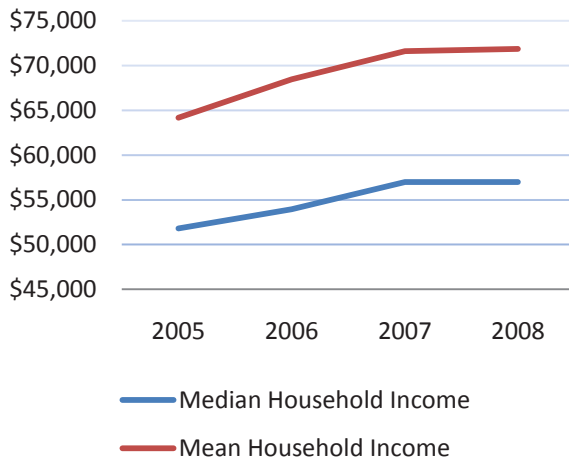
Sacramento County Population by Race



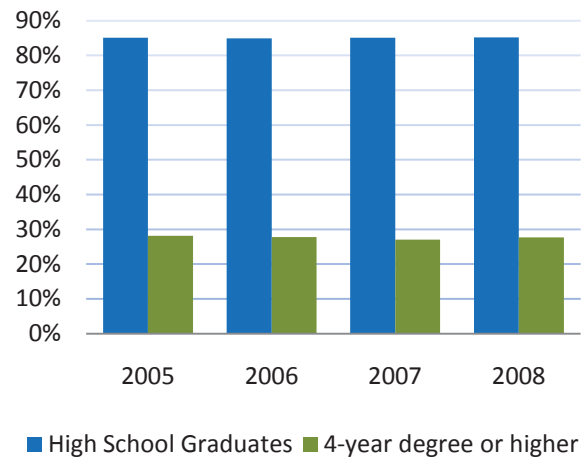
Sacramento Population by Gender



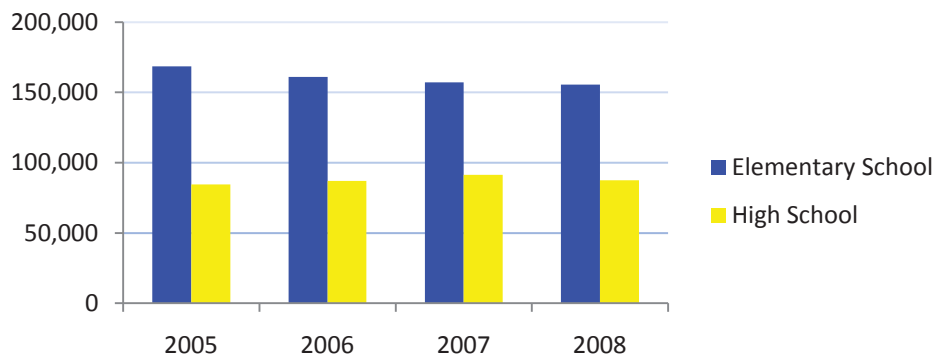
Household Income



Educational Attainment



Sacramento County School Enrollment



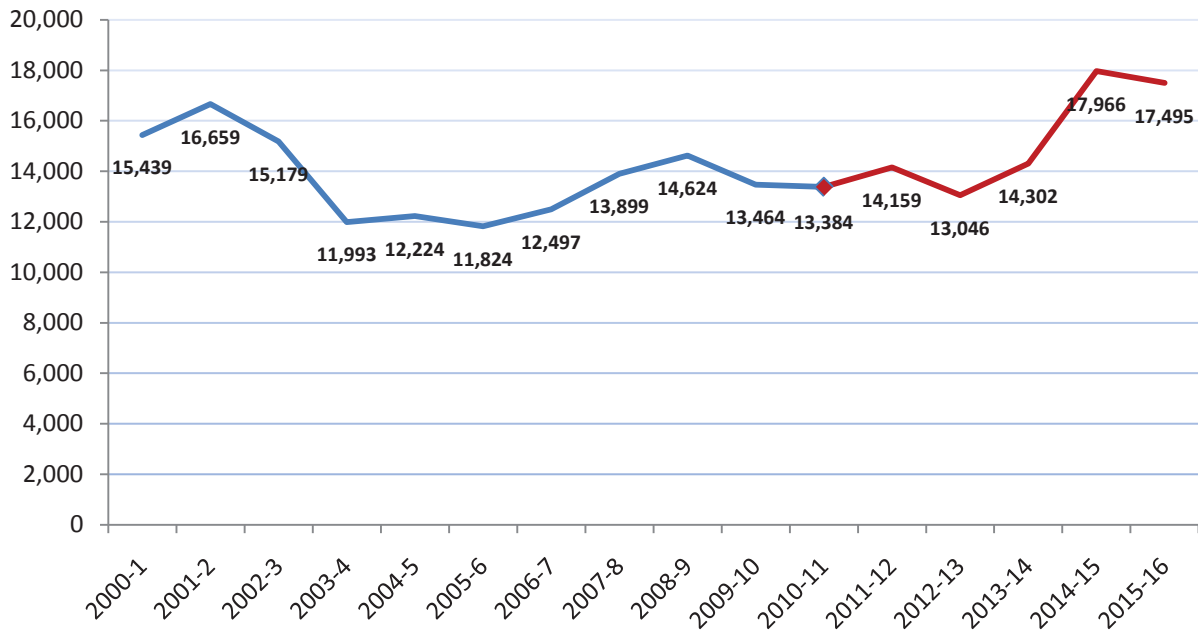
Yuba College Students

The past decade has been a roller coaster ride for student enrollment at Yuba College. During the prosperity of the 1990's the college was growing quickly as families moved to both Yuba and Sutter Counties as result of local job growth and relatively inexpensive housing. That growth ended abruptly as a result of a California State fiscal crisis in 2003 that left higher education in the state with diminished budgets. College enrollments were beginning to recover when the "Great Recession" struck in 2008 once again decimating college budgets. However, the impact on student enrollments was not as large because the nature of the students had changed. Early in the decade, the typical student was enrolling significantly below full-time, but as time and as economic turmoil wore on, the average student became a full-time student.

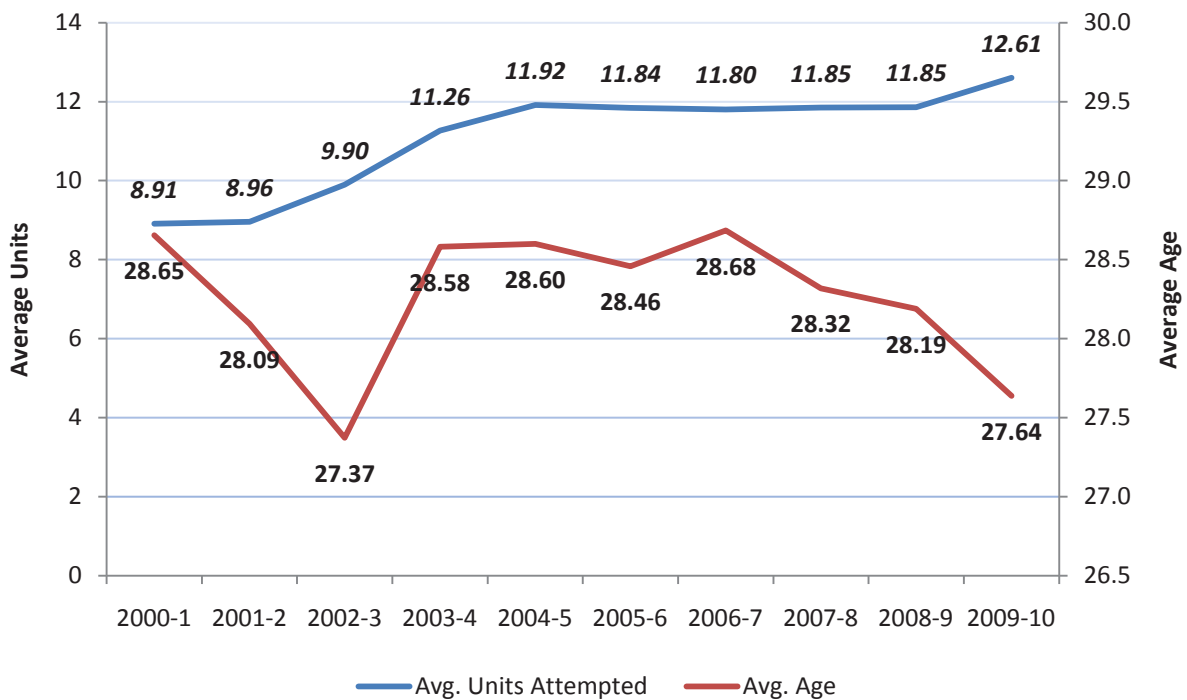
Yuba College has two very distinct demographic regions. Students at the main campus in Marysville tend towards younger, more traditional college students, while students served at the Clear Lake Campus tend towards older, re-entry students. Further, because the ethnic composition of Lake County is very different than the Yuba and Sutter Counties, the ethnic diversity on the campuses is markedly different. On the main campus, Caucasian/White students are the largest ethnic group, but they are not a majority. In contrast, at CLC Caucasian/White students make up nearly $\frac{3}{4}$ of the student population.

*The Full-time Equivalent Students (FTES) reported for the 2009-10 school year is artificially low due to a data storage error.

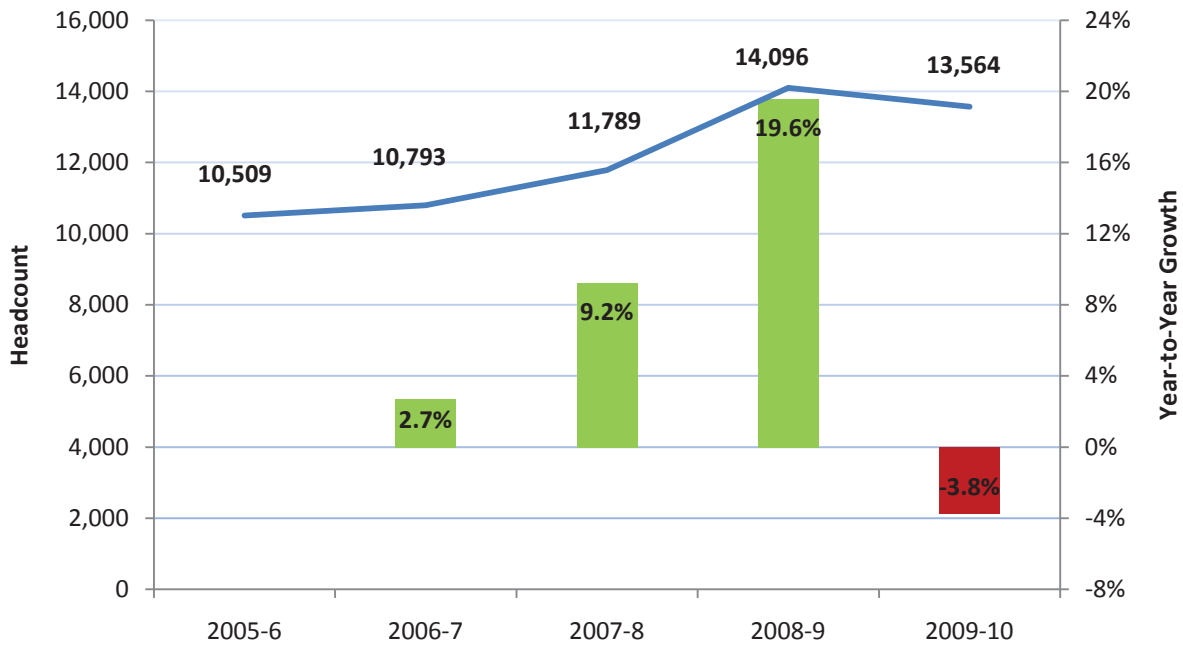
Yuba College: Past and Projected Headcount



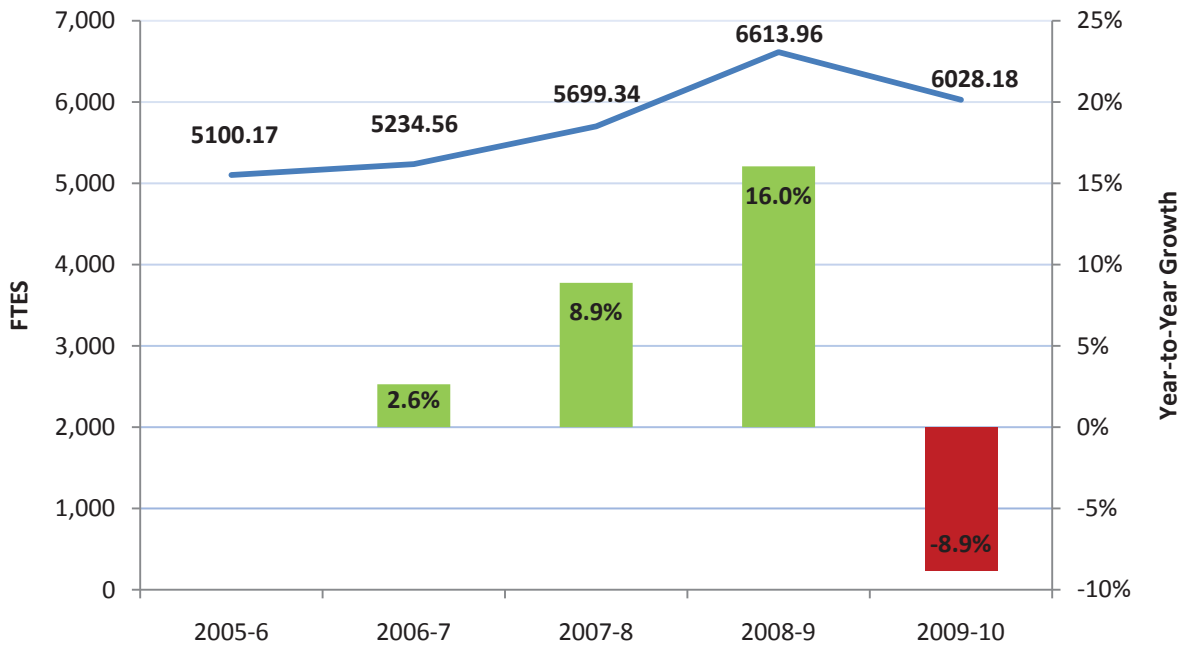
Average Units Attempted and Age



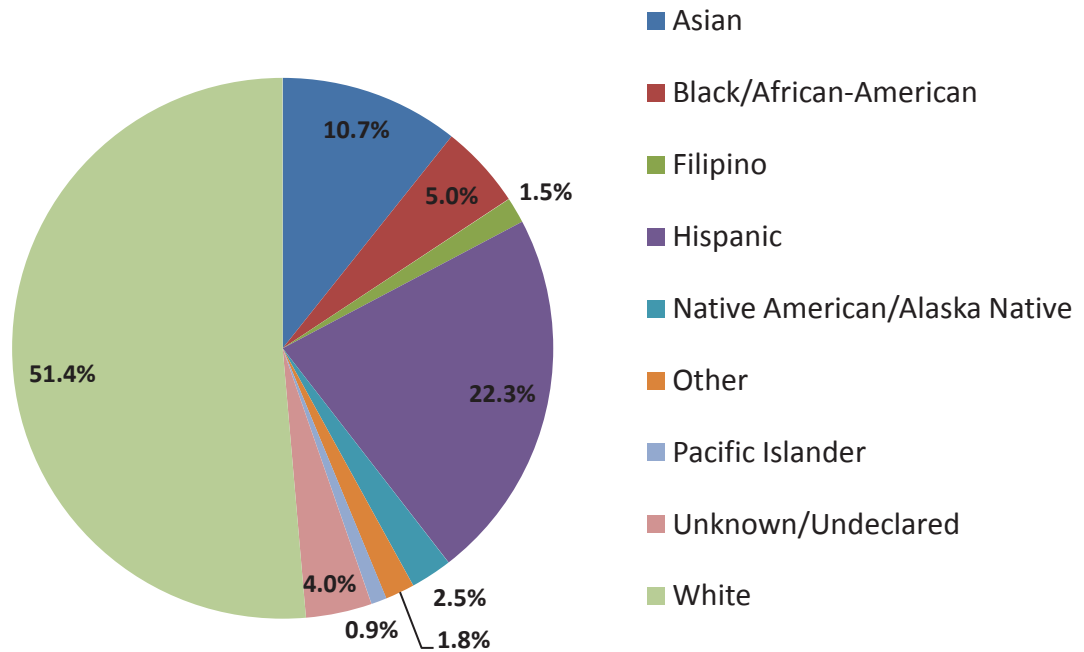
Student Headcount



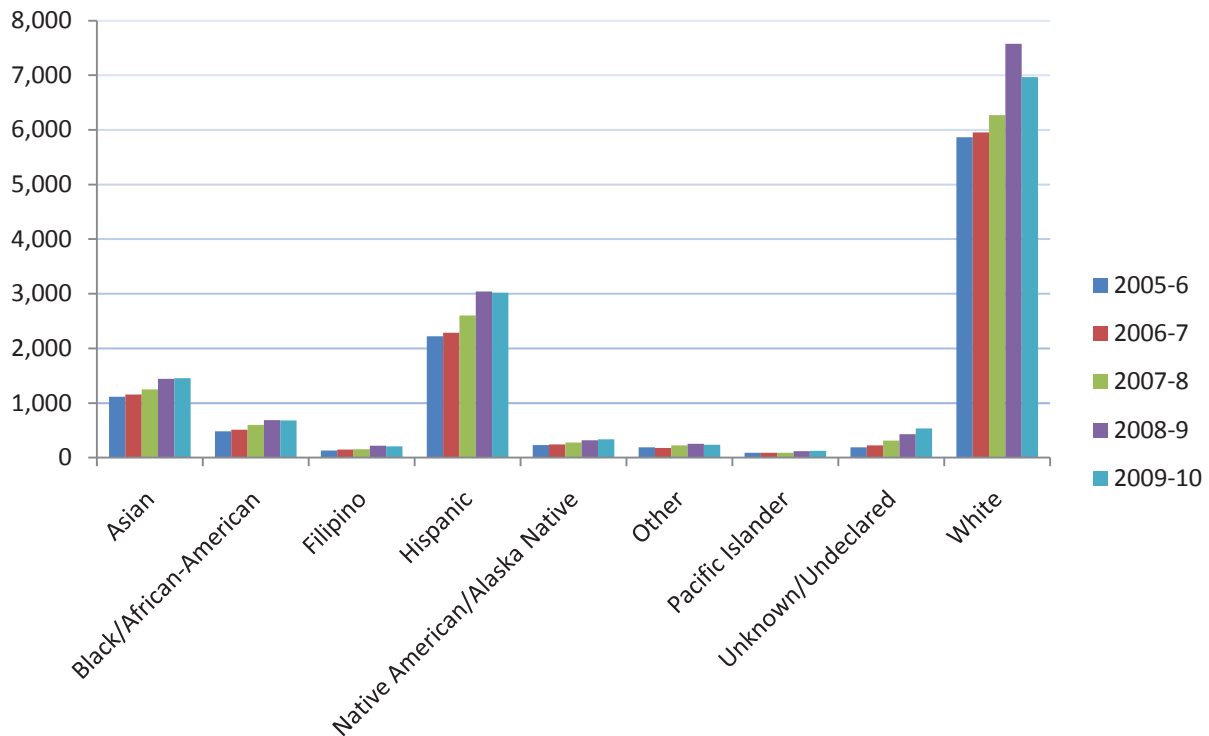
Full-Time Equivalent Students



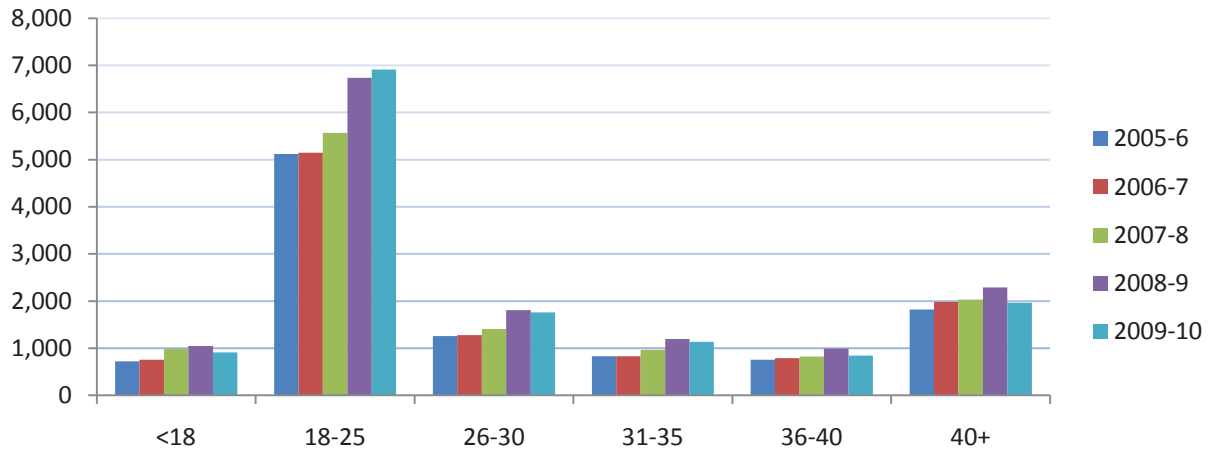
Race and Ethnicity 2009-10



Race and Ethnicity by Year



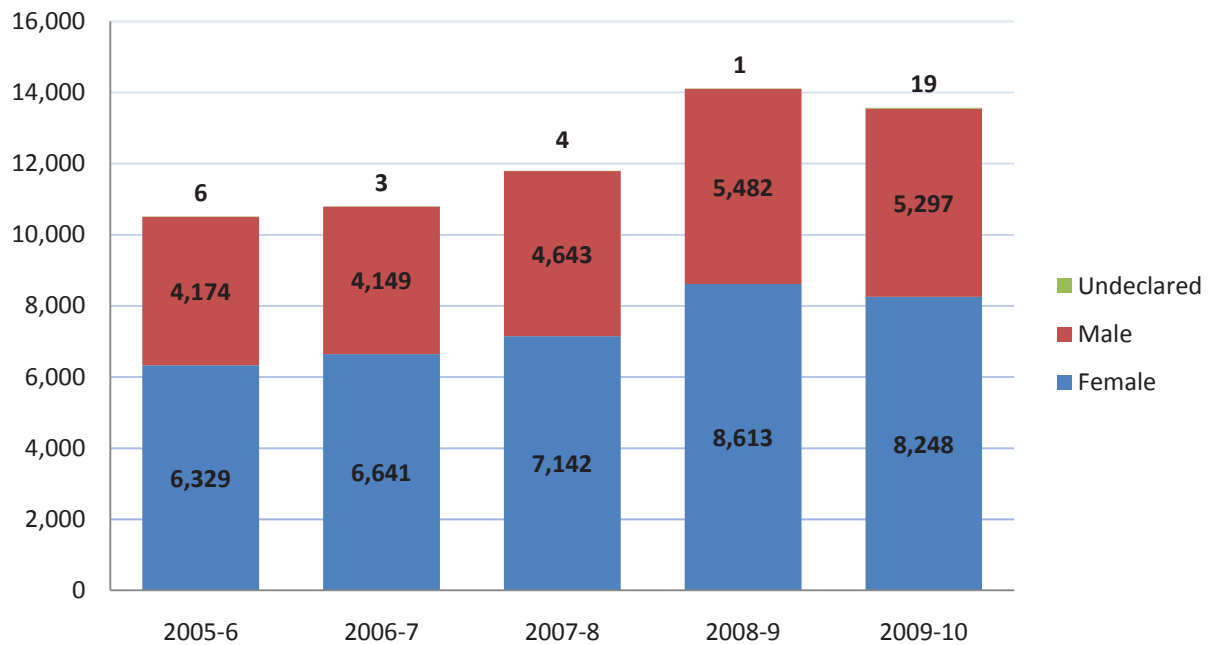
Age Distribution



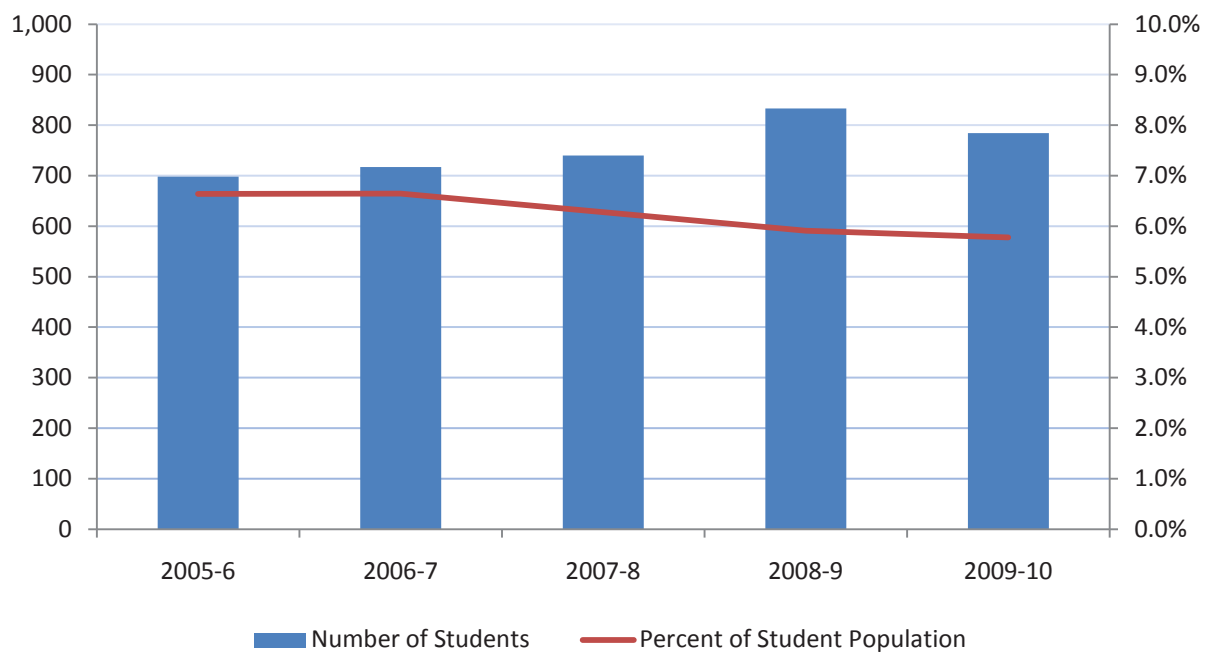
Age

	2005-6	2006-7	2007-8	2008-9	2009-10
Average	28.4	28.8	28.3	28.3	27.6
Min	14	13	11	12	13
Max	82	83	84	85	85

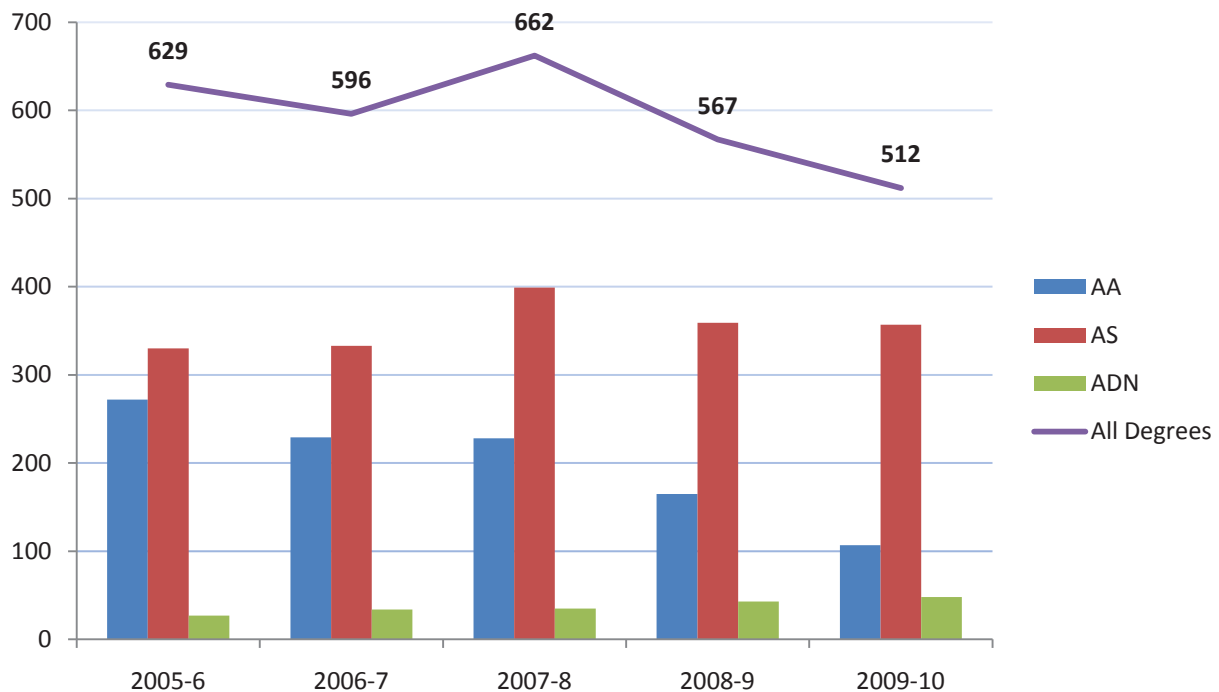
Gender



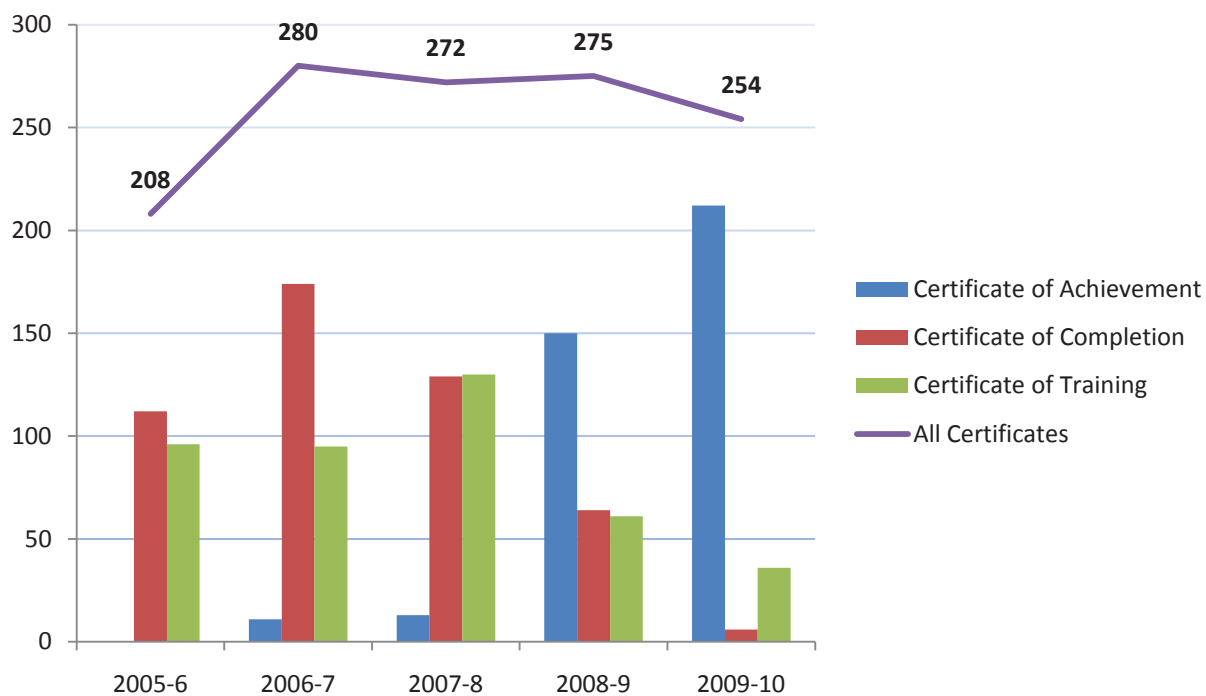
Students with Disabilities



Degrees Awarded

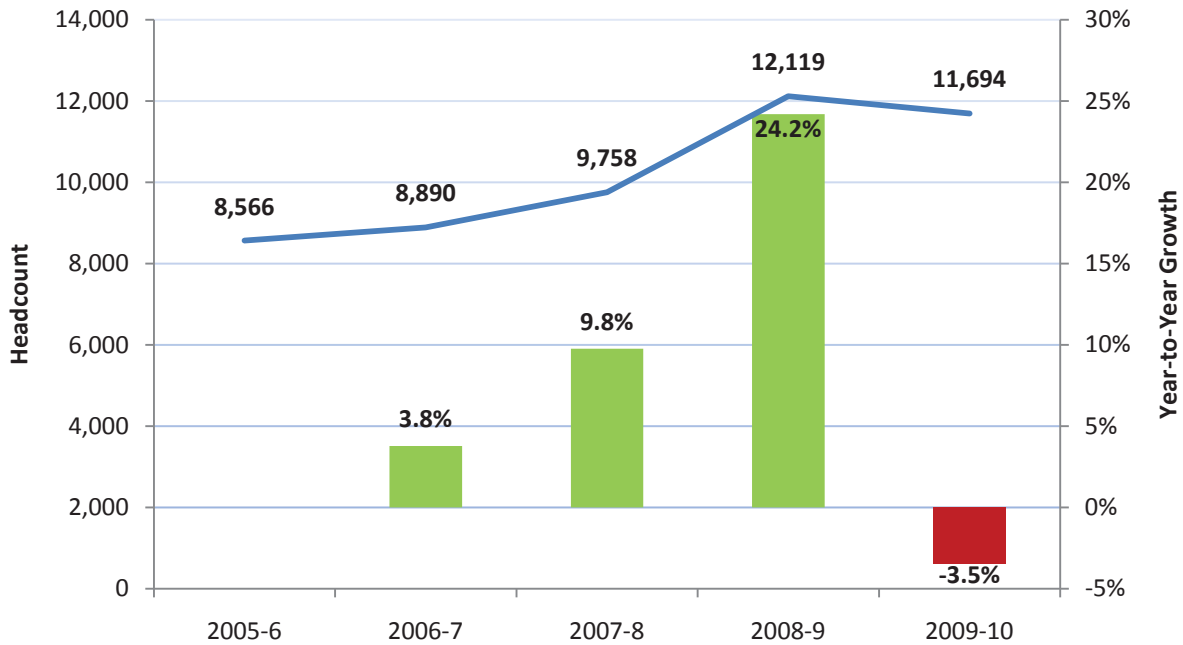


Certificates Awarded

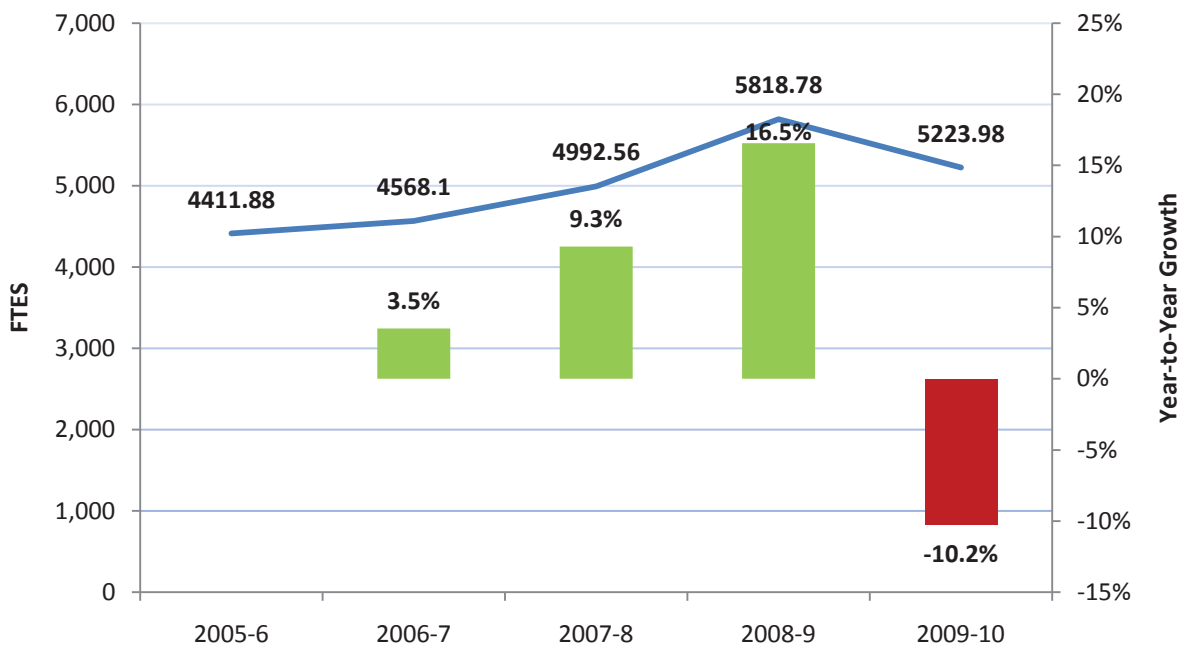


Marysville Campus

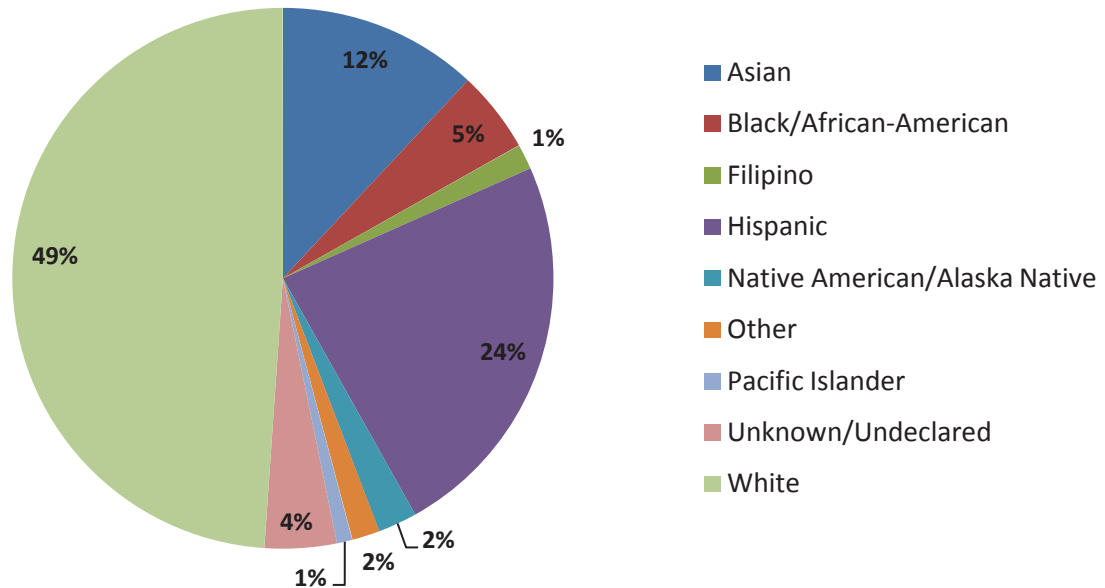
Headcount



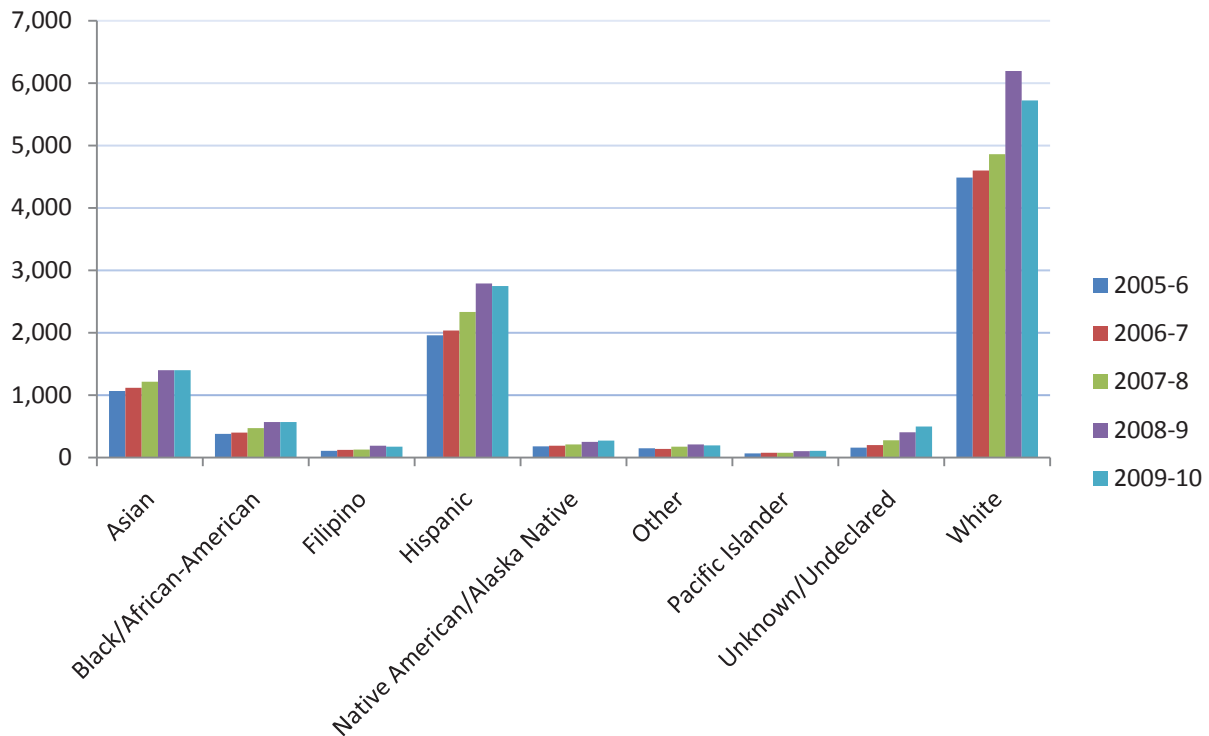
Full-Time Equivalent Students



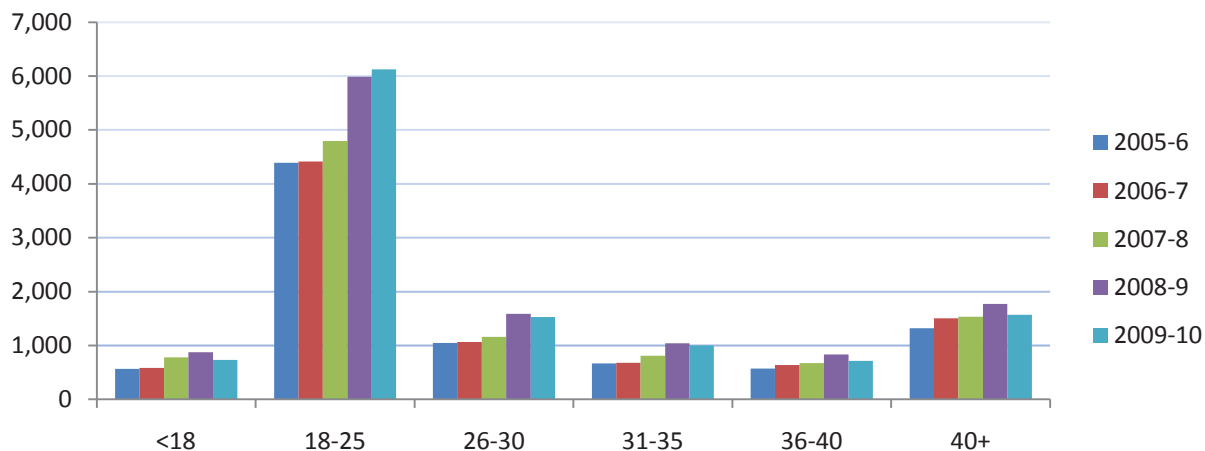
Race and Ethnicity 2009-10



Race and Ethnicity by Year



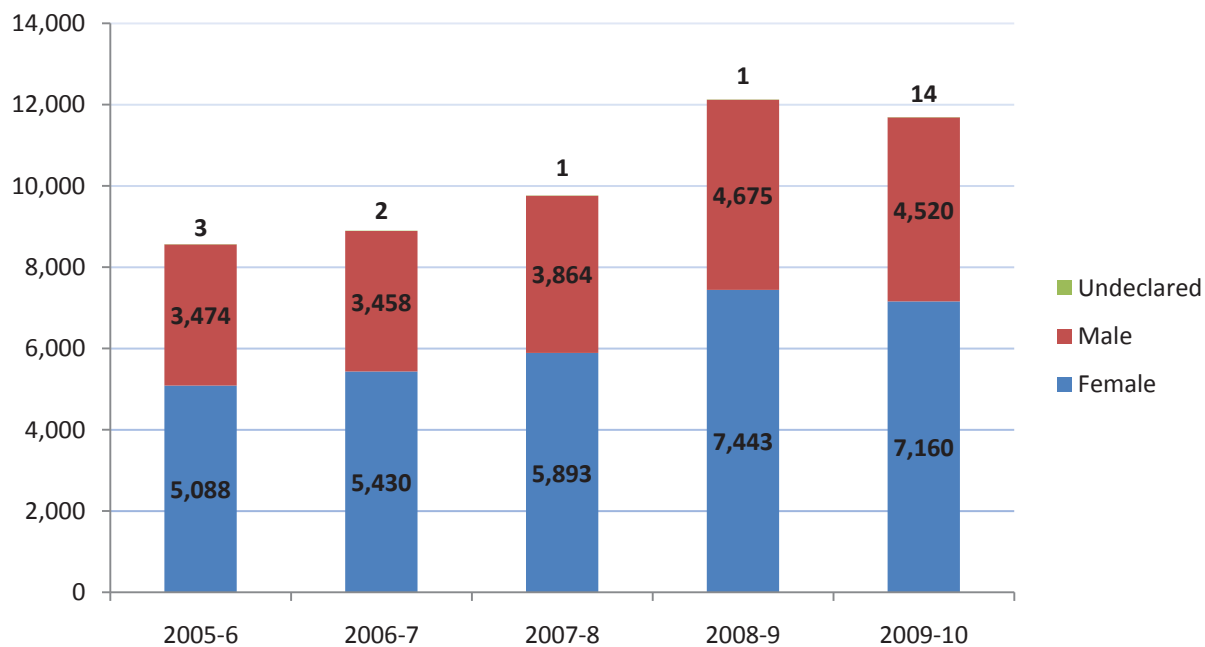
Age Distribution



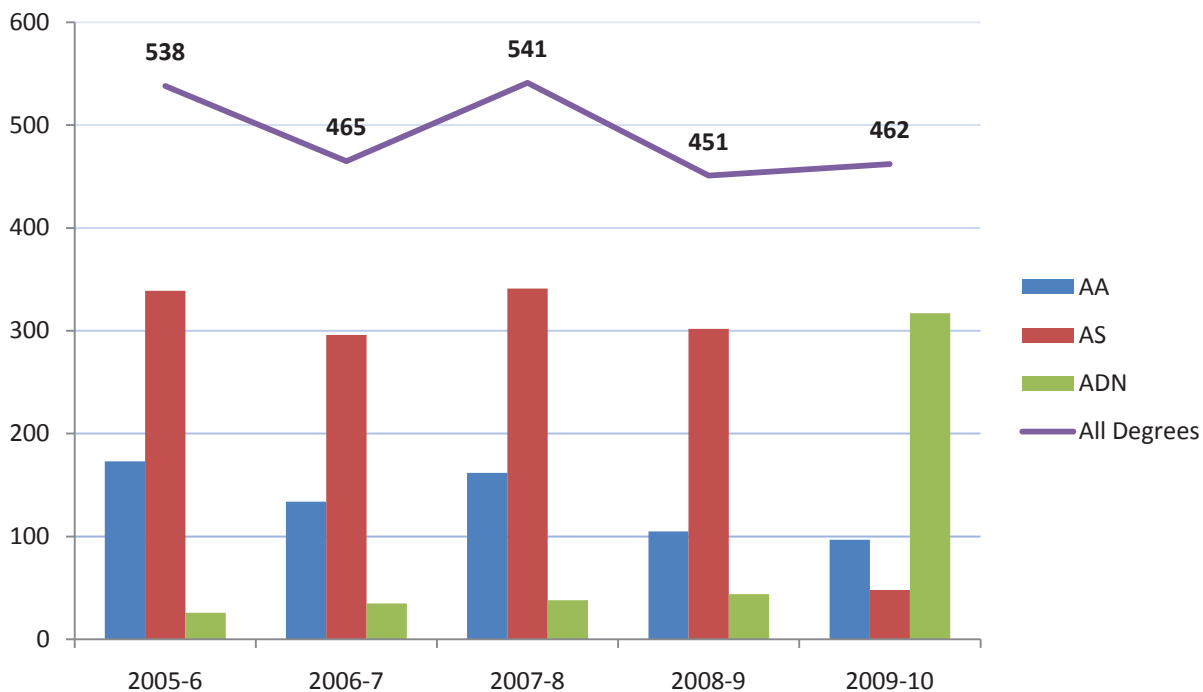
Age

	2005-6	2006-7	2007-8	2008-9	2009-10
Average	27.7	28.3	27.8	26.7	27.3
Min	14	13	11	13	13
Max	82	83	84	85	85

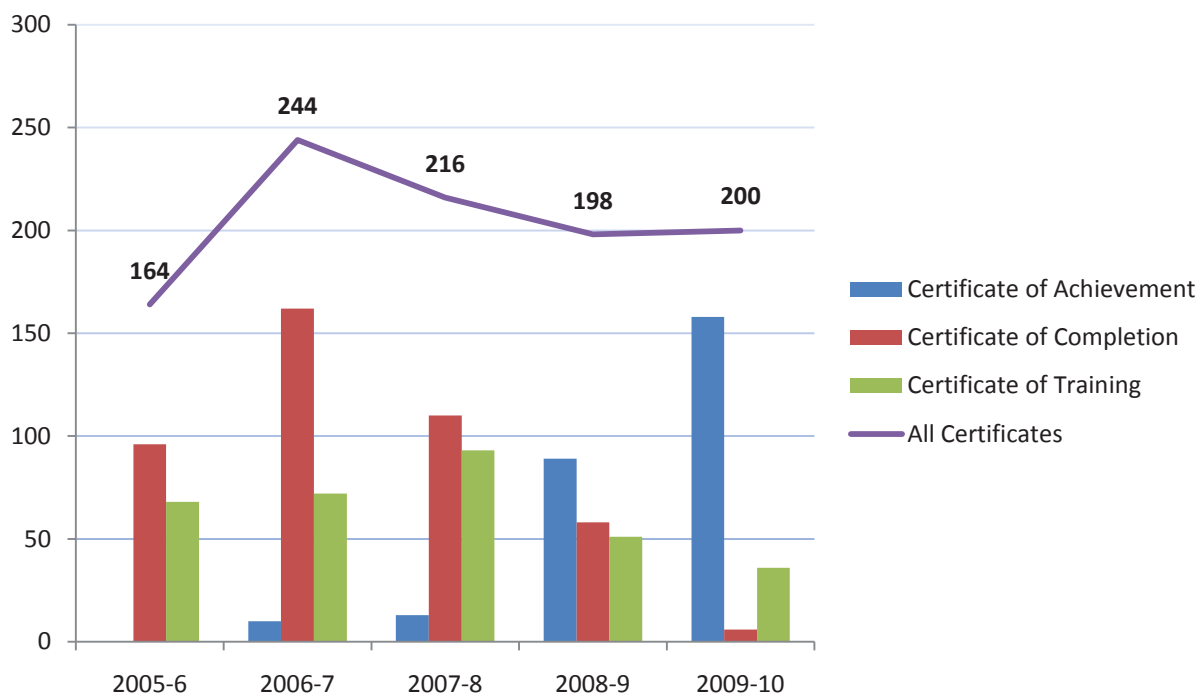
Gender



Degrees Awarded

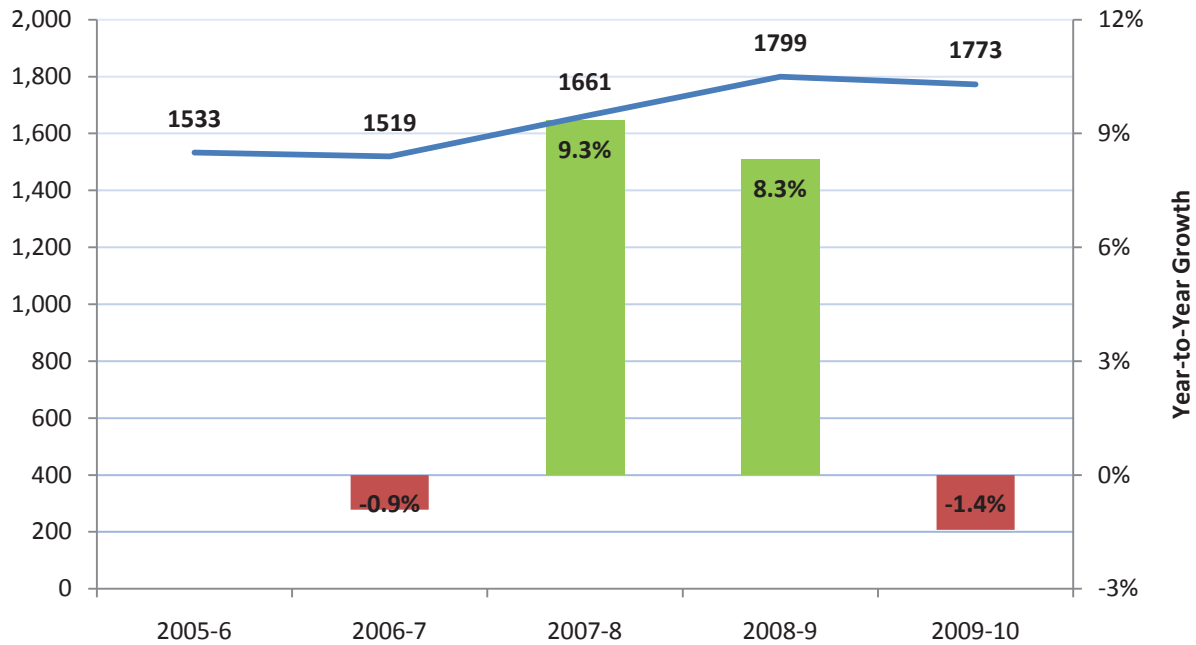


Certificates Awarded

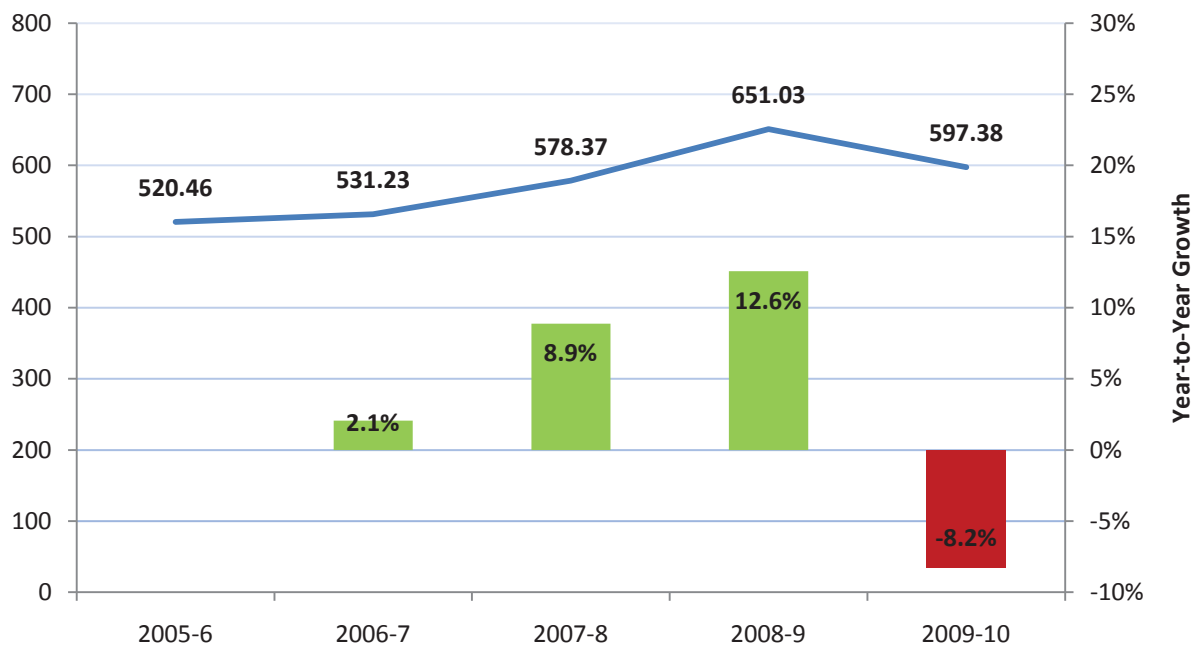


Clear Lake Campus

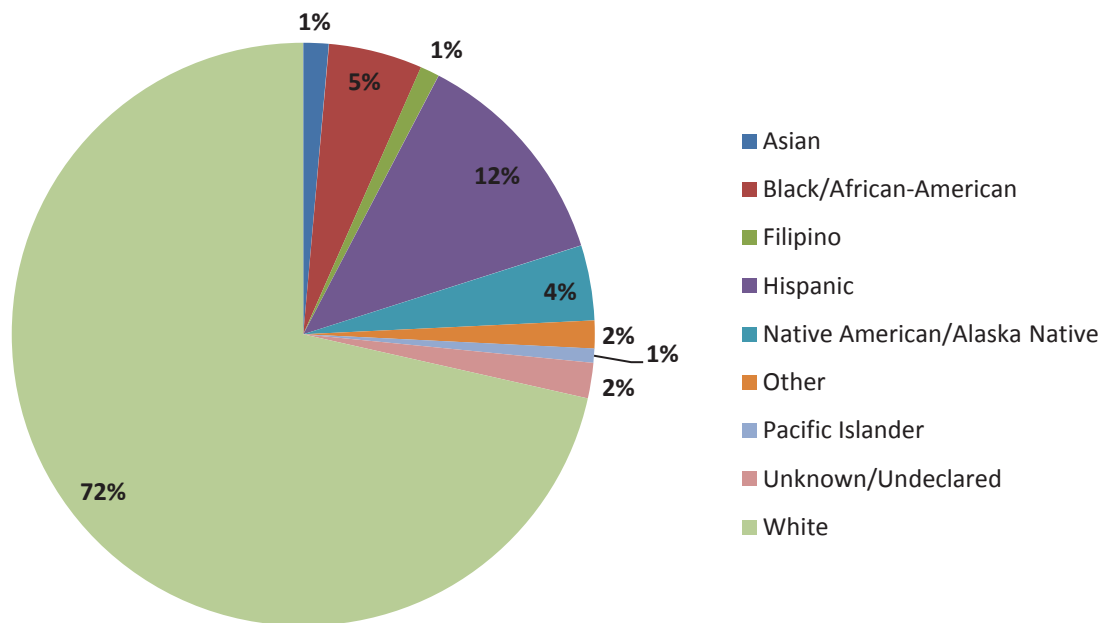
Headcount



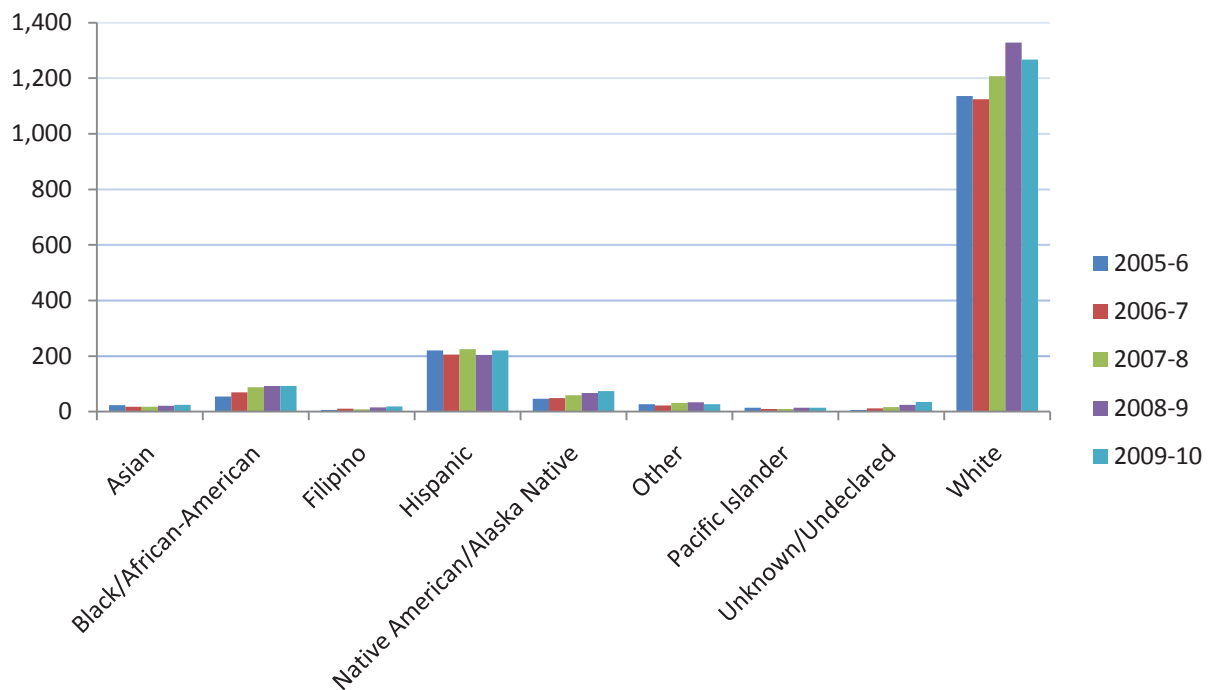
Full-time Equivalent Students



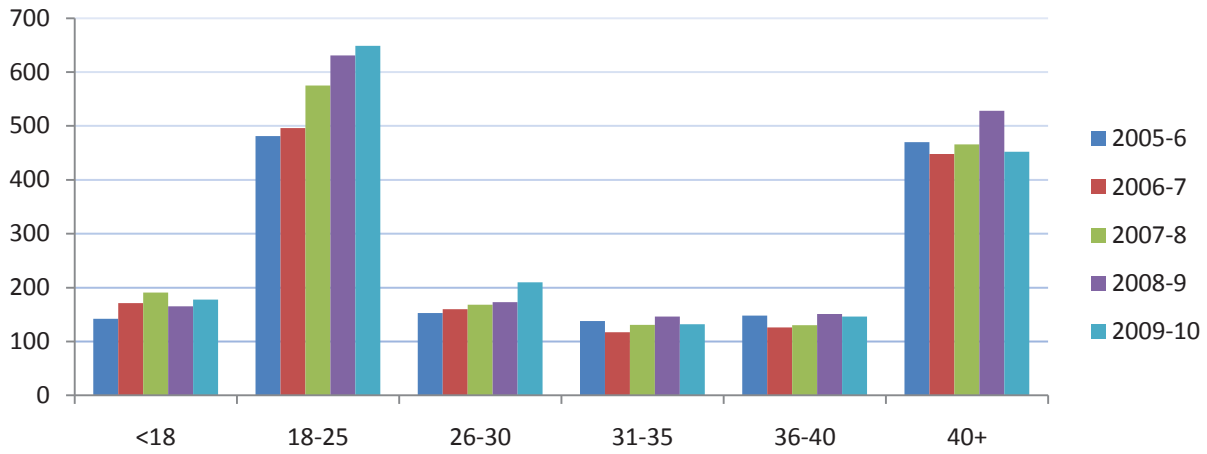
Race and Ethnicity 2009-10



Race and Ethnicity by Year



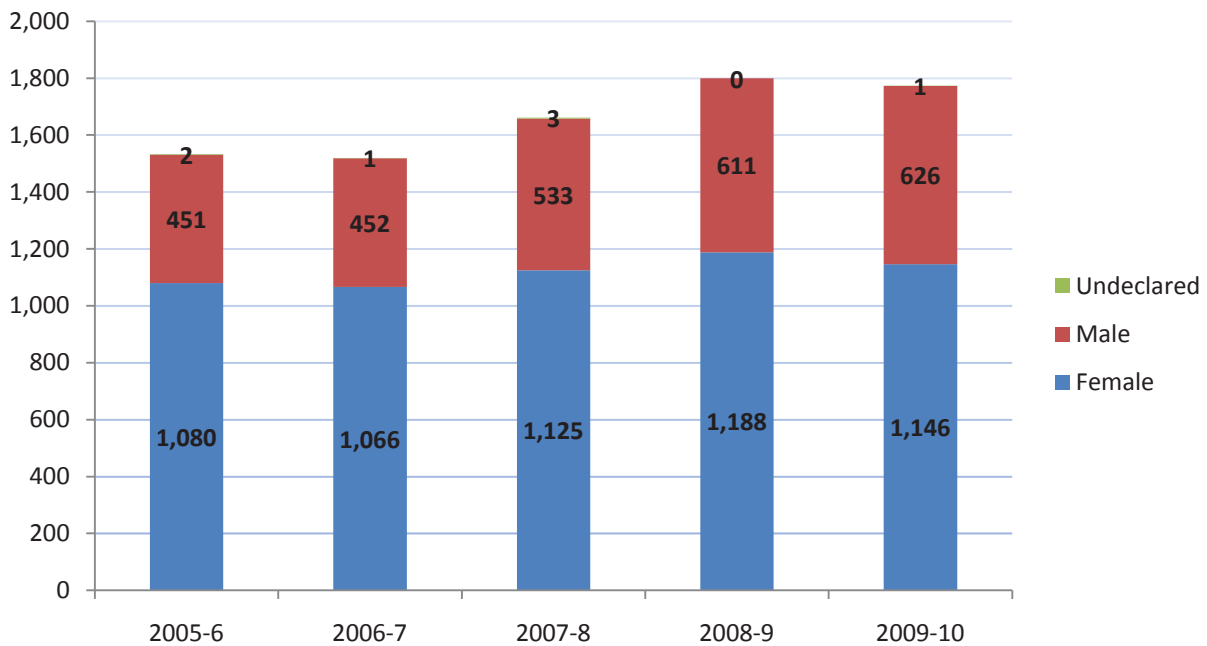
Age Distribution



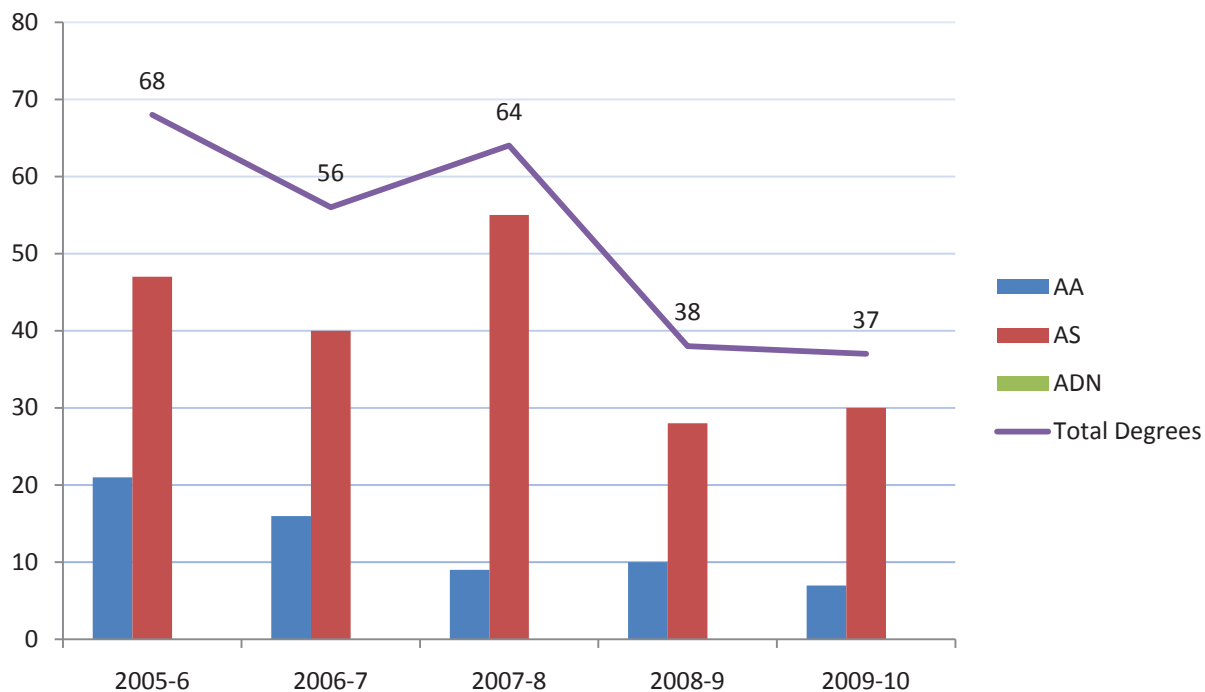
Age

	2005-6	2006-7	2007-8	2008-9	2009-10
Average	32.9	32.1	31.7	32.4	31.3
Min	14	13	13	12	13
Max	79	83	81	81	85

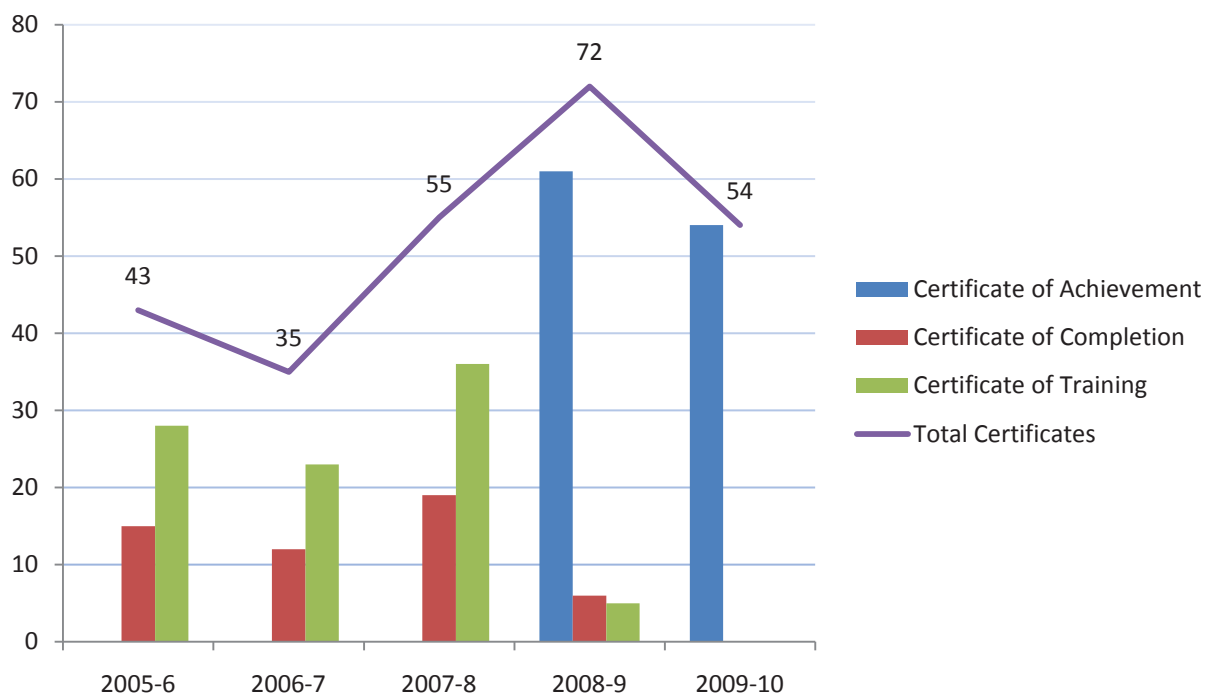
Gender



Degrees Awarded

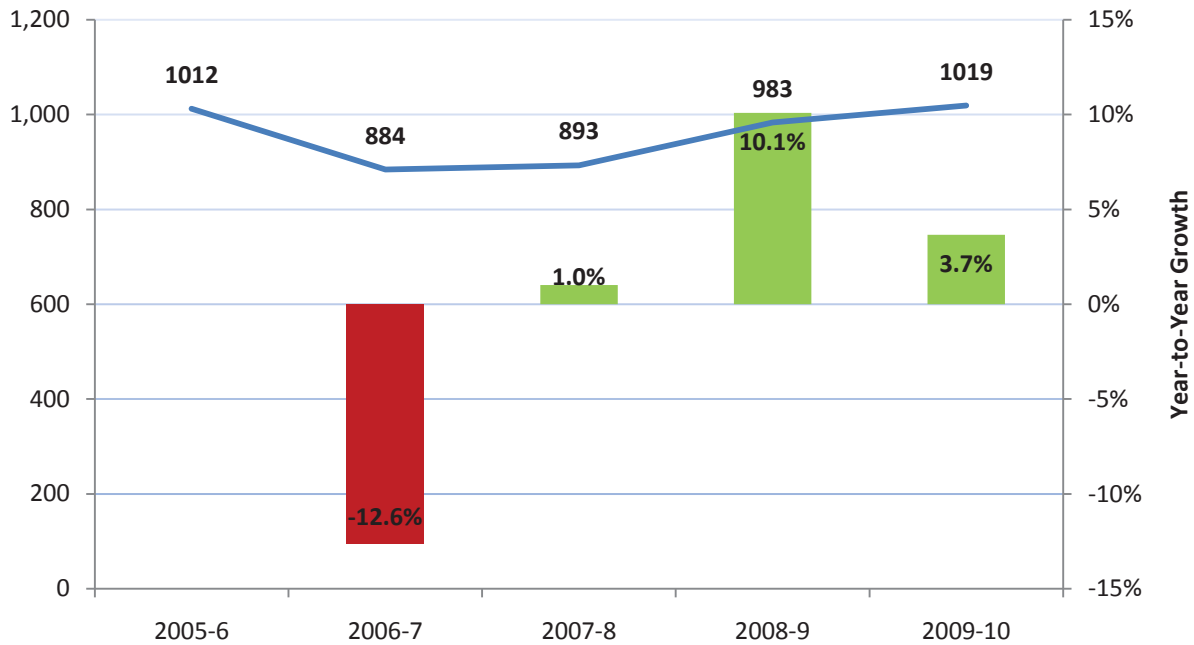


Certificates Awarded

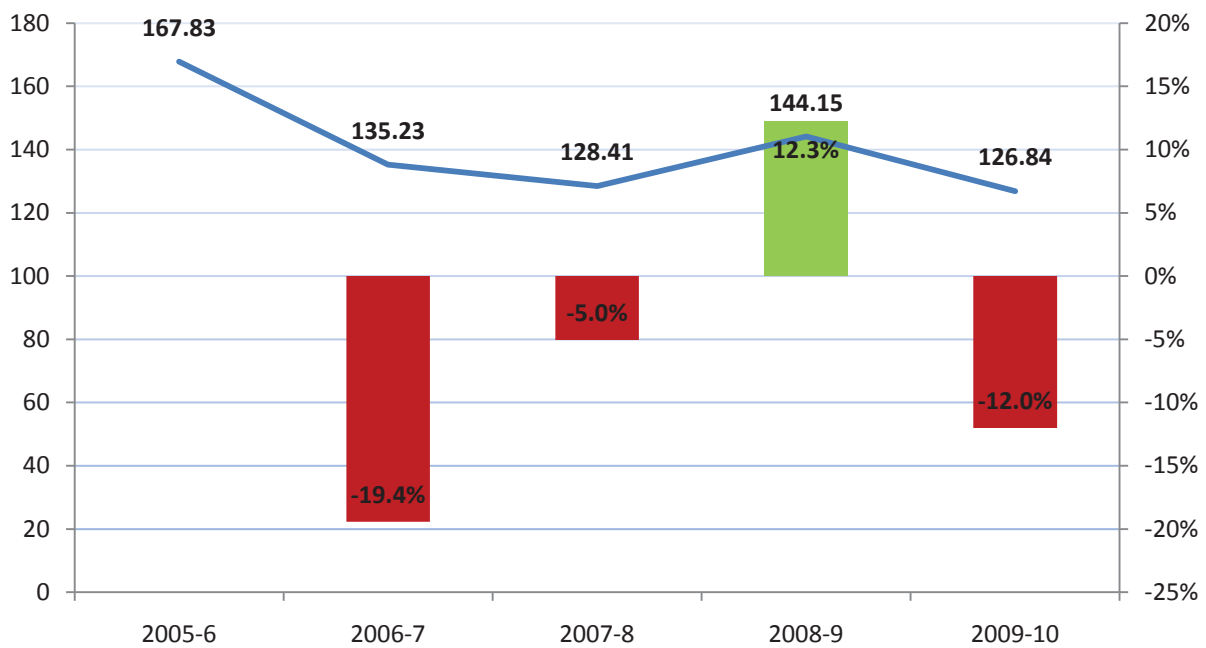


Beale AFB Outreach Center

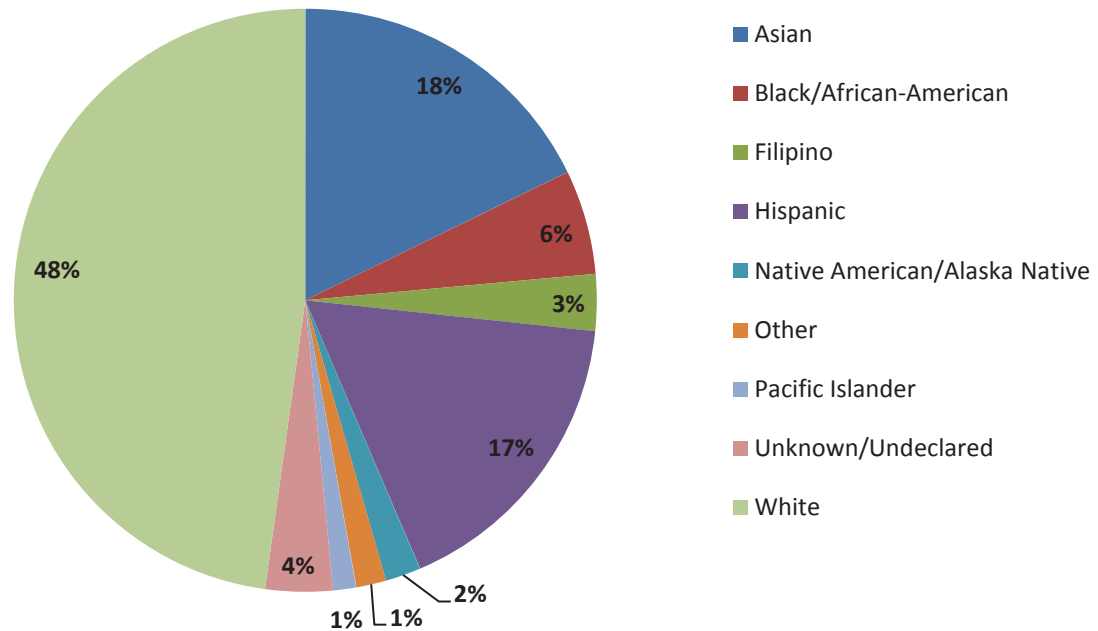
Headcount



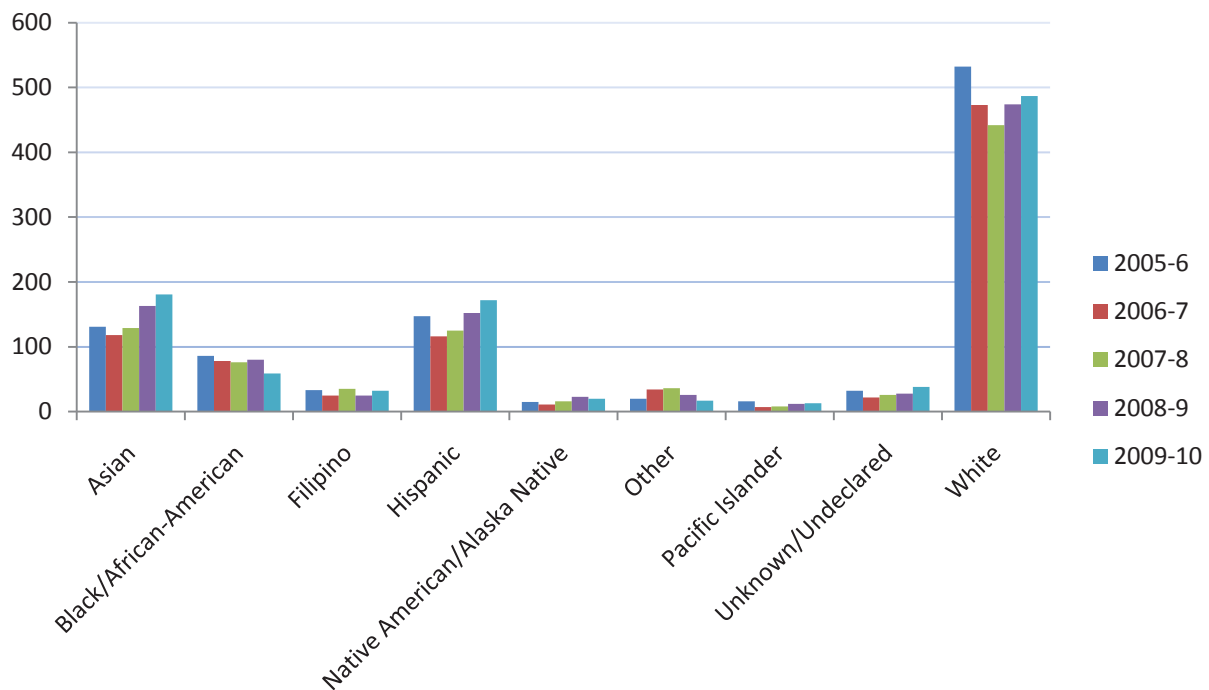
Full-time Equivalent Students



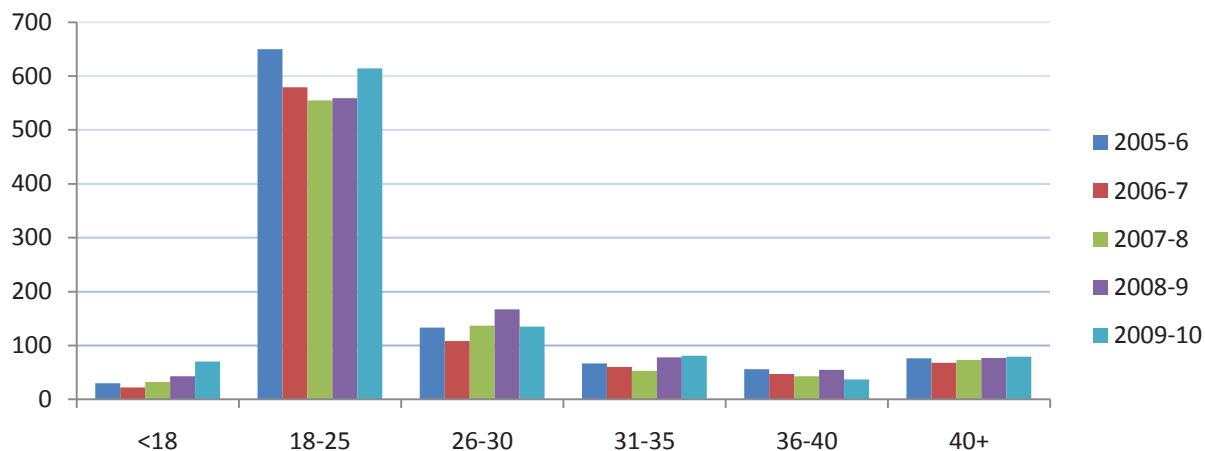
Race and Ethnicity 2009-10



Race and Ethnicity by Year



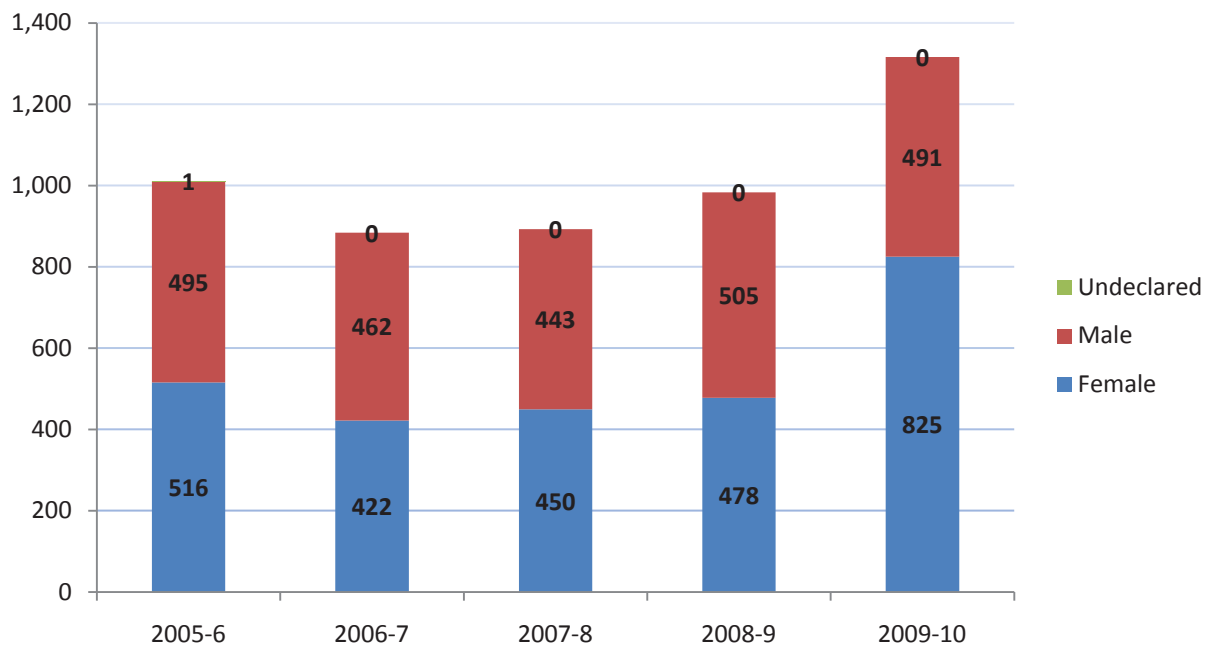
Age Distribution



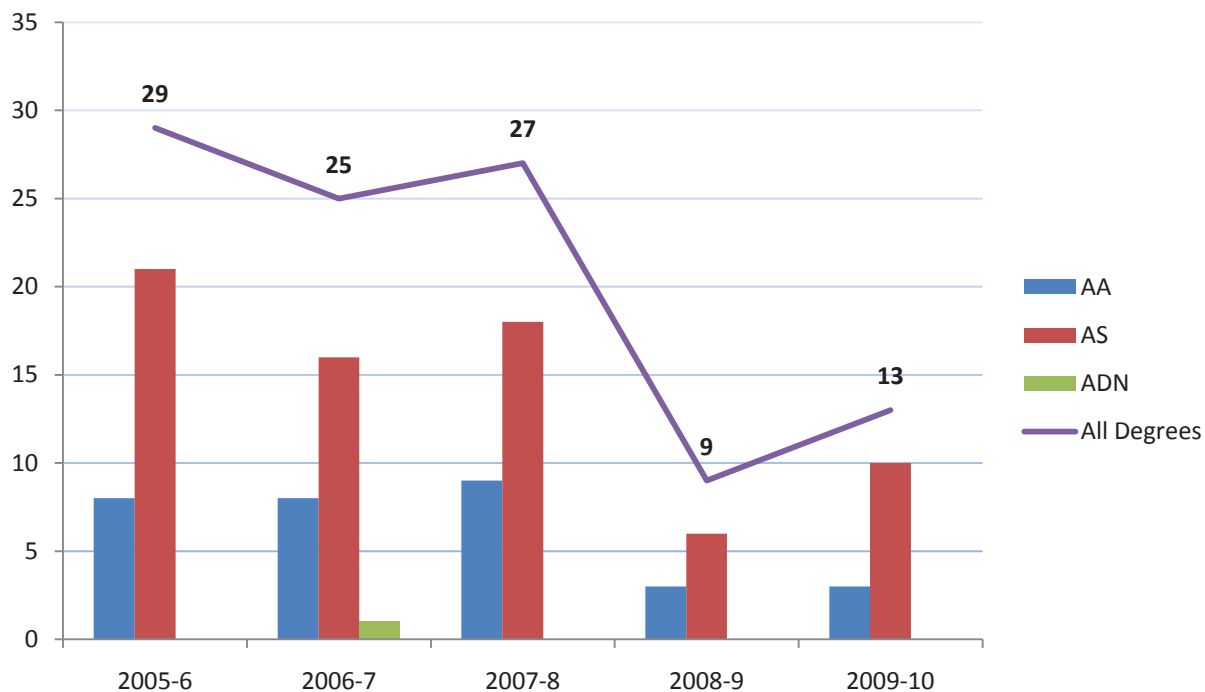
Age

	2005-6	2006-7	2007-8	2008-9	2009-10
Average	25.4	25.5	25.6	26.1	25.2
Min	16	15	13	12	13
Max	66	72	66	65	70

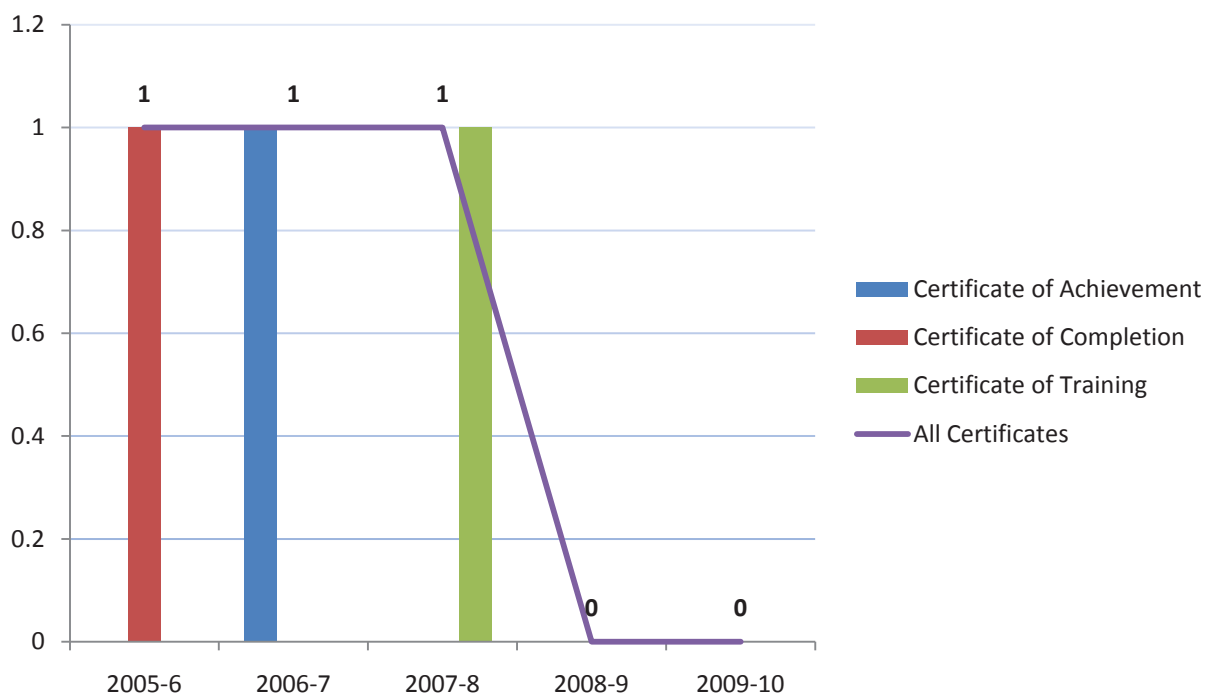
Gender



Degrees Awarded



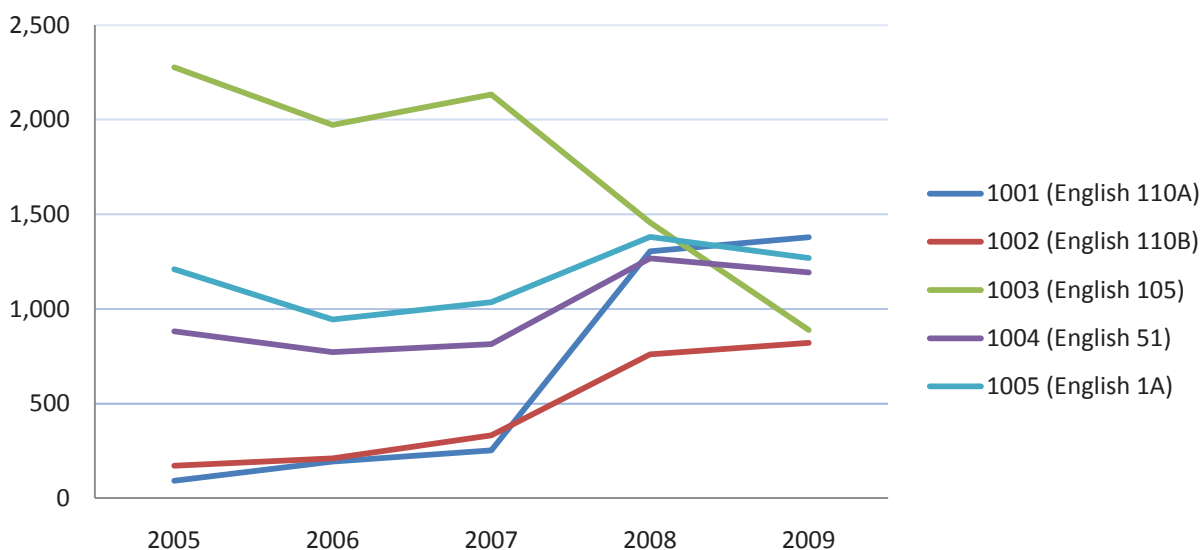
Certificates Awarded



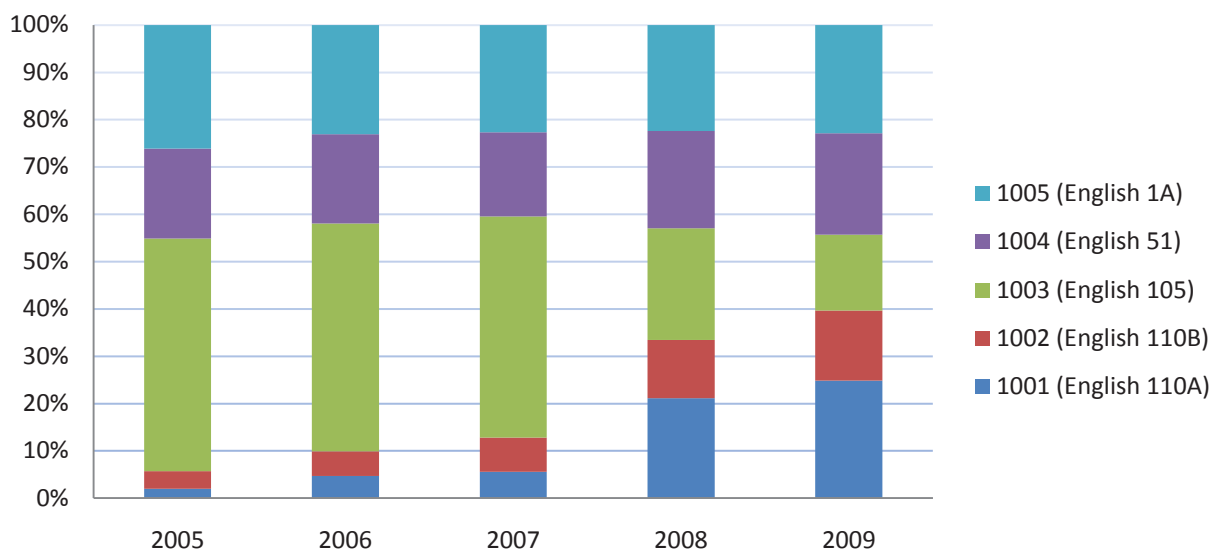
Student Placement

The Yuba Community College District uses a computer based assessment and placement system, Accuplacer, to place incoming students into the appropriate level of reading, English, and mathematics. Beginning in the fall of 2011, YCCD will place students into ESL courses based on electronic assessment. Since Woodland Community College was part of Yuba College through the summer of 2008, assessment data is not available for Yuba College alone until fall 2008; therefore, placement results are presented for the district as a whole.

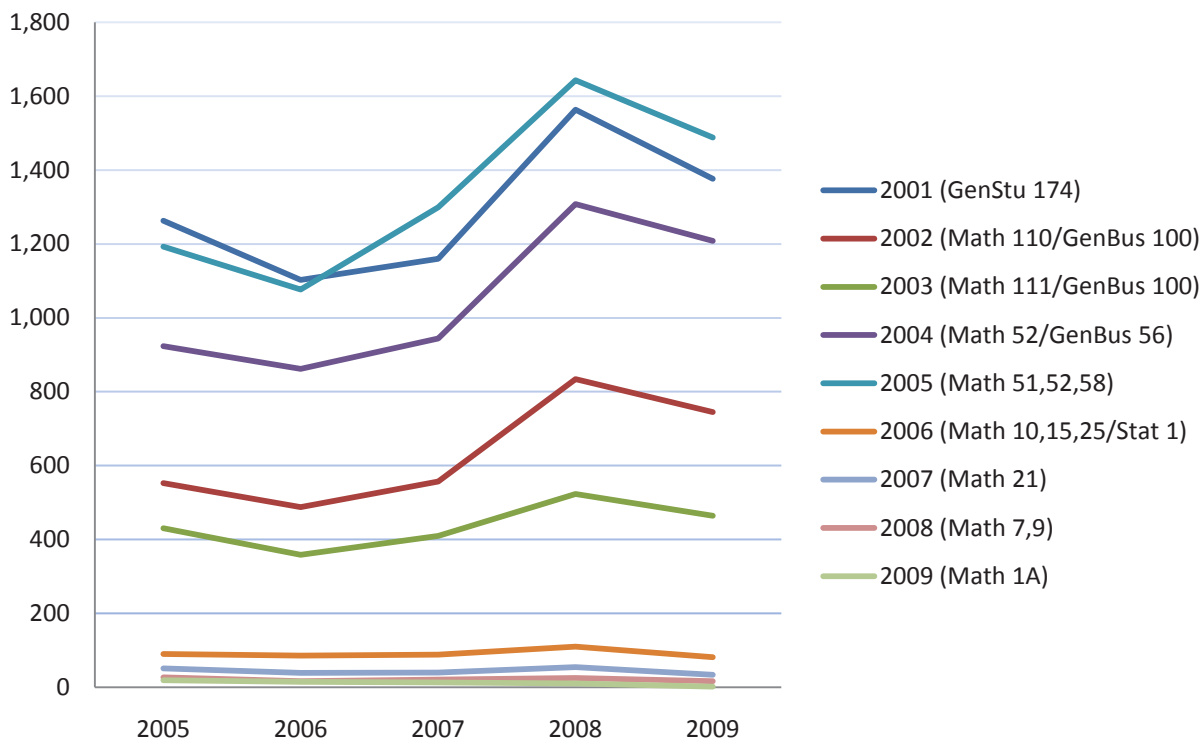
English Placement Level by Year



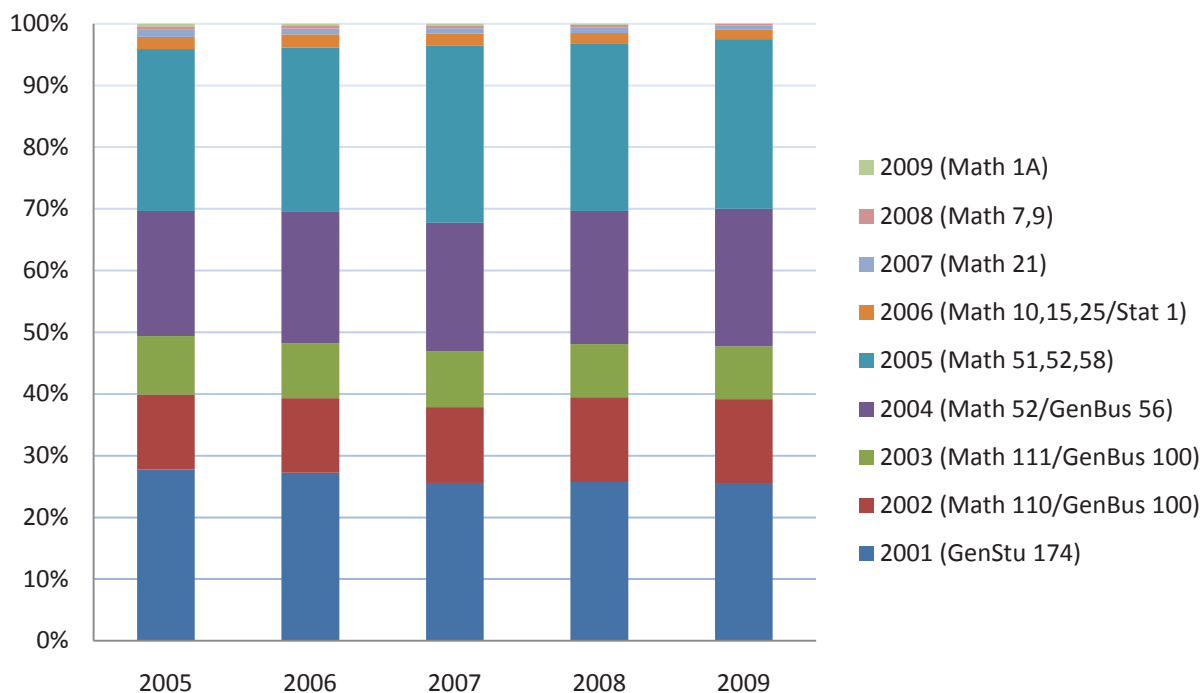
English Placement Level by Year



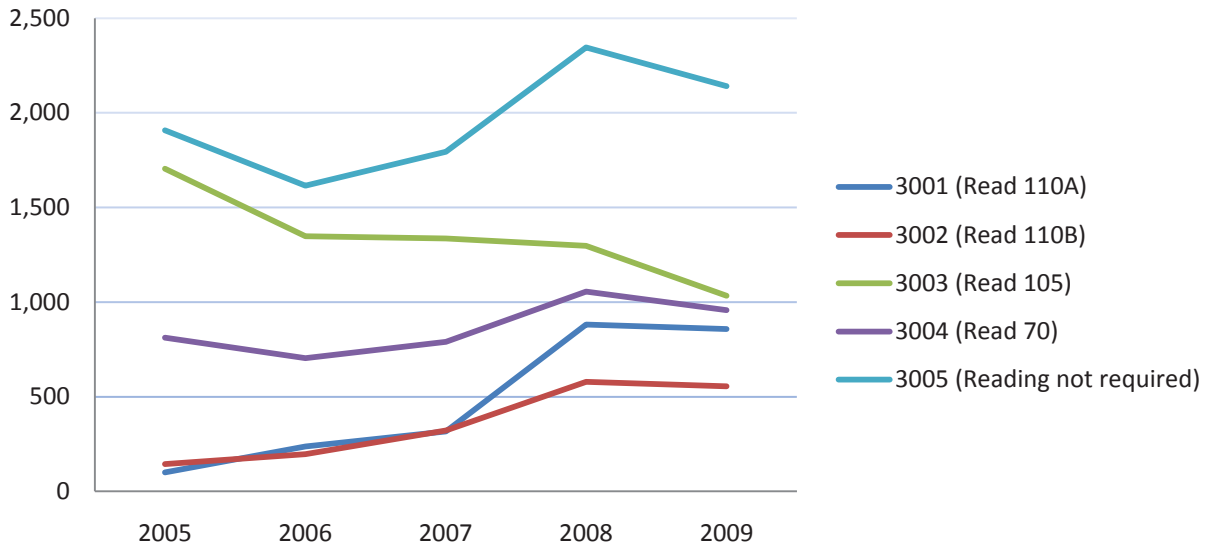
Math Placement Level by Year



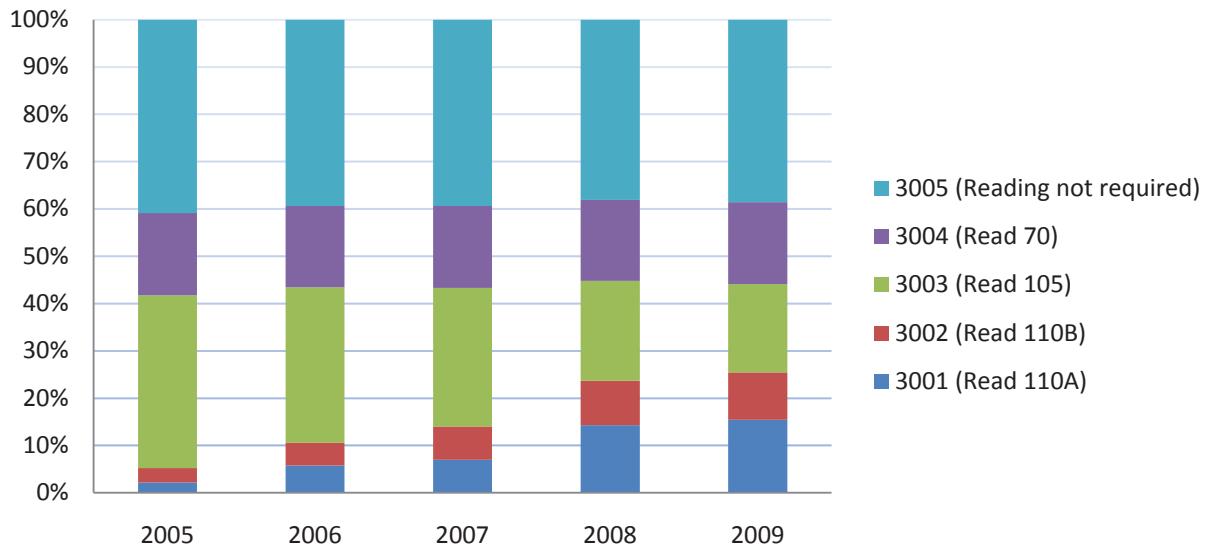
Math Placement Level by Year



Reading Placement Level by Year



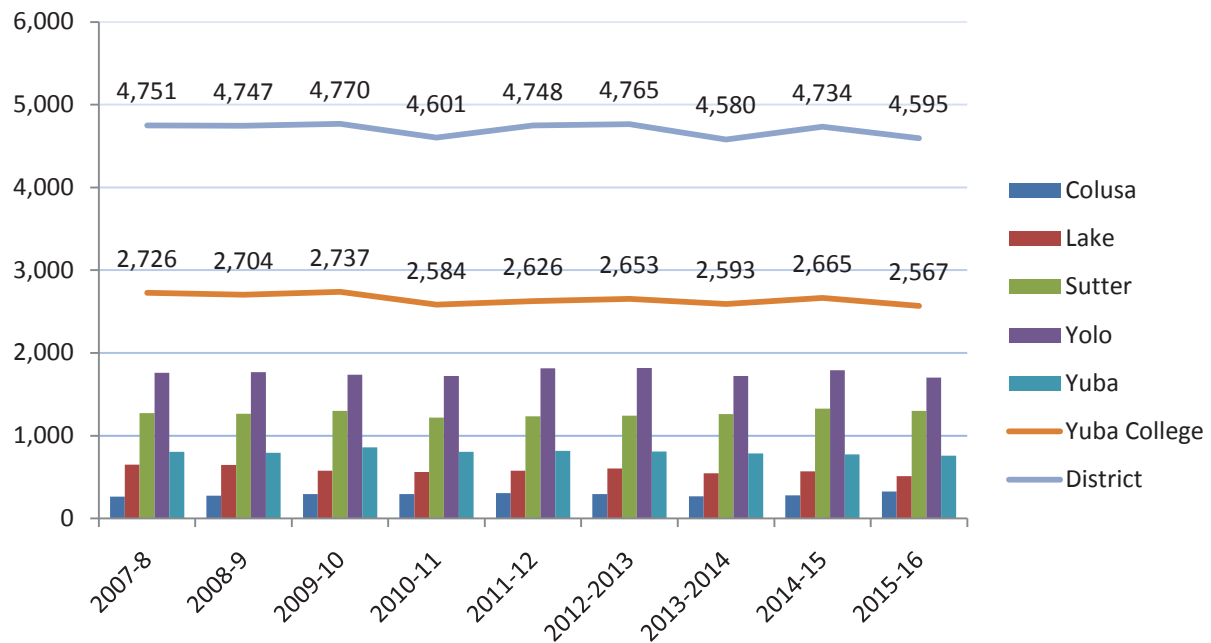
Reading Placement Level by Year



High School Graduation Rates

While Yuba College serves students from across California, students are primarily from our main services counties: Yuba, Sutter, and Lake Counties. While the effect of the recent economic downturn has had an effect on the number of graduates in the Yuba College service area, the number of students graduating high school is expected to stay about the same.

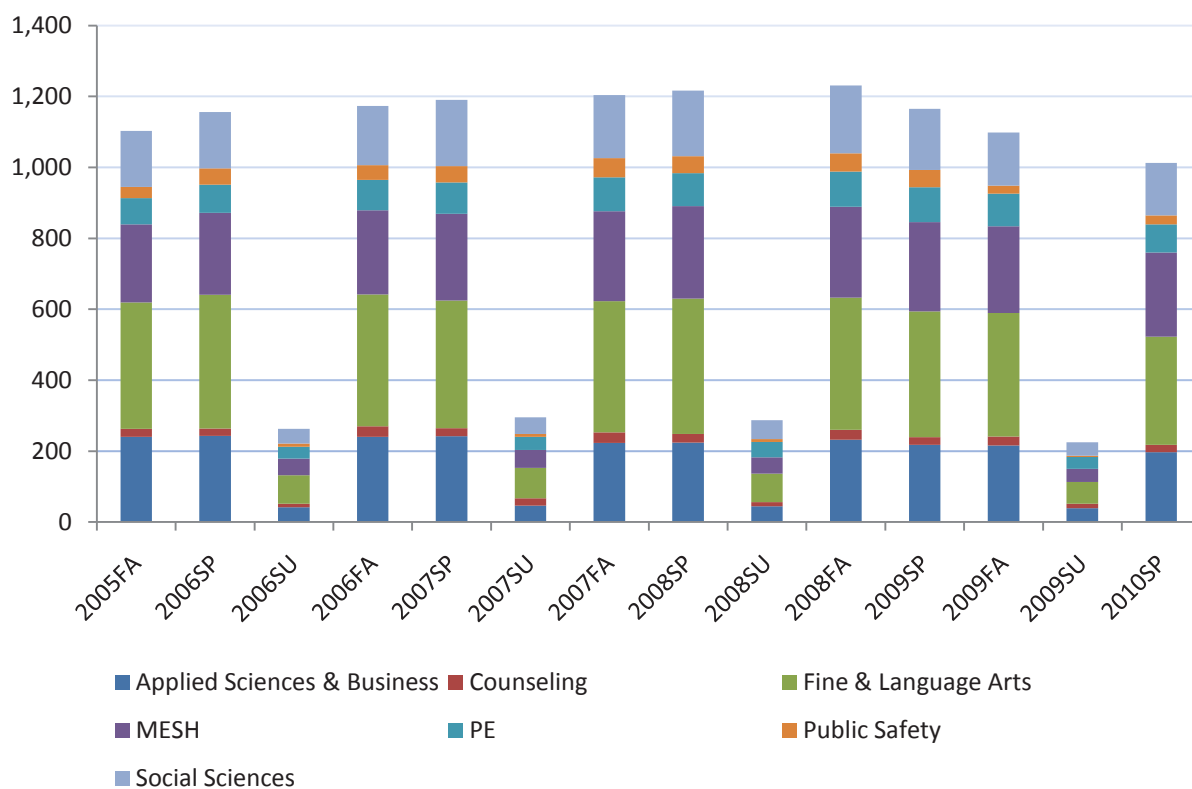
Projected YCCD High School Graduates



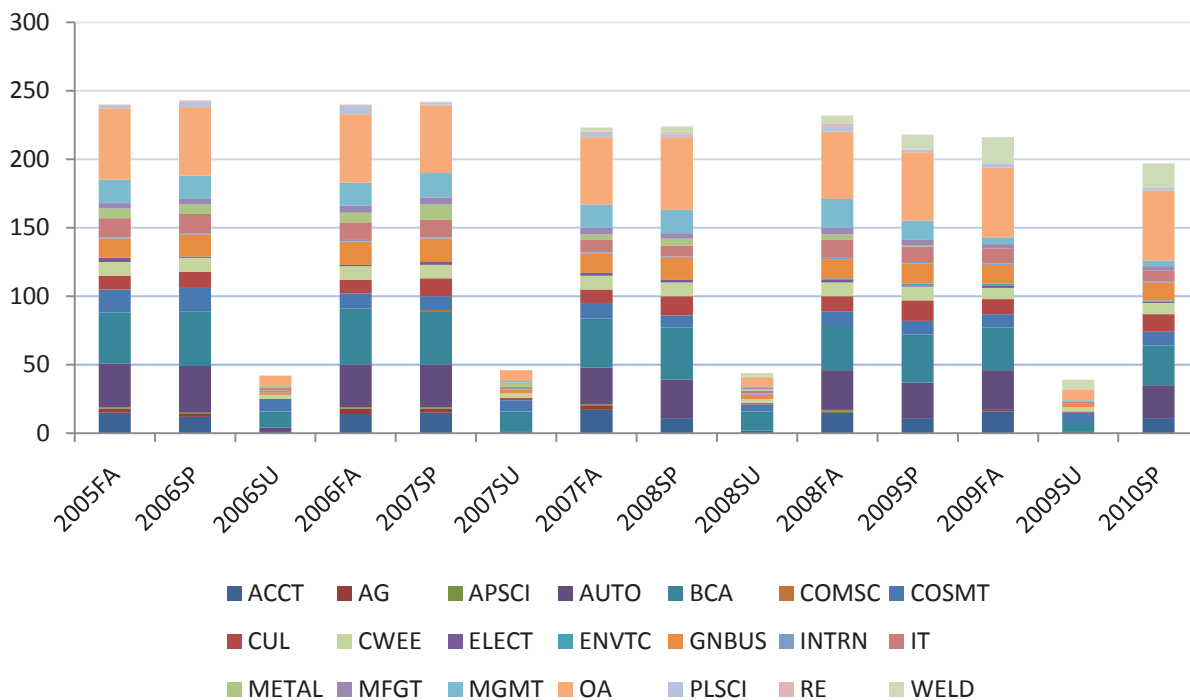
Course Offerings and Enrollments

As a state funded community college, Yuba College largely sets the number of courses it offers by the amount of funding it receives from the state. However, within those financial bounds, Yuba College offers a wide variety of classes and programs, in over 60 academic subjects. The college is currently organized into 9 academic divisions managed by 5 academic or student services deans.

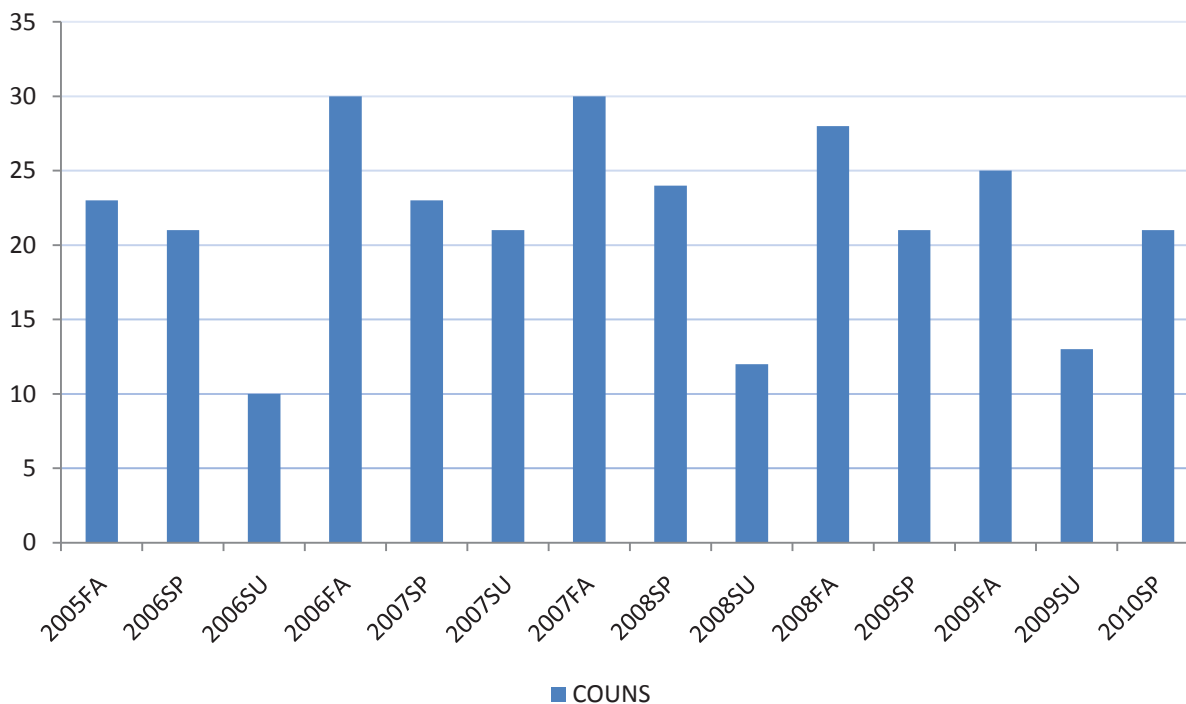
Yuba College: Sections by Division by Year



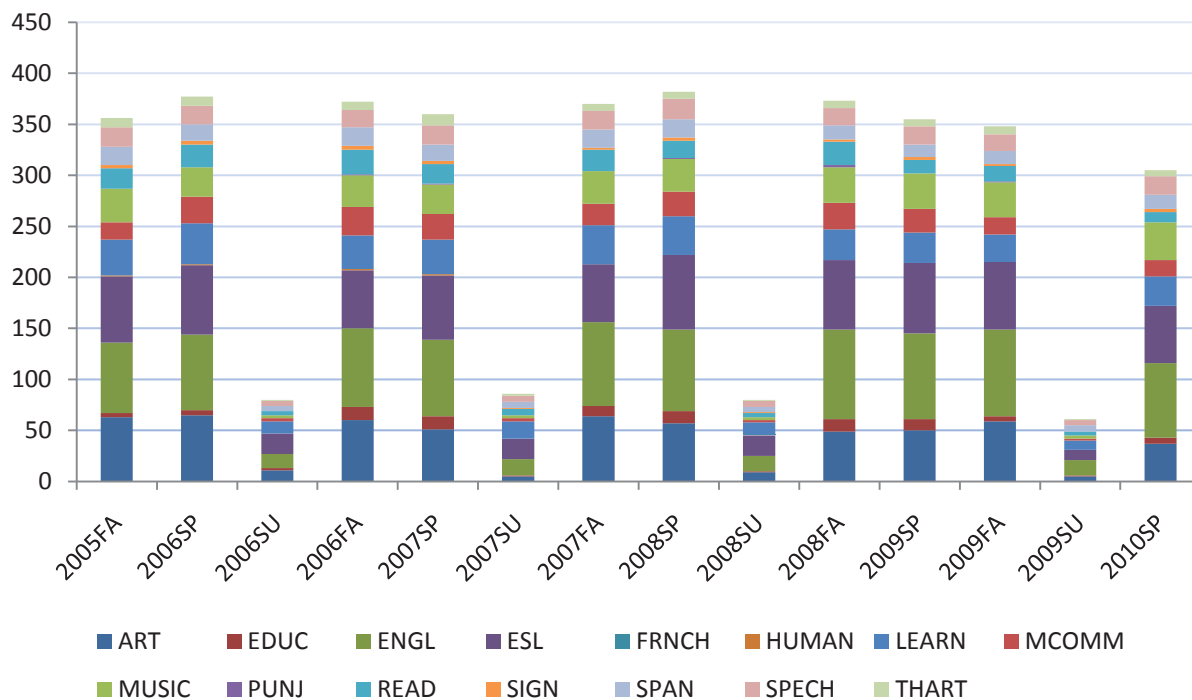
Business and Applied Science



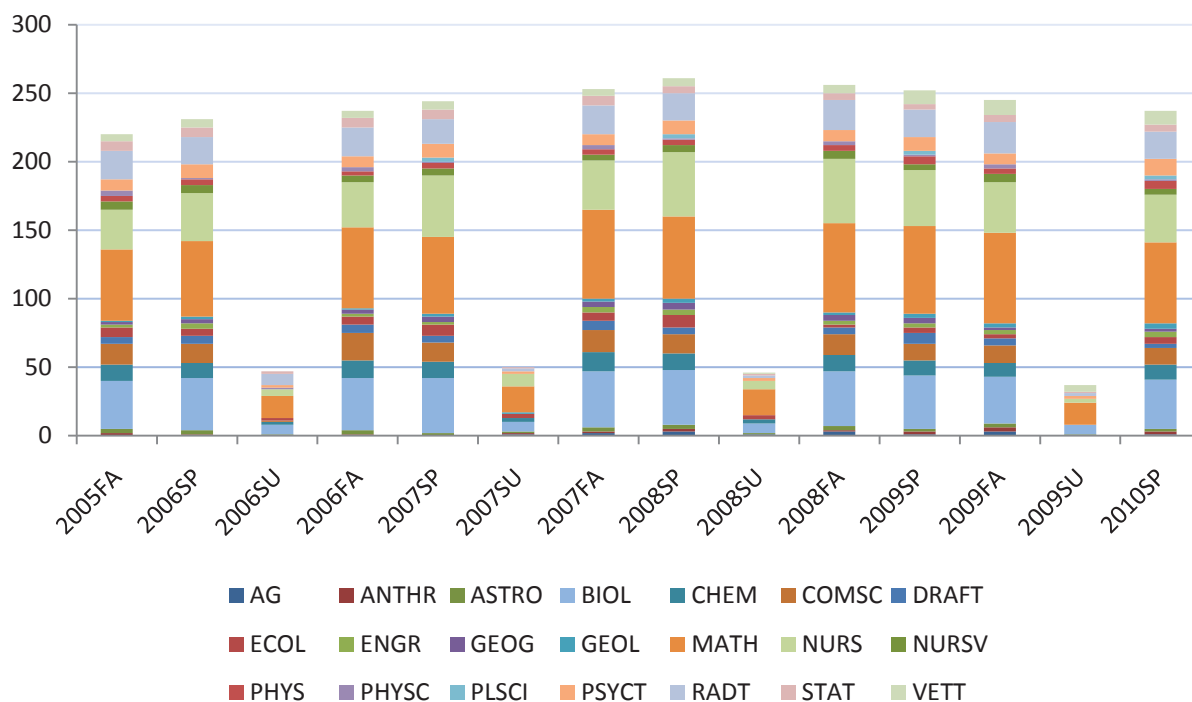
Counseling



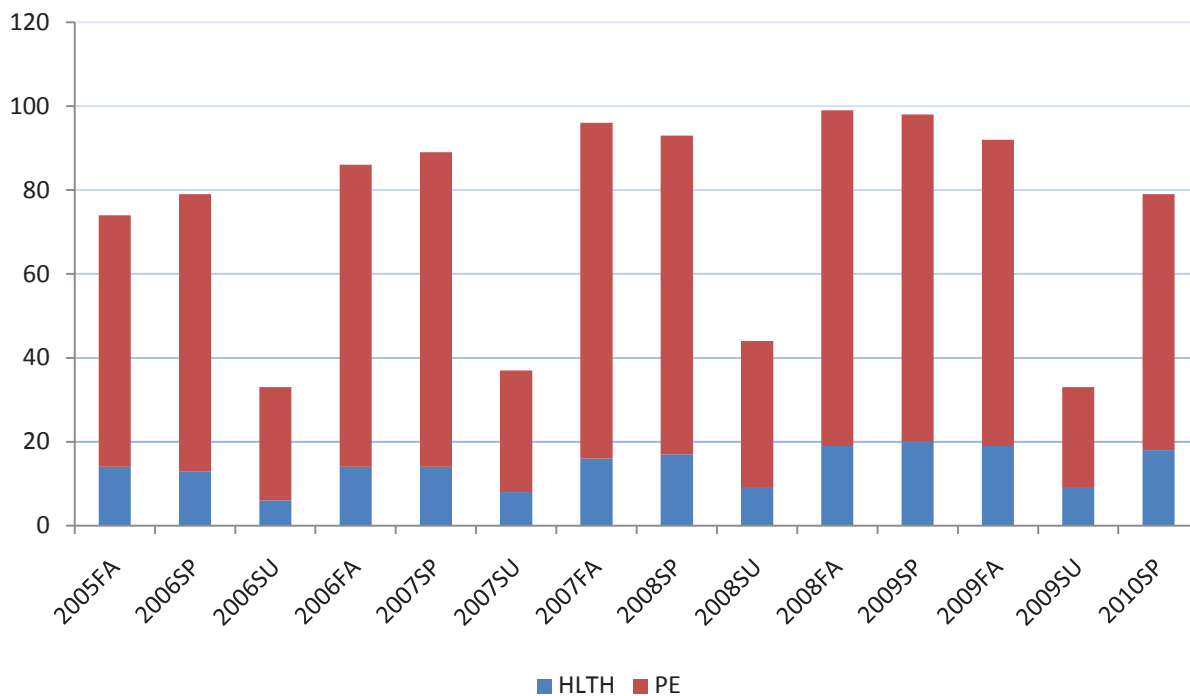
Fine and Language Arts



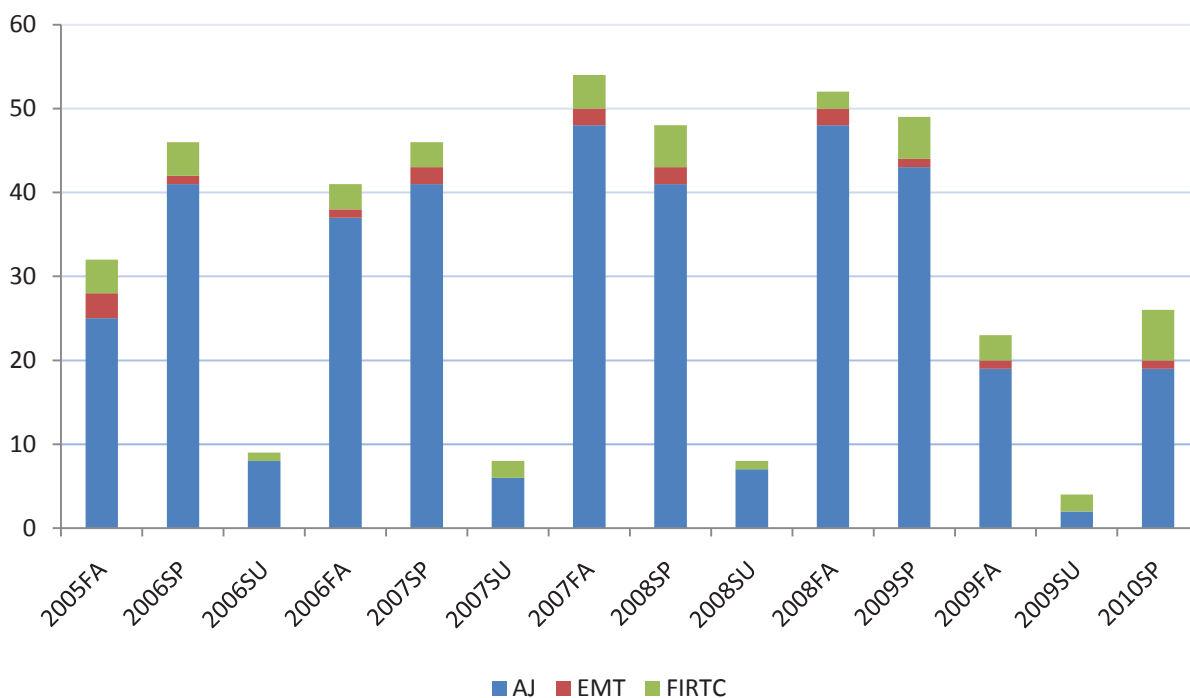
Math, Engineering, Science & Health



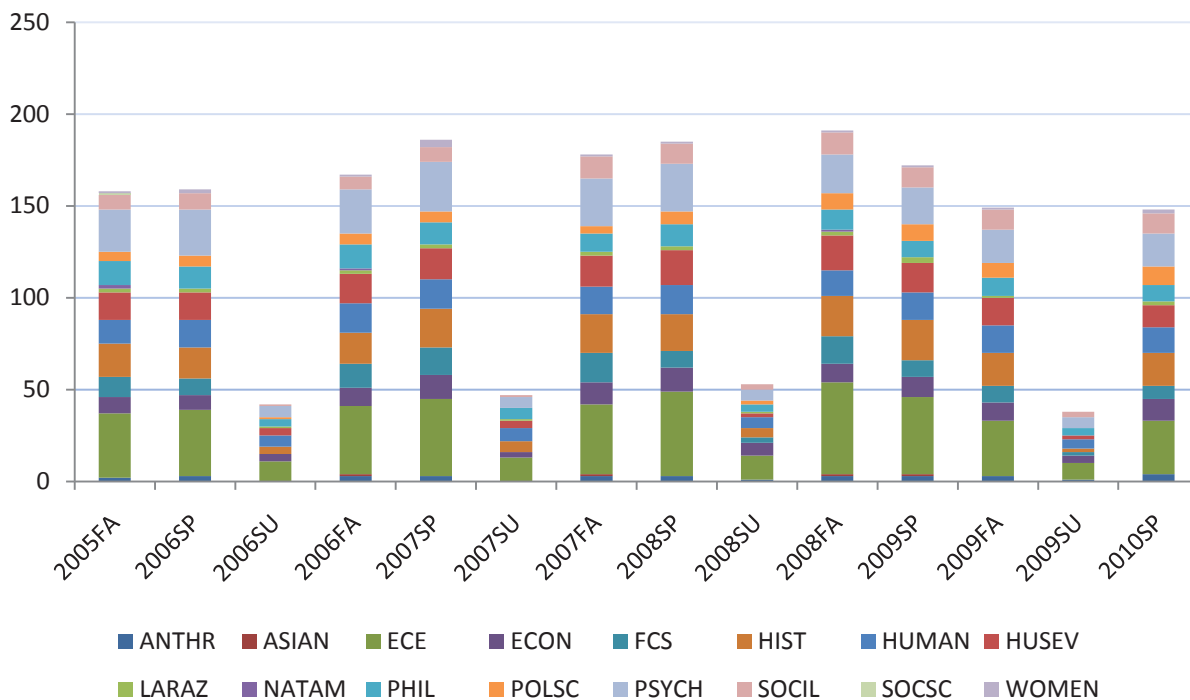
Physical Education & Health



Public Safety



Social Science



Resources

American Community Survey, US Census Bureau, <http://www.census.gov/acs/www/index.html>

American Fact Finder, US Census Bureau, <http://factfinder.census.gov/>

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California Labor Market Information, California Employment Development Department, <http://www.edd.ca.gov/>

Population Estimates, US Census Bureau, <http://www.census.gov/popest/estimates.html>

Yuba College Information System, Datatel Colleague

Yuba Community College District Fact Book 2007-2008, Office of Institutional Effectiveness, Yuba Community College District

