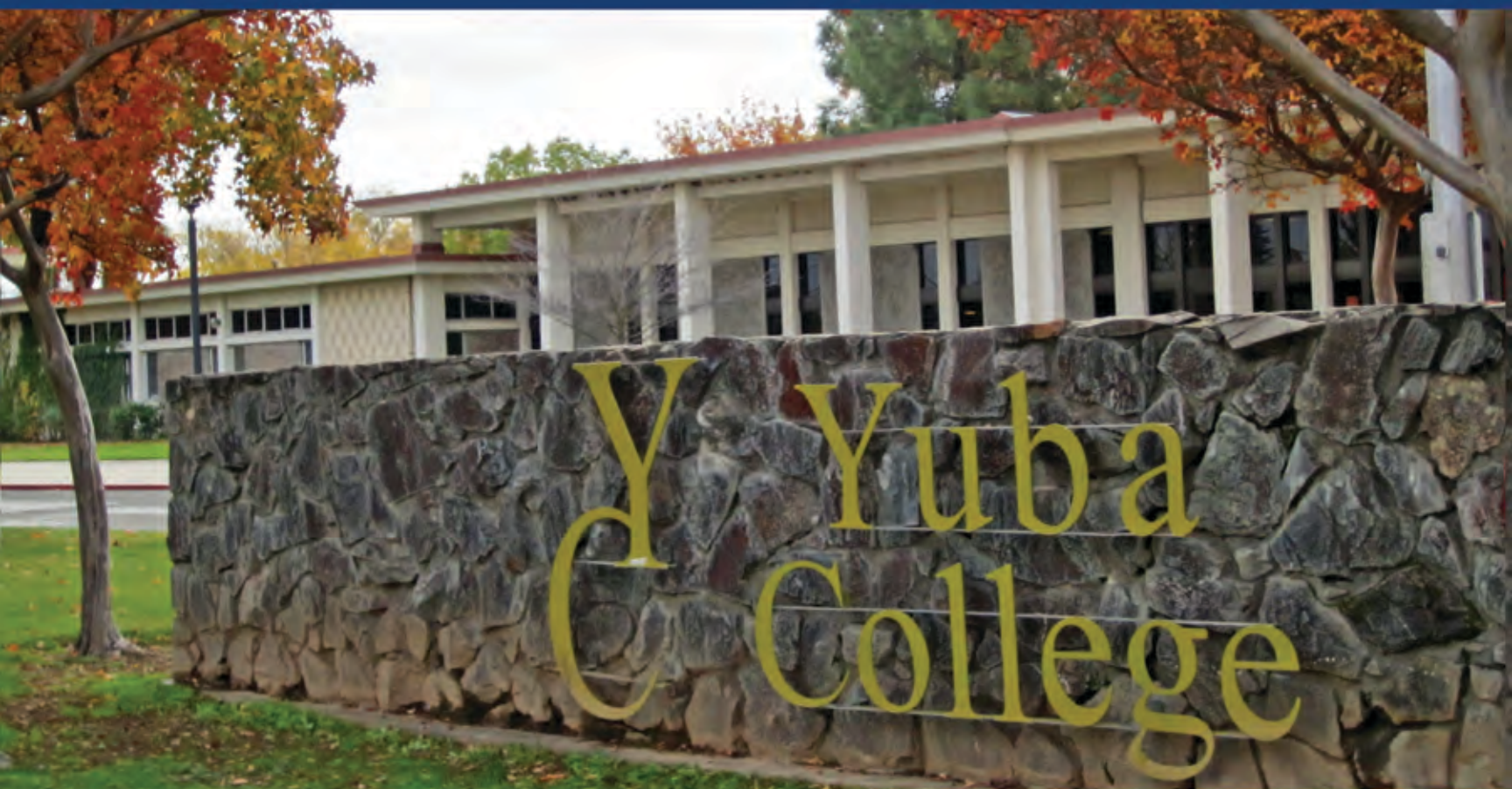# Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

October 2012

COVER SHEET
INSTITUTIONAL SELF EVALUATION REPORT

Yuba College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Notification of Support of Reaffirmation of Accreditation,

Submitted by:

Yuba College
2088 North Beale Road
Marysville, CA 95901

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Date Submitted: August 10, 2012

CERTIFICATE OF THE INSTITUTIONAL
SELF EVALUATION REPORT

Date: **August 10, 2012**

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

From: **Yuba College**

This Institutional Self Evaluation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.
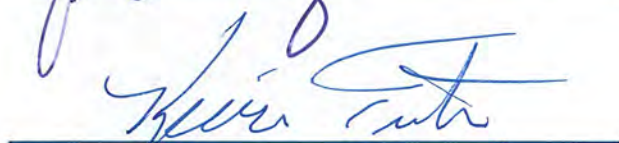
Brent Hastey
President, Board of Trustees

Douglas B. Houston
Chancellor, Yuba Community College District

Rod Beilby
Acting President, Yuba College

Kevin Trutna
Accreditation Liaison Officer/Co-Chair/
Vice President Academic and Student Services

Brian Condrey
Faculty Co-Chair

John Steverson
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Teresa Dorantes-Basile
CSEA President

Cory Larsen
ASYC President

Erik Cooper
Director, Research, Planning, and Student
Success

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Introduction

HISTORICAL BACKGROUND

Yuba College was founded in 1927 and opened its doors to students on the site of Marysville High School. The College gained formal independence from Marysville High School in 1937 when it moved to a new location—across the street. At this time, Yuba College started a bus system to increase college access for students in the surrounding rural communities of Yuba City, Live Oak, Gridley, Colusa, Wheatland and Oroville, which helped the College grow to nearly 1,000 students during the 1939-1940 school year, but by the end of World War II that enrollment had dropped almost 90% to slightly more than 100 students.

However, like most "junior" colleges of the day, Yuba College flourished in the post-war years, as veterans took advantage of the G.I. Bill and explored educational opportunities that were not available before the war. While Yuba College primarily served transfer oriented students prior to the war, increased enrollments and increased budgets allowed Yuba College to expand its offering in vocational and technical programs.

During the 1960's and 1970's, Yuba College, which was a single-college district, went through several reorganizations and for the 1974-75 school year was expanded to serve students in all or part of eight 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—distinct regions with unique challenges. Along with the challenges that came with covering such a large, rural landscape, the passage of Proposition 13 in 1978 changed how schools and colleges received funding by moving them to a state allocation formula, which decreased their ability to raise funding locally. In a "new" district that had promised to expand educational opportunities in rural communities, this change resulted in a rethinking of the District's goals and priorities. The Woodland Campus opened in 1975 and the Clear Lake Campus opened in 1972, while state funding limited growth and new programs due a change in apportionment funding.

While the District was originally a single college district with multiple campuses, Woodland Community College earned accreditation in June 2008 and with its accreditation created a multi-college district. Woodland Community College has its main campus in Woodland, California and operates the Colusa County Outreach Center in Williams. Yuba College currently operates the main campus near Marysville, Clear Lake Campus, Beale Air Force Base Outreach Center, and the new Sutter County Campus, just north of Yuba City.

YUBA COLLEGE

Yuba College opened on its current site, 2088 North Beale Road in Marysville, in September, 1962. At present, the campus includes twenty-four buildings and sits on 160 acres. In 2006, voters approved bond funding, Measure J, to update and expand the College's buildings and infrastructure—the first major updates since Proposition 13 went into effect. Through the bond funding, nearly all of the buildings at the Marysville campus are scheduled for some level of renovation. Several buildings—including the Liberal Arts building, Theater, and Gymnasium—have already finished their renovations. One new building, for the Allied Health and Public Safety programs, has been constructed as a result of the bond funds and opened its doors for classes in the fall of 2011. The new building includes state of the art facilities for administration of justice, fire technology, and nursing—including a nursing simulation lab. Currently, the Learning Resource Center, which houses the Library, faculty offices, media labs, and College Success Center, is undergoing renovation, creating a revitalized space with centralized learning support services, which are temporarily housed in multiple locations across the campus. Additionally, Yuba College has a wide range of student services and programs available at its main campus, such as financial aid, counseling, EOP&S, Upward Bound, Educational Talent Search, a Child Development Center, and the cafeteria, to name just a few. Student services at the Clear Lake Campus and Sutter County Campus include counseling, financial aid, registration, and student center.

As already noted, in addition to the main campus, Yuba College operates three educational sites: at the Clear Lake Campus, at the Beale Air Force Base Outreach Center, and at the new Sutter County Campus. Since the fall of 1972, courses have been offered at the Clear Lake Campus (CLC), which is located just off Highway 53 in the city of Clearlake in Lake County. Students at the CLC can complete

two years of pre-transfer work or complete degrees in a variety of general education and occupational degree and certificate programs including business, information technology, culinary arts, and nursing.

The 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. The new Sutter County Campus (SCC), which is slated to open for classes in fall 2012, has 18 classrooms and space for a variety of student services, such as counseling, financial aid, tutoring facilities, a library, a café, and a testing and assessment office.

While the Yuba Community College District serves eight counties, Yuba College primarily serves three counties: Yuba, Sutter and Lake. All three counties are largely rural and have local economies that are mostly dependent on agriculture and its related services. Consequently, the College's number of students and resources are tied to local population and unemployment rates. During the economic boom of the mid-2000's, Yuba and Sutter Counties saw rapid growth—for instance, Yuba County's population grew 7% from 2005 to 2006—however, due to the economic crisis that followed, the population in all three counties has stagnated for the past three years, as reflected in **Chapter A: Chart One**. In addition, Yuba, Sutter, and Lake Counties traditionally have had higher than average unemployment rates for California, which has been exacerbated by the loss of a traditionally high-wage industry—construction. For instance, in January 2006—before the recession—the unemployment rate for the State of California was 5%, while the unemployment rate for Sutter County was roughly double: 10.4%. In January 2011, state unemployment was up to 12.4%, while Lake County—with the lowest unemployment rate of the three service counties—was at 19.7%. The large population growth in the Yuba College service area followed by chronic unemployment has resulted in a mixture of a larger number of potential students, but with decreased resources to teach them. While this problem is not unique to any of California's community colleges, it is most keenly felt at smaller, rural colleges that serve areas with high unemployment rates such as Yuba College.

Chapter A: Chart One
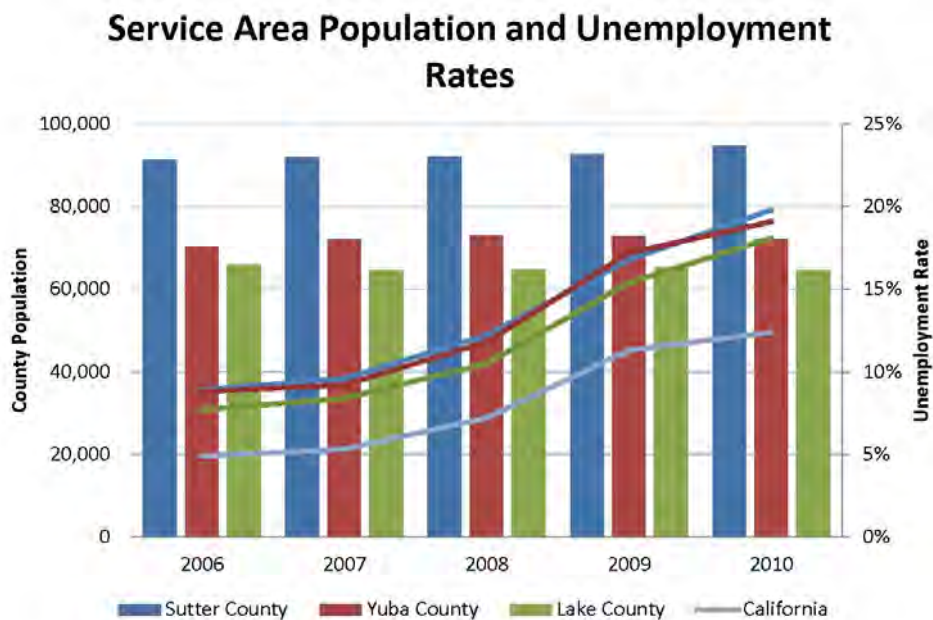
The three counties Yuba College primarily serves are rural have local economies that are largely dependent on agriculture and its related services. Consequently, the College's number of students and resources are tied to local population and unemployment rates.

Yuba College Enrollment
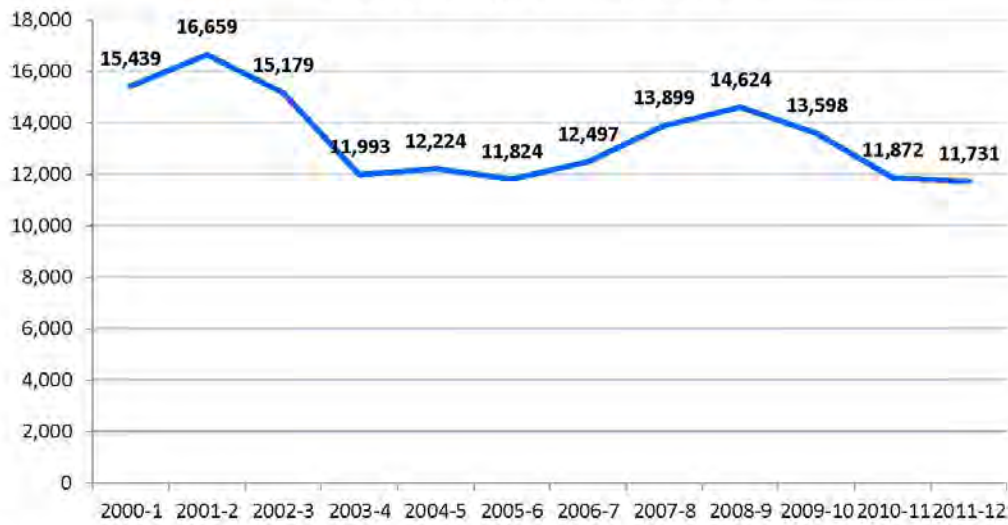
Yuba College's enrollment correlates with shifts in the local population and unemployment (See Graph One for population and unemployment trends).

Correlating with changes in the local population and unemployment rates, Yuba College reached its peak enrollment of over 16,600 students during the 2001-02 academic year. Since then Yuba College's enrollment dropped below 12,000 students during the 2005-06 school year and then climbed steadily through the 2008-09 school year to 14,600 students.

However, the subsequent state workload reduction resulted in a decrease in student enrollment, due to reduced resources. Based on high school graduation rates and other factors in the local service area, the student population would naturally exceed 17,000 students annually to serve the needs of the local communities before any workload reduction was

Yuba College Race & Ethnicity Proportions
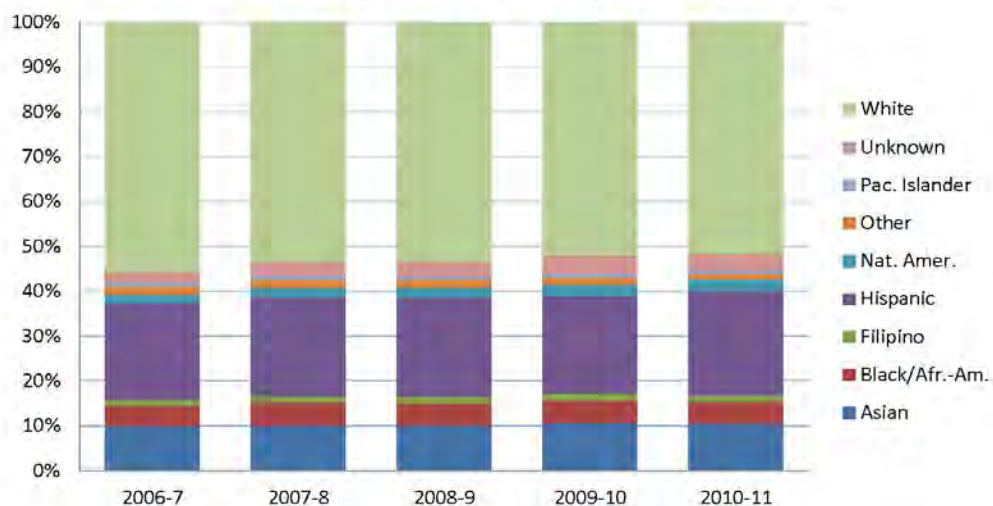
Yuba College has had a steady shift towards increased diversity within its student population.

applied. Enrollment trends for the College are displayed in **Chapter A: Chart Two**.

THE PRESENT: STUDENTS

In addition to rises and falls in enrollment at Yuba College, several other trends have been located and responded to through tracked data. First, as reflected in **Chapter A: Chart Three** (Yuba College Race & Ethnicity Proportions), the number of students who identify themselves as white or Caucasian has dropped slowly, but steadily, for the past five years, and it seems likely that in the near future there will be no racial majority at Yuba College. Second, Yuba College is on the verge of becoming a Hispanic Serving Institution and, given California's shifting demographics, Yuba College will likely meet the requisite 25% within the next five years. Also, as shown in **Chapter A: Chart Four** (Yuba College Gender Proportions), the College has seen its proportion of male students rise by approximately 3% over the past five years. While the increase is small, it ends a long standing trend of decreasing male enrollment. Finally, the College's average age has dropped steadily for the past five years, which is further detailed in **Chapter A: Chart Five**. Yuba College has used this information for initiatives targeting outreach activities, for example, through the local migrant education program and

in pursuit of two Educational Talent Search grants, which were awarded for Yuba and Sutter Counties in 2011. Further, in 2010 the Board of Trustees adopted a Yuba College Diversity Plan which recognizes, celebrates, and responds to the increasing diversity amongst Yuba College students.

As was seen in the Yuba College Enrollment graph (**Chapter A: Chart Three**), the number of students attending Yuba College has risen and fallen over the past decade. However, there is another trend that may point to larger trends in the local community; the number of new students has dropped and new students make up a smaller portion of the student body than they had in past years, as detailed in **Chapter A: Chart Six** (Proportion of New Fall Students). This data helped form the College Access and Awareness Committee in 2008, which was charged with collaborating across departments to create unified outreach efforts, including the Quick Reg Program. This program brings local residents, including high school students, on campus for assessment, orientation, tours, counseling, and registration.

Although the overall enrollment at Yuba College has dropped in the past three years, the spikes in enrollment during the 2007-08 and 2008-09 school years should lead to a moderate increase in the

Chapter A: Chart Four

Yuba College Gender Proportions
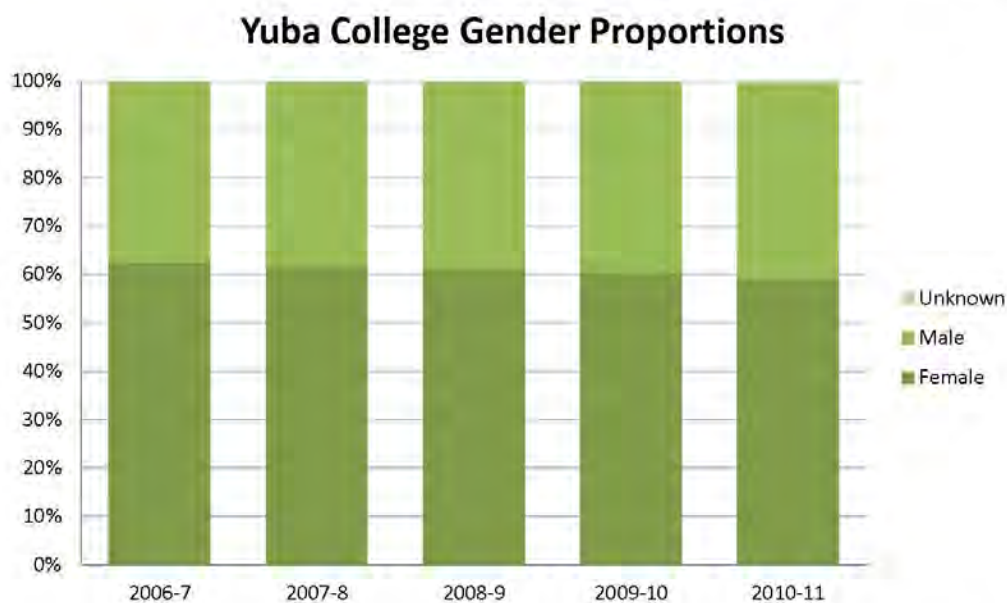
The number of male students served by Yuba College has risen by three percent within the past five years, shifting the previous trend of decreasing male enrollment.

Yuba College Age Proportions

Legend: >40, 31-40, 25-30, 18-24, <18
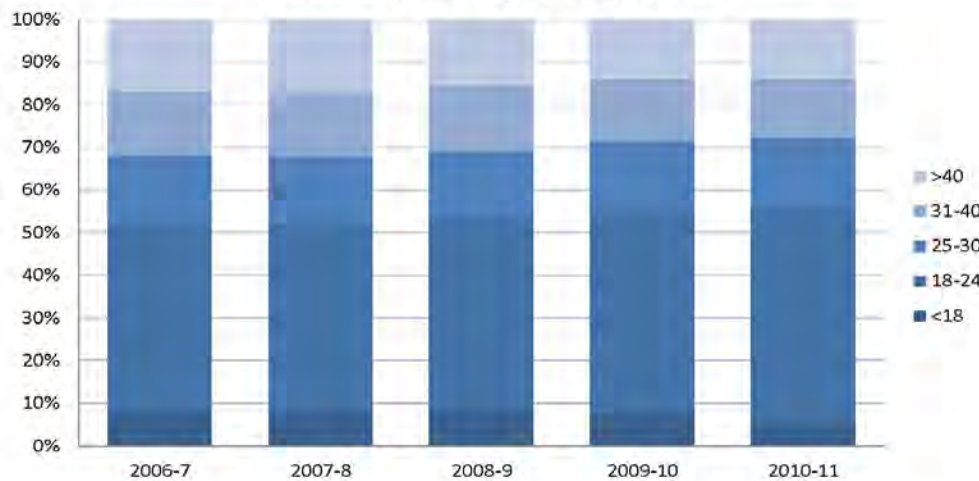
Yuba College's average age has dropped steadily over the past five years, possibly due to limited admittance into the CSU and UC systems and economic factors.

number of students earning degrees and certificates in the next year or two. Conversely, as that bulk of students moves on, coupled with the relative decrease in new students, it is very likely by the 2013-14 school year Yuba College will see graduation rates drop below their current levels. This has initiated an enhanced effort to help students succeed, such as degree audit planning and data analysis aimed at outreach for those students who are "close" to finishing a degree or certificate. Evidence of the effectiveness of these efforts can be seen by data detailing that students are completing their courses at rates similar to before the recession, the increase in fall-to-fall retention, and an increasing proportion of full-time students. (**See Chapter A: Chart Seven**: Student Awards, **Chapter A: Chart Eight**: Course

Course Success & Retention

Year	Success	Retention
2006-7	68.1%	83.9%
2007-8	67.9%	83.7%
2008-9	68.9%	84.3%
2009-10	68.5%	86.2%
2010-11	68.4%	86.5%
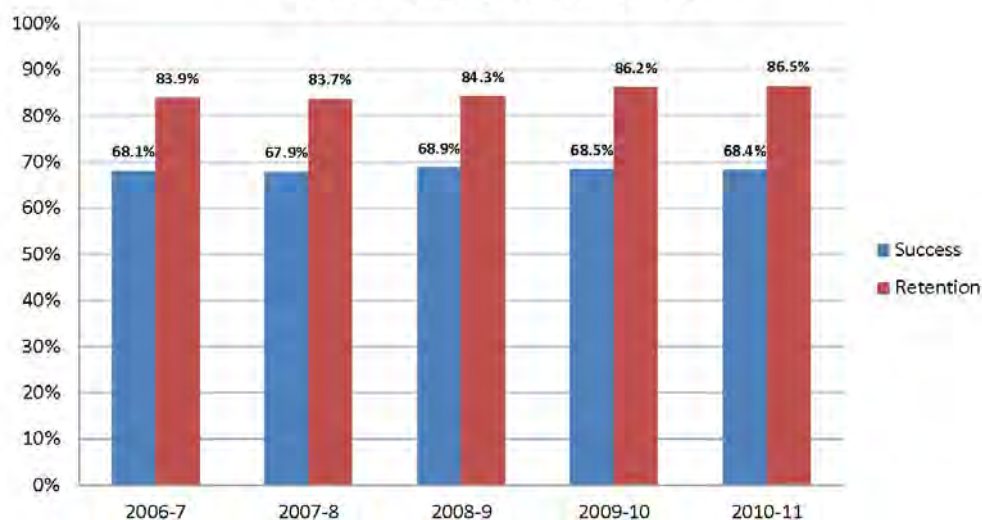
Yuba College has initiated several outreach programs in reaction to declining numbers of new students.

Yuba College Awards

Changes in the economy and number of new students are reflected in patterns of awards earned.

Success & Retention, **Chapter A: Chart Nine**: Fall-to-Fall Retention, and **Chapter A: Chart Ten**: Student Units).

STAFFING

Yuba College has had considerable fluctuation in the number and compilation of its staff over the past five years, largely due to the evolution into a multi-college district and the economic downturn. As noted earlier, Yuba College, as it is today, began in the fall of 2008 after Woodland Community College was accredited. Many management and classified positions were absorbed into the new district

Course Success & Retention
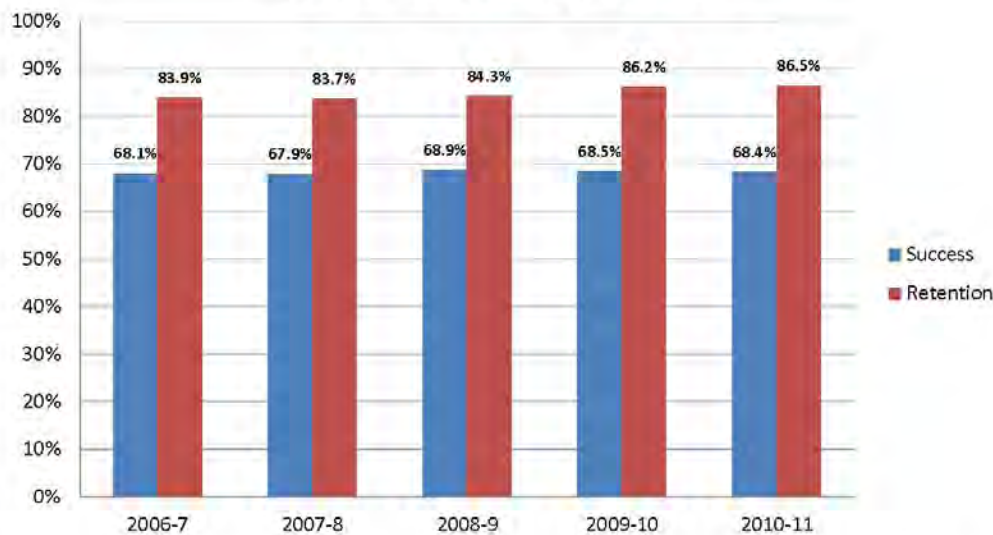
Yuba College's retention rates have risen and the College's success rates have remained steady over the past five years.

Fall-to-Fall Retention
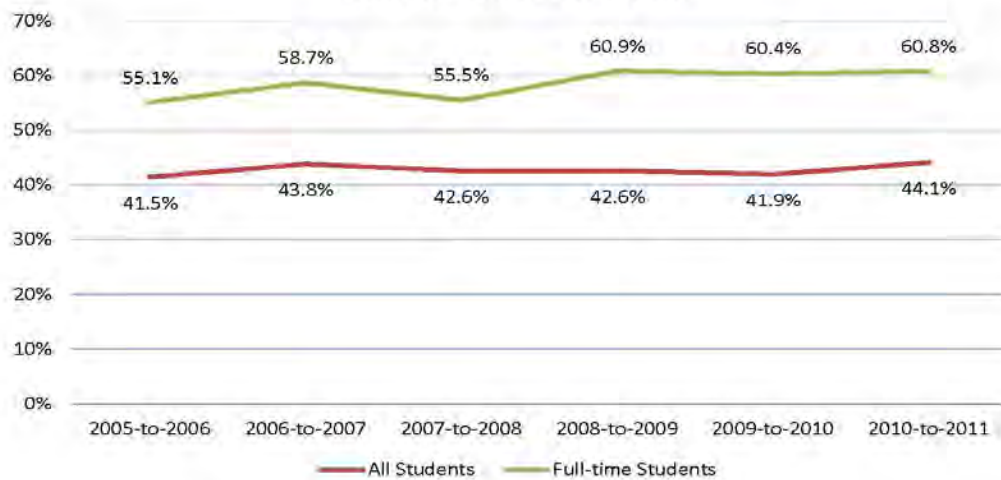
Yuba College's retention rates have risen over five percent within the past five years.

structure or into Woodland Community College. The second large change in staffing was due to budget cuts Yuba College necessarily made in that same time period. While a few managers and full-time faculty members were lost directly to budget cuts, the classified staff absorbed the brunt of the cuts, losing nearly 30 members. The third factor in our staffing change has been due to retirement. As seen in the employee age data (**Chapter A: Chart Eleven**), over half of the faculty and administrators

and nearly 40% of the staff are over the age of 50, and as befitting an older workforce, many faculty, staff, and administrators have retired in the past three years due to budget driven retirement incentives. These positions have largely gone unfilled. Finally, Yuba College is somewhat representative of the population it serves, as shown by the Employee Ethnicity/Race graph (**Chapter A: Chart Twelve**). For instance, according to Census 2010 data, Yuba, Sutter, and Lake Counties are 59%, 50%, and 55%

Student Units
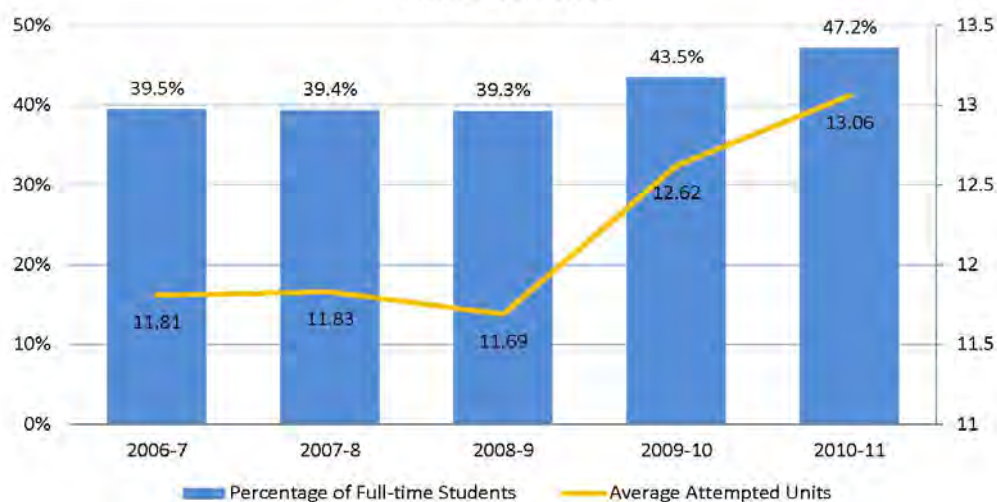
Yuba College's percentage of fulltime students has risen over the past five years.

Employee Age - Fall 2011
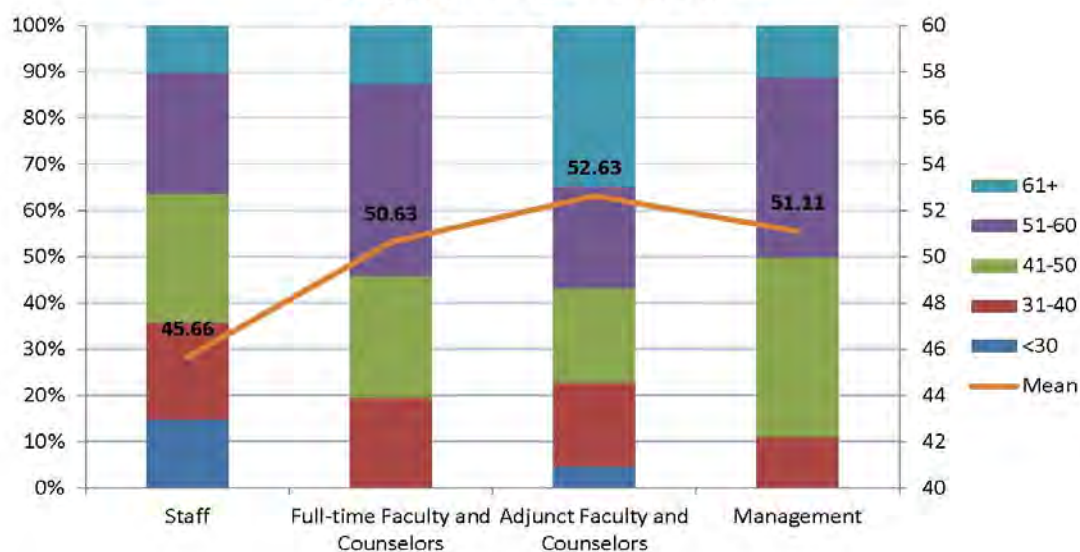
Nearly half of all Yuba College employees are over 50-years-old.

Employee Ethnicity/Race - Fall 2011
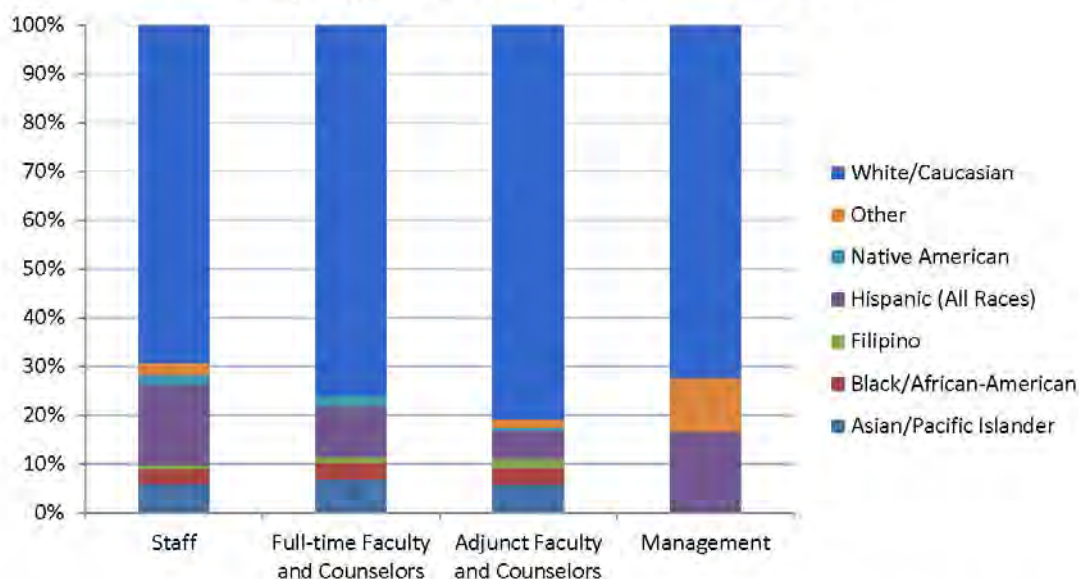
Yuba College continues to increase the diversity of its staff, a goal asserted within the College's Diversity Plan.

Employee Gender - Fall 2011
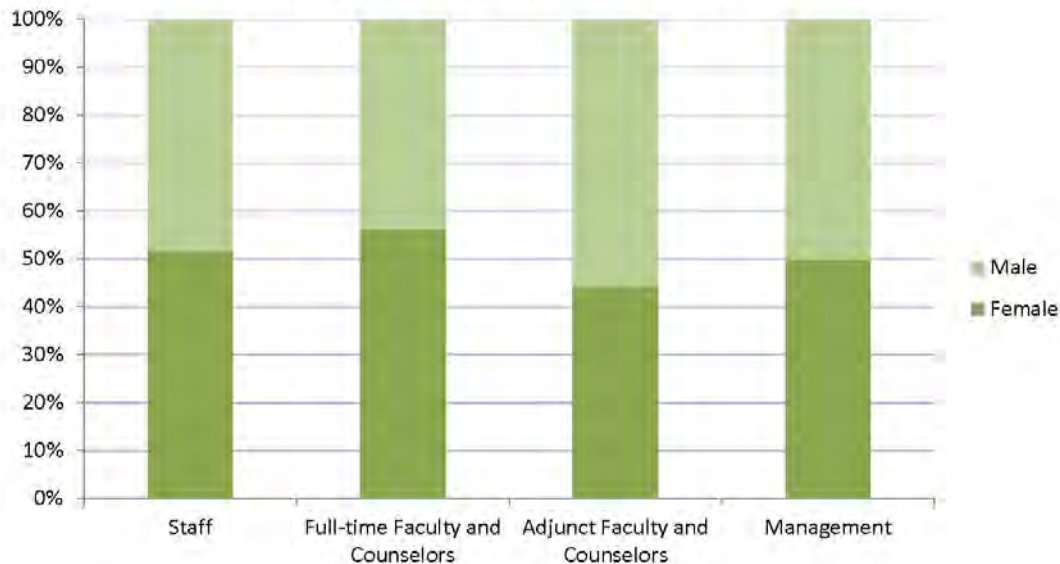
With only slight annual fluctuations, Yuba College's gender division is nearly evenly split between males and females.

white (not Hispanic), respectively. However, it is clear that staff is more representative of the local population than are faculty or management. The previously mentioned Diversity Plan was created largely in part due to the desire to expand diversity relative to service areas. Lastly, the ratio of male and female employees, from all areas of the campus, is generally evenly split with small fluctuations year to year, as shown in **Chapter A: Chart Thirteen**.

Chapter A: Table 1

Staffing Levels

| Yuba College Employees – Fall 2011	Headcount
Classified and Temporary Staff	201
Full-time Faculty and Counselors	87
Adjunct Faculty and Counselors	171
Managers	18

Yuba College Employees by Location	Headcount
Marysville Campus	410
Beale AFB	10
Clear Lake Center	57

PLANNING

While Yuba College recently celebrated its 85th birthday, it is, in many respects, a new college. When the Yuba Community College District reorganized, it created a new college in Woodland Community College, but it also created a new college in Yuba College—one that necessarily had a smaller, local vision; new organizational structure; existence within a multi-college district; and an obligation to build for the future. To that end, Yuba College developed a new Educational Master Plan (EMP) during the 2009-10 school year. However, this EMP is expected to be short-lived. The document itself calls for its revision on an annual basis, but, in addition, the Yuba Community College District has adopted a new Strategic Vision and is in the process of developing a new Strategic Plan that better incorporates the needs of a multi-college district. While the board adopted its new Strategic Vision in the fall of 2011, it seems unlikely the new Strategic Plan will be finalized before this self-study is submitted. These new district level plans, which are continuing the district shift towards improved student success, will likely necessitate Yuba College developing a new Educational Master Plan that goes beyond annual revisions.

While the Educational Master Plan is unique to Yuba College, many other planning documents, such as the Facilities Master Plan and Technology Master Plan, have a district wide scope and are maintained at the district level with input from each college.

PROGRAM REVIEW CHANGES

In 2006, the Yuba Community College District adopted a comprehensive Institutional Effectiveness (IE) Model that identified five components of program review and established specific guidelines for both the content and schedule of reviews. While Academic Program Review existed before this time, the development of the IE Model defined program reviews for Student Services, Administrative Services, Shared Governance, and District Image and Marketing. While the district established the processes and timelines for review, Yuba College defined what constituted a program—beyond those as defined by Title 5 regulations—for the purposes of review and which committees or governance structures would provide feedback for the reviews. However, the IE Model was slow to be adopted outside of academic program and student service programs, and a full review across all five components was not completed until the 2008-9 school year.

During the summer of 2009, Yuba College hired a Director of Research, Planning and Student Success who, in collaboration with the Vice Chancellor of Educational Planning and Services from the district office and the Director of Research, Planning and Student Success from WCC, was tasked with developing the program review processes, resulting in an improved IE Model. While changes for the 2009-10 and 2010-11 school years were largely modest refinements of the program review process, which included developing standard templates and creating a standard informational data set, those changes set the stage for a much larger refinement of the program review process during the 2011-12 school year. Even though improvements were modest, the results were on target: for the 2010-11 school year nearly all programs, across all five components, completed a program review or annual update. For the 2011-12 school year, the colleges adopted an electronic program review system, TracDat. By moving to an electronic format, the college hopes to make extracting information from individual program reviews more useful to committees and decision makers, while at the same time improving the transparency by which decisions are made—two of the long-standing criticisms of the program review process. Further, by identifying needs and creating a true feedback loop, Yuba College will be able to create a clear planning agenda that weaves specific needs into plans and prioritizes resources based on those plans.
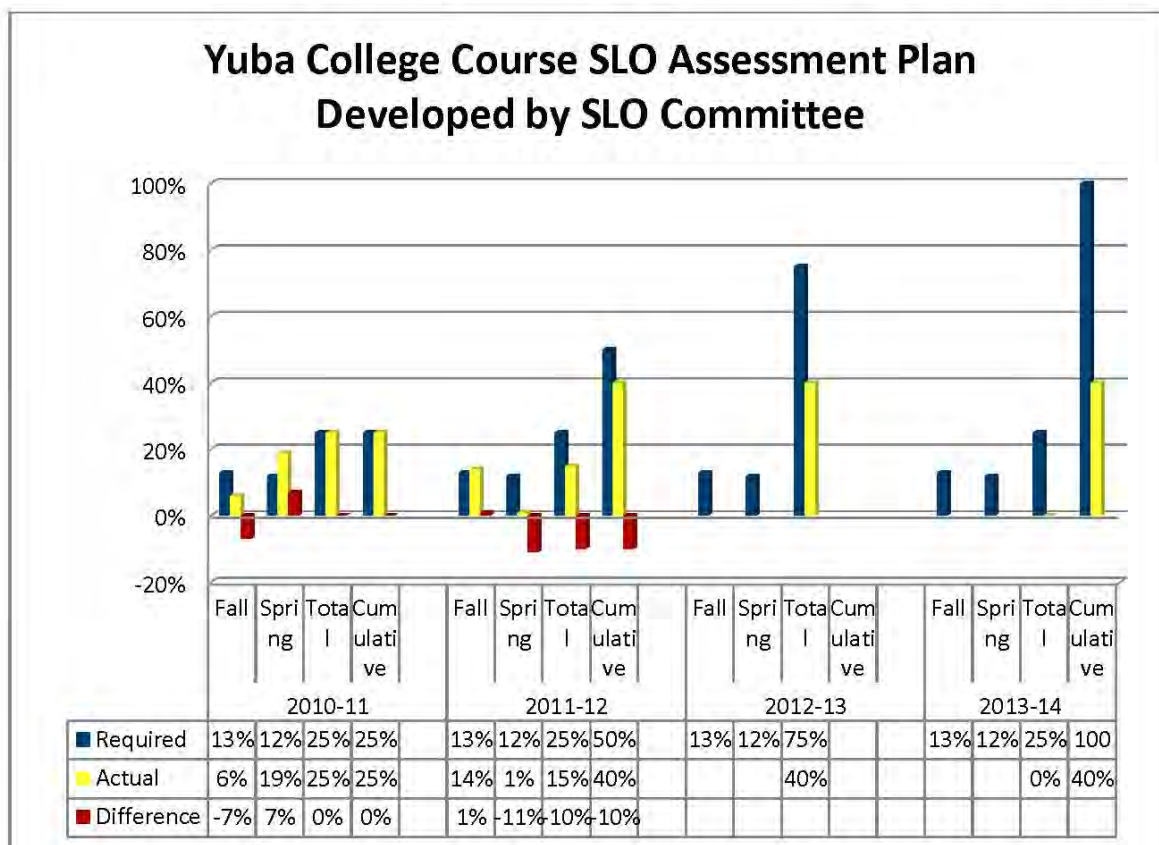
STUDENT LEARNING OUTCOMES (SLO)

During the 2004-05 school year, the Academic Senate developed a timeline for developing and implementing Student Learning Outcomes Assessment at Yuba College and its associated campuses—including what is now Woodland Community College. The following year, the SLO Project team created eight Institutional Student Learning Outcomes to function as a framework for program and course level student learning outcomes assessment. During the 2006-07 school year every academic and student services program adopted two to three of the eight SLOs to serve as frames for their program student learning outcomes. Unfortunately, apart from one or two pilot assessments, little work was done on further developing course or program SLOs until August 2009 when, as part of a convocation exercise, faculty created at least one SLO per course. While this was a step forward, the SLOs were collected and stored, which did not give faculty a chance to reflect on what they had written nor develop means for assessing those outcomes. Nevertheless, with Student Learning Outcomes in place the SLO Committee developed a basic reporting form and piloted assessment reporting using the summer 2010 Math and English courses. In some ways the pilot was a success, with all but one faculty member reported their results, and in some ways it was a failure, because the reporting form was available in both electronic form and paper form and both versions were problematic. The electronic version of the reporting form was scrapped and college-wide assessment began that fall. Based on the guidelines set by the SLO Committee, each department was asked to assess at least one quarter of their courses during the course of the school year. By assessing at least one quarter of their courses per year, departments would ensure that every course was assessed at least once per four year program review cycle. Some departments responded well and assessed every course they taught during both fall and spring semesters, while other struggled to assess a single course. In the end, Yuba College assessed just over one fourth of the courses that were offered during the 2010-2011 academic year. While there was variation from program-to-program, this met our initial goal. If programs continue their work as planned, all courses will be assessed during a four-

year cycle, which is in line with the four-year program review analysis time period. Even better, several programs that assessed courses in the fall made adjustments to their courses that were reflected in the SLO assessments that occurred in the spring.

For our second full year of assessment in 2011-2012, Yuba College used reports from TracDat to identify the courses that still need SLO's—primarily courses that have not been taught recently—and developed comprehensive plans that outline which courses will be assessed over the four-year program review cycle. This is referenced in **Chapter A: Chart Fourteen** While most programs developed plans that cover the coming year, many programs have taken the opportunity to develop plans through the spring of 2013. In addition, the compilation of data and reporting in TracDat has brought up multiple new questions, such as how to assess cross-listed courses and multiple assessments per SLO, which the SLO Committee is working to find solutions to.

Chapter A: Chart Fourteen

Yuba College Course SLO Assessment Plan Developed by SLO Committee

	Fall	Spring	Total	Cumulative	Fall	Spring	Total	Cumulative	Fall	Spring	Total	Cumulative	Fall	Spring	Total	Cumulative
	2010-11				2011-12				2012-13				2013-14			
■ Required	13%	12%	25%	25%	13%	12%	25%	50%	13%	12%	75%		13%	12%	25%	100
□ Actual	6%	19%	25%	25%	14%	1%	15%	40%			40%				0%	40%
■ Difference	-7%	7%	0%	0%	1%	-11%	-10%	-10%								

The YC SLO Committee has developed and monitors the assessment plan that is part of the program review process.

Organization of Self Evaluation Process

Chapter B:
Organization of the Self Evaluation Process

Under the leadership of the Yuba College (YC) President, the accreditation process has been developed, communicated, and emphasized throughout the campus community. The President has structurally organized YC to respond to the ACCJC Accreditation Standards, but more importantly, to be proactive in continuous improvement efforts that are based upon data and identified needs. Questions of the Month (QOTM) began in December 2010 through May 2011 and these 75 targeted surveys yielded 1,707 responses that formed the majority of the input for the self-evaluation writing process. Monthly communications through the **Focus** newsletter and Board of Trustee standing reports set expectations toward the accreditation process, highlight accreditation activities, and interpret the standards specifically to Yuba College. The YC President has fully charged the Accreditation Liaison Officer (ALO) as a key resource in planning the self-evaluation process and shaping a general college-wide dialogue towards the improvement of programs and services offered at Yuba College.

Planning for the Yuba College self-evaluation report began in 2009 when the Vice President of Academic and Student Services, while serving as the Accreditation Liaison Officer (ALO) attended ALO training with Academic Senate leaders. The Vice President has served as the ALO for Yuba College since 2009, when Yuba Community College District (YCCD) made the transition from a single-college district to a multi-college district upon Woodland Community College receiving full accreditation status in July 2008. This was one of several district functions that were delegated to the college level upon completion of the multi-college transition.

During weekly meetings with college and Academic Senate leadership the accreditation planning for the writing process started by taking the ACCJC Accreditation Standards and further dividing them into 11 subsections while co-chairs for each subcommittee were identified. A faculty co-chair and an administrative co-chair were identified for each subcommittee. These appointments formed the steering committee for the self-evaluation writing process. Several requests were unsuccessful in identifying an overall self-evaluation faculty co-chair. It was decided that the process would continue with the Vice President of Academic and Student Services, serving as both the ALO and accreditation chair while a co-chair was recruited. (YC Accreditation Process)

There were several background events that shaped participation in the self-evaluation process at Yuba College: multi-college conversion, union activity against the board, distrust of district leadership, staff layoffs, multiple budget cuts, public disagreements between the Academic Senate leadership and the Board of Trustees, severe reductions to the staffing levels, and a resulting overall lack of willingness to participate in district-led efforts. At the same time that the multi-college transition moved to decentralize services and functions, with a corresponding isolation of district offices, Yuba College lost one-fourth of its fulltime faculty workforce without replacement due to budget reductions. These elements impacted the participation of various constituent groups in the writing process.

The accreditation steering committee evolved from the original 2009 co-chair appointments. A report timeline was developed in July 2010, however seven vacancies occurred due to an early retirement incentive and resignations between 2009-11 and these were replaced as neccessary. Additionally, two faculty members resigned from their appointments as co-chairs and two administrative co-chairs left YC. These seven vacancies were replaced. Additional administrators were added to create tri-chairs for some of the standards where additional expertise was available on campus. A faculty co-chair for the entire self evaluation report had still not volunteered as of July 2010.

The updated timeline and steering committee structure, based upon 11 subcommittees, was presented at the August 2010 YC Convocation. The YC leadership held a steering committee training session that all co-chairs attended as part of convocation activities. The process for preparing the report was discussed, including how to involve participants for input and training for using data-based evidentiary responses to the standards. In October 2010, committee members attended ACCJC training at Woodland Community College. The College Council has been involved in training and discussions about the accreditation process since 2008. (YC Accreditation Writing Process)

As of October 2010, a faculty co-chair had still not volunteered, and discussions with the Academic Senate leadership and YCFA leadership still had not yielded any volunteer for the accreditation faculty co-chair – almost 1.5 years after the accreditation

writing process had started. This appointment became point of contention as a newly elected Board of Trustee member asked the specific question at every board meeting regarding the status of a faculty co-chair for the self evaluation report throughout the spring 2011 semester.

Even though multiple opportunities were presented for participation in the self-evaluation process, very few volunteers were engaged in these discussions. In response to the lack of participation, several Questions of the Month (QOTM) were developed to form the basis for faculty, staff, and student input into the institutional self-evaluation report. QOTM were sent to different groups to ensure college wide participation and to provide further data for the subcommittee meetings. Gathering input through QOTM and having each subcommittee fill out specific templates seemed to help define the writing process. Questions of the Month started in December 2010 and continued until the end of May 2011. Specific QOTM were developed to solicit input related to each standard. General questions that cut across several themes were posted on the internet using Survey Monkey, different general questions were discussed at two all-YC meetings in February 2011 and April 2011, and a classified staff workshop was held in March 2011 to address further topics. Different unique questions related to academic and student services were sent monthly to all division/ department meetings. Further additional questions that were cross-functional in nature were presented to committees, project teams, and the Associated Students every month. These survey QOTM yielded 1,707 responses to 75 different questions throughout the spring 2011 semester, and the responses provided data as a template was created for each standard. (Question of the Month Grid)

Questions of the Month (QOTM) were utilized to solicit input into the development of the self-evaluation report throughout all of Yuba College. During the Spring 2011 semester, a total of 75 questions were posed to different groups that resulted in 1,707 individual responses submitted.

QOTM	Number of Questions	Number of Responses
Web-based	26	574
All-YC meetings	9	90
College Committees	15	421
Division/Departments	10	259
CSEA meeting	15	363
Totals	**75**	**1,707**

In April 2011, specific templates were created to solicit input and respond to the questions within each standard. These templates were designed to elicit focused discussions amongst subcommittee meetings, which continued to meet during the semester to refine responses to the standards. The QOTM survey responses were a major source of input for each subcommittee. The YC Council reviewed the 2005 Planning Agenda during the spring 2011 semester to validate the efforts that YC had taken in response the previous site visit. A lead faculty co-chair was still not identified and trustees became very pointed in their insistence of faculty leadership related to the accreditation writing process. (Sample Response to Standards)

In May 2011, a one-voice writer was identified. An adjunct English faculty member brought a journalism and English teaching background to the writing process. She meet with subcommittee co-chairs to review each completed template, responses from the related QOTM, and additional survey information. A faculty co-chair volunteered for the writing process and he joined these bi-weekly meetings during the summer of 2011. Timelines for completion of templates were jointly developed at Deans and Directors meetings and Academic Senate leadership meetings.

During ongoing meetings in June 2011 with subcommittee co-chairs, accreditation self-evaluation co-chair and the one-voice writer, it was discovered that systematic elements related to the accreditation themes and rubrics for evaluation were not being properly addressed in the drafts submitted for review. A check list for each accreditation Standard was to be used by subcommittees and the one-voice writer. The YC Director of Research, Planning and Student Success formally joined the bi-weekly meetings of subcommittee co-chairs. The Vice Chancellor of Educational Services and Planning, also joined these meetings in June 2011 to add a district office perspective to the discussions, where appropriate.

Convocation activities in August 2011 focused on both specific dialogue about the accreditation themes, as well as working toward a collective agreement on the overall planning agenda items that had been uncovered using the templates and in subcommittee discussions. A meeting of the subcommittee co-chairs was held to further solidify the Planning Agenda and to finalize the timeline for sharing drafts with college wide constituents. The 2012 Planning Agenda was jointly developed

and widely shared during the fall 2011 semester, including an all-YC meeting in September 2011.

Throughout the self evaluation process and in compiling the final report both, the YC President and ALO have made a commitment that:
- The accreditation self-evaluation report will be driven at the college, not district, level.
- There will be multiple opportunities for input.
- The report will be truthful and representative of what we do at YC.
- The report will both highlight the strengths of YC and identify the areas where improvement is needed, then develop a plan to address these deficiencies.

Formal status reports were presented monthly to the Board of Trustees starting in October 2010. The board also held detailed work sessions related to accreditation. The Vice Chancellor presented Institutional Effectiveness yearly reports to the Board of Trustees every summer starting in 2007, as this model formed the basis for program evaluation and planned improvement. The YC newsletter, **Focus**, provided monthly highlights into self-evaluation activities. Formal written updates were

disseminated to the YC community based upon unique Accreditation themes:
> **Update 1: Awarness and Input** (December2010)
> **Update 2: Input and Planning for Improvement** (April 2011)
> **Update 3: Writing and Input** (August 2011)
> **Update 4: Writing and Input - Continued** (December 2011)
> **Update 5: Revisions and Sharing** (February 2012)

As the writing process progressed during the fall 2011 semester and into the Spring of 2012, the drafts of the final report were widely shared. Individual chapters, or Standards, were presented to several groups for feedback and further input. Further cover-to-cover drafts were subsequently presented to the college in the spring 2012 semester, leading to final Board of Trustee endorsement of the Yuba College Self Evaluation Report of Educational Quality and Institutional Effectiveness in July 2012. (YC Accreditation Production Timeline)
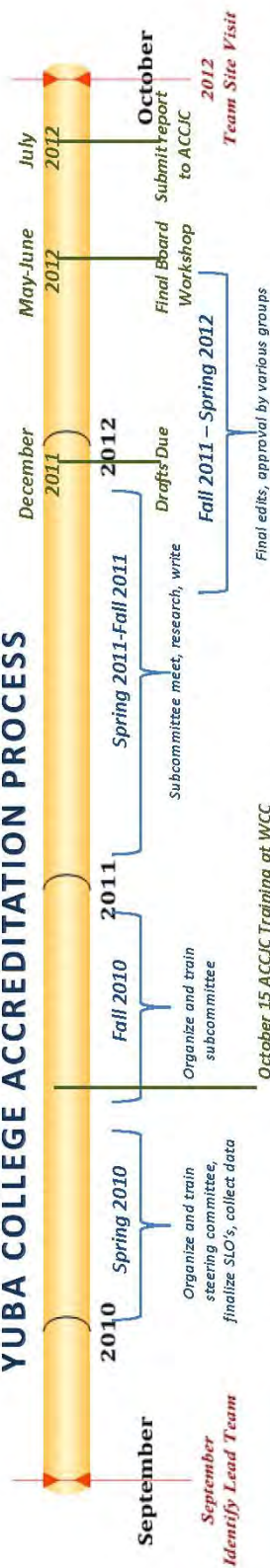
Accreditation Chronicle

Date	Event	Impact	Outcome
2006 – November	Measure J $190 million bond passed	Renovations and new building construction planned	Improved teaching and learning facilities
2008 – July	Woodland Community College receives accreditation	YCCD transitions from single-college district to multi-college district	Local focus of educational programs and services
2008 – August	Faculty Negotiations at Impasse	Strained relations between faculty and YCCD Chancellor	Reluctance to participate on college committees
2008 – October	Midterm report submitted	YC submits its midterm report as part of a multi-college district	Compliance with ACCJC requests for YC
2008 – October	Distributive Education Substantial Change report submitted	YC submits substantial change report for programs that use DE	Compliance with ACCJC requirements
2009 – January	YC President announces retirement	Search for new YC President	Accreditation emphasis for hiring profile
2009 – May	Planning for Writing Process	Sub-committee structure identified	Faculty and administrative co-chairs recruited
2009 – June	Eight faculty retired without replacement	Ten faculty members used retirement incentive; their positions are not replaced	Decreased full-time faculty to lead programs

Date	Event	Impact	Outcome
2009 – summer	No overall co-chair identified	No faculty overall co-chair volunteers	Administrative direction to Self Evaluation continues without faculty lead
2009 – July	YC President hired	New leadership and directions for the college are developed	Local YC focus and leadership identified
2009 – October	Follow-up report submitted	YC submits required follow-up report specific to shared governance evaluation	Increased awareness of IE Model and evaluation of shared governance processes
2009 – July	New administrators hired	Positions filled at YC in Research and at District Offices in Vice Chancellor	Growing rift between faculty and administration over replacement hiring
2009 – November	ALO Training	New ALO is named for Yuba College separate from previous YCCD position	Vice President attends ALO training with Academic Senator
2009 – December	Mid-Year Budget Cuts	Notices of layoff issued to over 70 YCCD employees	Decreased levels of courses and services; poor campus morale
2010 – January	Board gives Chancellor raise	Chancellor receives $31,000 raise; rescinded at next meeting	Decrease in morale and willingness to participate in college activities
2010 – Spring	Recall campaign for Board President	Several unions and students lead recall effort against Board President	Unsuccessful recall effort draws attention to morale on campus
2010 – June	Additional 8 faculty retired without replacement	Eight faculty members used retirement incentive; their positions are not replaced	Further decreased full-time faculty to lead programs
2010 – July	Budget reductions enacted	YCCD budget reflects approximately 10% reduction	Decreased levels of services and courses available
Fall 2010 Semester Theme = Awareness & Input			
2010 – August	Self Evaluation Report Training	Specific meetings for sub-committee co-chairs	Information about writing process developed – overall co-chair still not identified
2010 – Fall	Deans unionize at Teamsters Local 150	Further strained relations between deans and Chancellor/Board	Reluctance to participate and impact to morale
2010 – October	ACCJC Training	Accreditation training held at WCC	Information about standards and self evaluation visit presented
2010 – November	Three board seats replaced	Three incumbents choose not to run for re-election	Renewed interest in governance at YCCD

Date	Event	Impact	Outcome
2010 – November	Board gives Chancellor raise	Chancellor receives $10,000 raise at last meeting of exiting board meeting	Further morale impact
2010 – December	Questions of the Month (QOTM) begin	Targeted questions presented every month	Alternative source of input developed due to lack of participation
Spring 2011 Semester Theme = Input and Planning for Improvement			
2011 – January	YCCD Chancellor announces retirement	Search for new YCCD Chancellor	Accreditation, multi-college leadership, morale, and trust at forefront of hiring profile
2011 – Spring	Board insists on faculty co-chair	No co-chair volunteers	Lack of overall faculty leadership for writing process; administrative lead
2011 – April	Templates developed	Accreditation templates for each standard lead discussion for subcommittee co-chairs	Writing process further developed to address standards
2011 – May	One-voice writer identified	One-voice writer brings cohesion to subcommittee discussions	Writing process created to formalize templates into written report
2011 – June	Additional 10 faculty retired without replacement	Ten faculty members used retirement incentive; their positions are not replaced	Loss of over 25% of fulltime faculty in past 3 years
2011 – June	Faculty co-chair identified	Overall faculty co-chair volunteers providing faculty voice to overall project	Shift from administration driven report to collaborative effort
2011 – July	YCCD Chancellor hired	New leadership and directions for the district are developed	Board emphasis on strategic planning
Fall 2011 Semester Theme = Writing & Input			
2011 – August	YC Planning Agenda Developed	Convocation activities focus on planning agenda items identified in writing process	College wide consensus of overall planning YC agenda topics
2011 – Fall	Drafts presented for input	Individual drafts of standards are presented to constituent groups	General knowledge of accreditation process improved and input gathered
2011 – Fall	YCCD Strategic Planning	Strategic Plan developed	Directions for YCCD and YC developed
Spring 2012 Semester Theme = Revisions & Sharing			
2012 – Spring	Further drafts for input	Cover-to-cover drafts presented to constituents for input	Overall report resulting from input and buy-in from entire college community

YUBA COLLEGE ACCREDITATION PROCESS

September
Identify Lead Team

2010 Spring 2010
Organize and train steering committee, finalize SLO's, collect data

Fall 2010
Organize and train subcommittee

October 15 ACCJC Training at WCC

2011
Spring 2011-Fall 2011
Subcommittee meet, research, write

December 2011 — **2012**
Drafts Due

Fall 2011 – Spring 2012
Final edits, approval by various groups

May-June 2012
Final Board Workshop

July 2012
Submit report to ACCJC

October 2012
Team Site Visit

Accreditation Chief Executive Officer: Kay Adkins
Accreditation Liaison Officer: Kevin Trutna
Administrative Co-Chair: Kevin Trutna
Faculty Co-Chair: Brian Condrey
One Voice Editor: Jessica Green

Standard I: Institutional Mission and Effectiveness

Co-Chairs: Rod Beilby, Maris Wagener

A. Mission – The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

B. Improving Institutional Effectiveness – The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.

Standard II: Student Learning Programs and Services

Co-Chairs: Ed Davis, Susan Ramones, Jan Ponticelli

A. Instructional Programs –Offer high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission.

Co-Chairs: Julie Morgan, Yvette Santana-Soto

B. Student Support Services – Recruit and admit diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment.

Co-Chairs: Elena Heilman, Walter Masuda

C. Library and Learning Support Services – Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered.

Standard III: Resources

Co-Chairs: Marisela Arce, John Steverson

A. Human Resources – Employ qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness.

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

Co-Chairs: Martha Mills, John Langston, Miriam Root

B. Physical Resources – Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness.

C. Technology Resources – Technology resources are used to support student learning programs and services and to improve institutional effectiveness.
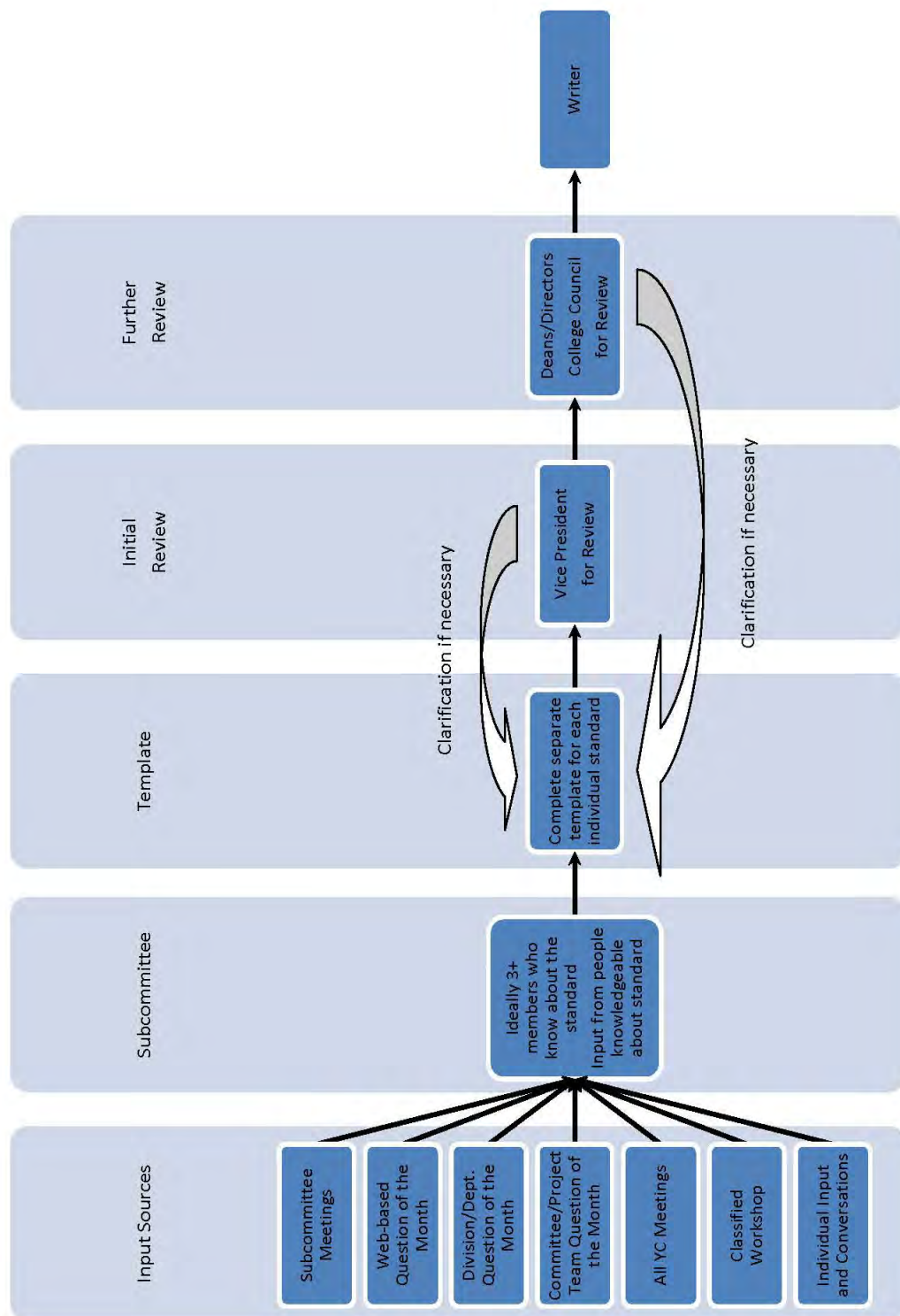
Standard IV: Leadership and Governance

Co-Chairs: Bryon Bell, Greg Kemble

A. Decision-Making Roles and Processes – Recognize that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

B. Board and Administrative Organization – In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting polices and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Yuba College Accreditation Writing Process

Input Sources	Subcommittee	Template	Initial Review	Further Review
Subcommittee Meetings	Ideally 3+ members who know about the standard	Complete separate template for each individual standard	Vice President for Review	Deans/Directors College Council for Review
Web-based Question of the Month	Input from people knowledgeable about standard			
Division/Dept. Question of the Month				
Committee/Project Team Question of the Month				
All YC Meetings				
Classified Workshop				
Individual Input and Conversations				

Clarification if necessary

Clarification if necessary

Writer

Yuba College Accreditation 2012

Sample Response to Standards

This will be provided for each standard

Standard (Accreditation question and Standard number will be stated here)

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary (This describes the summary of activities, processes, and items that take place in response to this particular standard – include Clearlake Campus where appropriate – these can be presented in bullet form – include both strengths and areas for improvement where appropriate)

- Contracts are consistent with the mission and goals of college
- Contracts follow a specific form that maintains the integrity of the institution
- The VP of Finance reviews all contract and all must receive board approval
- Legal counsel reviews new contract and changes proposed
- The college has a purchasing manual that defines bidding and expenditure limits of purchasing
- The purchasing department is responsible for ensuring that the college obtains the best possible price and adherence to regulations
- Purchase requisitions are submitted through the ESCAPE program
- Each purchase requisition is approved by the immediate supervisor/budget supervisor
- Purchase orders that exceed a certain limit are subjected to a secondary approval
- Purchase orders are sent to accounts payable, where upon receipt of the material, the order is processed.
- Purchase orders are board approved and recorded in the board minutes for public review

Evidence (Provide evidence to demonstrate your response to each statement at the left. Ideally, each bullet will be supported with evidence)

- Board minutes – October 25, 2007
- Mission statement
- Approved signature list
- Purchasing services manual
- Board policies – 3812X and 6434H
- Board regulations – 3812A, 6434H, and 1475K
- ESCAPE System Manual
- Business Office Meeting – June 23, 2006

This will be developed by each subcommittee based upon (a) survey results, (b) discussions, (c) others on campus that have knowledge about subject and (d) evidence gathered

Self-Evaluation (Provide an honest evaluation of the activities and responses to this standard as listed above – these can be presented in bullet form)

- The college meets the standard
- The college ensures that all contractual agreements with external entities are consistent with the mission and goals of the college
- Contractual agreements are entered into and monitored following specified processes.
- The business office ensures that contractual agreements are carried out properly – it is an essential function of the VP of Finance job description
- Periodic training occurs, but this must be standardized for new staff and for existing managers

Evidence (Provide evidence to demonstrate your response to each statement at the left. Ideally, each bullet will be supported with evidence)

- Board minutes – October 25, 2007
- Mission Statement
- 2006 Audit Results
- Board policies – 3812X and 6434H
- Board regulations – 3812A, 6434H, and 1475K
- 2008 New Faculty and Staff Orientation
- Manager In-service training – February 11, 2005

Planning Agenda (List out activities and plans that Yuba College should do in order to address the issues listed above)

- Create periodic training for existing managers regarding the purchase approval process
- Include orientation training for new employees a component related to the purchasing process and contract approval process

These recommendations will be based upon findings from above

Note: sample was taken from another college, it is for example purposes only

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

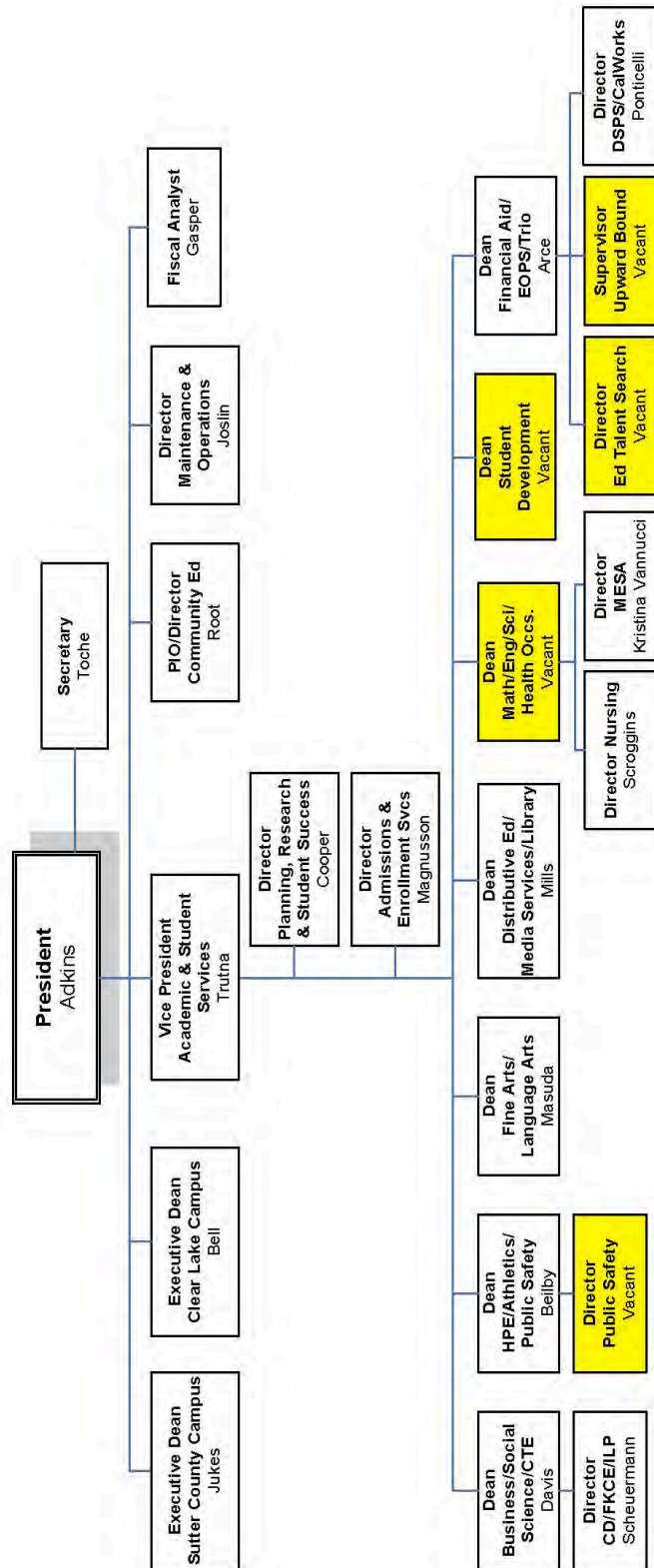|	December	January	February	March	April	May
Standard I						
A. Mission	A – web-based			A – web-based A – web-based		
B. Improving Institutional Effectiveness	B.5 – web-based			B – CSEA meeting B – CSEA meeting	B.1 – all YC meeting	
Standard II						
A. Instructional Programs			A.1.b – all YC meeting 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.1.b – web-based			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	

Yuba College Accreditation Production Timeline

Timeline columns: 2011 — May, June, July, Aug, Sept, Oct, Nov, Dec | 2012 — Jan, Feb, Mar, Apr, May, June, July, Aug, Sept, Oct

Timeline bars / milestones
- Due Date for 1st Draft (Sept/Oct 2011)
- Convocation — Draft (Aug/Sept 2011)
- Shared with Senate, College Council, District, ASYC, D&D, CSEA (Oct/Nov 2011)
- 1st Draft shared with Senate, College Council, District, ASYC, D&D, CSEA and posted on website for specific feedback (Aug–Dec 2011)
- Due Date for Template and Discussion with Writer/Editor (June/July 2011)
- 2nd Draft shared with Senate, College Council, District, ASYC, D&D, CSEA and posted on website for specific feedback (Jan/Feb 2012)
- Due Date for 1st Draft (Dec 2011)
- College Review of Final Draft (Mar 2012)
- District Review of Final Draft (Apr 2012)
- Final Draft presented to Board for review (May 2012)
- Final Report adopted by Board (June 2012)
- Final Report mailed to ACCJC (July 2012)
- ACCJC Site Visit (Oct 2012)

RELATED ITEMS
Item	Responsible
Update on 2005 Planning Agenda	KT
Complete Survey – "If Accreditation Were Today"	KT
SLO Report to YC based upon rubric	MF
Research Agenda Report to YC	EC
2012 Institutional Self Evaluation Planning Agenda	KT

REPORT
Item	Responsible	Due Date
A. Introduction	EC	
B. Organization of Self Evaluation Process	KT	
C. Organizational Information	EC	
District/College Responsibility Chart	EC	
D. Certification of Eligibility Requirements	AT	
E. Certification of Commission Policies	AT	
F. Responses to 2005 Recommendations	KT	
G. Institutional Analysis		
Standard 1A (Beilby/Wagener)	KT	June 30th
Standard 1B (Beilby/Wagener)	KT	July 15th
Standard 2A (Davis/Ramones/Ponticelli)	KT	June 30th
Standard 2B (Johl/Morgan/Santana)	KT	June 15th
Standard 2C (Masuda/Hellman)	KT	May 15th
Standard 3A (Arce/Steverson)	KT	June 30th
Standard 3B (Mills/Langston/Root)	KT	June 15th
Standard 3C (Mills/Langston/Root)	KT	July 15th
Standard 3D (Arce/Steverson)	KT	July 30th
Standard 4A (Bell/Kemble)	KT	July 15th
Standard 4B (Bell/Kemble)	KT	July 30th

FINISHING
Item	Responsible
Artwork for Front Cover and Dividers	MR
Title Cover Sheet	AT
Certification Pages	AT
Table of Contents	AT

Organization of Institution

July 27, 2012

Yuba College
Organizational Structure
2012-13

President
Adkins

Secretary
Toche

Fiscal Analyst
Gasper

Director
Maintenance &
Operations
Joslin

PIO/Director
Community Ed
Root

Vice President
Academic & Student
Services
Trutna

Director
Planning, Research
& Student Success
Cooper

Director
Admissions &
Enrollment Svcs
Magnusson

Executive Dean
Clear Lake Campus
Bell

Executive Dean
Sutter County Campus
Jukes

Dean
Financial Aid/
EOPS/Trio
Arce

Director
DSPS/CalWorks
Ponticelli

Supervisor
Upward Bound
Vacant

Dean
Student
Development
Vacant

Director
Ed Talent Search
Vacant

Dean
Math/Eng/Sci/
Health Occs.
Vacant

Director
MESA
Kristina Vannucci

Director Nursing
Scroggins

Dean
Distributive Ed/
Media Services/Library
Mills

Dean
Fine Arts/
Language Arts
Masuda

Dean
HPE/Athletics/
Public Safety
Beilby

Director
Public Safety
Vacant

Dean
Business/Social
Science/CTE
Davis

Director
CD/FKCE/ILP
Scheuermann

☐ Position vacant

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

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            ┌─────────────────────┐
            │     President       │
            │      Adkins         │
            └─────────────────────┘
                      │
         ┌────────────────────┐      ┌────────────────────┐
         │  Executive Dean    │      │   Secretary III    │
         │ Clear Lake Campus  │──────│      Knuth         │
         │      Bell          │      └────────────────────┘
         └────────────────────┘
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PROGRAMS
- Custodial/Maintenance
- Biology/Ecology
- Business/Business Computer Application
- Culinary Arts
- Early Childhood Education
- English/ESL
- Language Arts
- Mathematics
- Psychology
- Student Services
- CalWorks
- Counseling
- Financial Aid
- Learning Skills/DSPS
- EOPS/CARE
- Library/Media
- Tutoring

July 1, 2012

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

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                    ┌─────────────────┐
                    │    President    │
                    │     Adkins      │
                    └─────────────────┘
                             │
      ┌──────────────────────┼──────────────────────┐
┌─────────────┐    ┌──────────────────┐    ┌─────────────┐
│Campus Operation│  │ Executive Dean   │    │ Secretary II│
│  Specialist  │   │Sutter County Campus│  │   Suieski   │
│    Paras     │   │      Jukes       │    │             │
└─────────────┘    └──────────────────┘    └─────────────┘
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PROGRAMS
- Custodial/Maintenance
- Biology/Ecology
- Business/Business Computer Application
- English/ESL
- Language Arts
- Mathematics
- Psychology
- Student Services
- Counseling
- Financial Aid
- Learning Skills/DSPS
- Library/Media
- Tutoring

July 1, 2012

Yuba College
Organizational Structure
PIO/Director Community Ed and Maintenance & Operations
2012-13

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┌─────────────────┐
│    President    │
│     Adkins      │
└─────────────────┘
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┌─────────────────┐                    ┌─────────────────┐
│   PIO/Director  │                    │    Director     │
│  Community Ed   │                    │  Maintenance &  │
│      Root       │                    │   Operations    │
│                 │                    │     Joslin      │
└─────────────────┘                    └─────────────────┘
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PROGRAMS
- Community Education
- Outreach and Recruitment
- Public Events
- ASYC
- Campus Life
- Flex and Staff Development
- College Access and Awareness

PROGRAMS
- Facilities and Grounds Maintenance
- Custodial
- Safety

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

President
Adkins

Vice President Academic & Student Services
Trutna

Secretary III
Vacant

Director Planning, Research & Student Success
Cooper

PROGRAMS
- College Success Center
- Assessment Center
- Basic Skills Initiative

Director Admissions & Enrollment Svcs
Magnuson

PROGRAMS
- Matriculation
- Academic Records

Dean Business/Social Science/CTE
Davis

Director CD/FKCE/ILP
Scheuermann

PROGRAMS
- Social Science/History
- Early Child Education
- Economics
- Humanities/Philosophy
- Political Science
- Cosmetology
- Beale AFB
- Business/BCA
- Office Administration
- Information Technology
- Work Experience
- Internships
- Welding/Manufacturing
- Automotive/Auto Body
- Culinary Arts
- Child Development Center
- Foster Care
- AmeriCorps/ILP

Dean HPE/Athletics/ Public Safety
Beilby

Director Public Safety
Vacant

PROGRAMS
- Athletics
- Health
- Physical Ed
- Adaptive PE
- Public Safety
- Admin Justice
- Fire Technology
- EMT

Dean Fine Arts/ Language Arts
Masuda

PROGRAMS
- Art/Ceramics
- Photography
- Music
- Theater
- Language Arts
- English
- ESL
- Spanish
- Speech
- Writing Language Development Center

Dean Distributive Ed/ Media Services/Library
Mills

PROGRAMS
- Distributive Ed.
- Media Services
- Library/Learning Resources
- Audio/Visual
- Mass Com

Dean Math/Eng/Sci/ Health Occs.
Vacant

Director Nursing
Scroggins

Director MESA
Kristina Vannucci

PROGRAMS
- Registered Nursing
- Mathematics
- Engineering
- Chemistry
- Computer Science
- Physics
- Biology
- Psychiatric Technician
- Radiologic Technology
- Science
- Veterinary Technician
- MESA
- Hard Math Cafe
- Health Services
- Agriculture

Dean Student Development
Vacant

Director Ed Talent Search
Vacant

Dean Financial Aid/ EOPS/Trio
Arce

Supervisor Upward Bound
Vacant

Director DSPS/ CalWorks
Ponticelli

PROGRAMS
- DSPS
- Counseling
- Job Placement
- CalWORKS
- Career/Transfer Center
- Veterans
- Financial Aid
- EOPS/CARE
- Upward Bound
- Talent Search

YCCD Functional Map

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

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
Evidence: Agenda's/Minutes - College based Academic Senates, Curriculum Committees, Reports to Board on Programs and Services; District Services to maintain the program master file including submitting approvals to the Governing Board on behalf of the colleges; Governing Board has established policy for Academic Affairs and Student Services, series 4000 and 5000 respectively.		
2. The mission statement is approved by the governing board and published.	P	S
Evidence: College conduct work of review and updating through shared governance and submit for Governing Board approval; agenda/minutes reflect the practice of action by the Board to approve the college's mission statement; the statement is in the catalog, schedule, Ed Master Plan, website, etc.		
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
Evidence: Colleges' internal process develops the College Mission Statement (agendas/minutes from college council, etc.) and submits action item on agenda for Governing Board, College Mission Statements are included in the catalog, schedule, Ed Master Plan, website; District Governing Board has BP 1200 – Mission Statement and has minutes to reflect its role in the process (agenda/minutes).		
4. The institution's mission is central to institutional planning and decision making.	P	S

		College	District
	Evidence: BP 3250 – Institutional planning does account for the ongoing review and evaluation of the college's mission and planning documents that support its implementation. BP 1200 – District Mission is also aligned with an review and evaluation process.		

B. Improving Institutional Effectiveness

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

		College	District
1.	The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
	Evidence: LRPM, CIC, IE Model/ P&SDMP – respective role of each college to conduct its business utilizing the models and Governing Board direction; e.g. BP 3250 – Institutional Planning, AP 3255 – Institutional Effectiveness; Board Reports – e.g., 1/20/10 CurricUnet Overview, 6/9/10 Contract Ed and EWD, 7/14/10 IE Model and Dashboards, 8/4/10 IE Model 2009-2010 Report (also 2008-09 and 2010-11 annual reports), 11/10/10 Diversity Policy, Procedures, Plans, 1/19/11 Accreditation Training – Standards and Board's Role, Productivity Model, IE Model and KPIs, 3/2/11 Academic and Professional Matters – Policy Discussion, 4/6/11 SB 1440 YCCD Plan.		
2.	The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
	Evidence: YCCD EMP (Goal Achievement Report 2004-2009), YC/WCC EMPs 2011-2016, Board Strategic Directions (planning activity, biannual updates) 2007-2011/12, Annual College Fact Sheets and/or Fact Book; Institutional Level SLOs ->Program/Unit -> Course; FTEF/FTES Productivity Report; ARCC Report (annual Board dialogue), Program Review Data – WSCH/FTES/FTEF/Retention/Persistence/Completion at the Program and College levels.		
3.	The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
	Evidence: IE Model 5 components (annual updates 2008-2011) handbook, process flowcharts, and reports; resource allocation based on Program and Service Reviews in staffing, equipment/technology, and facilities. Budget Development Processes starts at college level with recommendations and approvals at the College and District levels as appropriate. State categorical allocations are distributed to the colleges on a formula and evaluation is at the College and/or District level. IE Model Reviews are conducted within each program/service area and evaluate progress toward achievement.		
4.	The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

	Evidence: LRPM and BP 3250 includes plans at the college and District levels that are developed with input from diverse constituents, these plans are implemented, evaluated and updated/revised on a scheduled basis. E.G., of plans supported with resources are the Matriculation/Student Equity Plan, Facilities Master Plan (Measure J/user groups), EMP for programs and services through various funds, EEO Plan, Technology Plan.		
5.	The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
	Evidence: Program and service unit reviews, SLOs, and requests for resource allocation are based on evidence; reports on reviews/SLOs/IE are communicated at various levels throughout the colleges and district, including to the Governing Board. IE Model annual reports are posted on the portal, website, Board packet, and widely distributed/presented. TracDat is a new tool used for tracking assessment results and Business Objects is another tool being used to create reports for effectiveness measures and to establish dashboards for KPIs.		
6.	The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
	Evidence: Development of various processes that align with state (funding source) information – annual FTES targets/FTEF allocations and quarterly reports to Governing Board, Program Reviews align with Perkins application processes; Budget Development Process is aligned with state reporting dates; Academic Calendar Committee and CC work toward the new catalog timeline, etc.		
7.	The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S
	Evidence: Program and Student Service reviews 2006-2011; handbooks and process flowcharts; integration of TracDat and annual reporting to Governing Board; ARCC reports 2008-2011; updates to databases and transition in services; faculty coordinator roles for WLDC, WAM, CC, SLOs, English, etc.		

Standard II: Student Learning Programs and Services

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

A. Instructional Programs

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

		College	District
1.	The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
	Evidence: District Curriculum Guide; College Guides; BP/AP 4025 Philosophy Criteria for Associate Degree and GE; BP/AP 4020 Curriculum Development; AP 4105 Distance Education.		
a.	The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b.	The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c.	The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Evidence: Academic Program Reviews, Course Outlines, Catalog; assessment per TracDat; annual report to Board on progress, updated curriculum per results.	P	S
2.	The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S

Evidence: Chapter 4 – Academic Programs addresses all per BP and AP processes. e.g., BP/AP 4060 – Delineation of Functions Agreements – Vocational and Adult Ed Programs; 4237 Assessment/Course Placement Policy; 4260 Pre-requisites and Co-requisites; APs 4101-Independent Study, 4102 Occupational/Voc Tech Programs, 4103 Work Experience, 4104 Contract Education, 4105 Distance Ed. IE Model Review Process – 4 year cycle of review and update for each program area; Handbook; Process Flowcharts; Annual Report; TracDat State (CCCCO) manual requirements for course/program approval and review – 5 years for gen ed courses and 2 years for CTE		
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving	P	
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Evidence: BP/AP 4230 Grading Symbols; Course Outline Template; course SLO measures for each class/student.	P	

i.	The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	S	S
3.	The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following: Evidence: BP/AP 4025 Philosophy/Criteria for Associate Degree and GE; 4020 – Program and Curriculum Development; AP 4022 Course Approval; District Handbook has process flow chart for curriculum approval – steps and responsible parties (starts with expertise of faculty to lead and evaluate courses and programs that go through) according to specified deadlines that coincide with Curriculum Guides and development of the incoming catalog year. Catalogs list iSLO, pSLO, and course outlines have cSLO,	P	S
a.	An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	
b.	A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, Scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. Evidence: over last 7 years - iSLOs established first – Board Appoved so get copy of Brd Minutes to support this direction, pSLOs followed and cSLOs are being completed. Definitions, measures and % evaluated is Primary at the College Level.	P	S
c.	A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	
4.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	
5.	Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. Evidence: AP 4530 – Academic Program Specific Handbooks; BP/AP 4106 Nursing Program; association agreements and certification/accrediting documents – dated. Reported in APRs on 4yr cycle and annual basis of pass rates.	P	

6.	The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institutions officially approved course outline. Evidence: District Handbooks (2010-11, 2011-12 and being updated for 2012-13) has process flow charts for academic programs and the articulation process (shows faculty as lead); IGETC and GE Breadth are reviewed and updated annually and included in the catalogs; courses in catalogs show CSU/UC transfer. Counseling offices have articulation agreements for colleges – UC/CSU/Independent-Private.	P	S
a.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.[4]	P	
b.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.[3] Evidence: BP/AP 4021 Program Discontinuance; YC can use example of teach out process of CNA (?).	P	
c.	The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.[7] Evidence: Contracted services with League for new or updates to legally advised or required changes in Board Policy and Administrative Procedures. Receive 2x per year and the Board has a policy (BP 2410)/practice to review its policies on a schedule. If I recall correctly it also recently (in Jan? initiated a new committee for policy review).	P	
7.	In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge. Evidence: Policies/Procedures on in place – 4030 – Academic Freedom and Responsibility, 5500 – Student Code of Conduct, BP/AP 1300 Diversity, BP 2345	S	S

Public Participation at Board Meetings, BP/AP Prohibition of Harassment, BP/AP 3900 Speech: Time, Place and Manner.			
a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.		P	
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty. Evidence: Catalogs have language, AP 5520 – Student Discipline Procedures; 5530 Student Rights to Grievances. Also the purchase of 2 packages – turnitin, plagerism?		P	
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.		S	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies. Evidence: None that I am aware of; we may have students via distance that take classes from foreign locations but we do not teach at "curricula in" foreign locations.		S	S

B. Student Support Services

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

Evidence: BP/AP 5010 – Admissions; AP 5011 – High School and Other Young Students, 5012 Foreign Students, 5013 Military; 5052 Open Enrollment, 5140 DSPS, 5150 EOP&S.

IE Model - Student Service Reviews are on a 4 year cycle – have SLOs defined with measures and assessment and improvement; list is in handbooks, process flowcharts; included in Annual Report to Board.

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

	address those needs. Evidence: Surveys; IE Model Review Process; results		
a.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.[1]	**P**	
b.	The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	**P**	
c.	The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	**P**	
d.	The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	**P**	
e.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	**P**	
f.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	**P**	
4.	The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. Evidence: IE Model, Annual Reports to Board 3 years-this will be year 4 of the first 4yr cycle – necessary because it will show in PR rubric that we are in continuous mode – also necessary to show next 4 year cycle 2013-2016.	**P**	

C. Library and Learning Support Services

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

Evidence: BP/AP 4040 – Library and Learning Support Services; IE Model Reviews for evaluation, review, analysis and improvement; copy of licenses for database services – should show an increase which contributes to better access regardless of location. IT's Tech Plan has information on updates and changes in technology for L&LR; Also schedule of classes that go to L&LR for orientation/services; Surveys if any done – thought I remembered that several had been done.

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

Standard III: Resources

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

A. Human Resources

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

		College	District
1.	The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.	S	S
a.	Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.4	S	S
b.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	S	S
c.	Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	
d.	The institution upholds a written code of professional ethics for all of its personnel.	S	S
2.	The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and	P	

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

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

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

		College	District
1.	The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. Evidence: Administrative Service Review has the detail of annual activity and upcoming work that is programmed in phases; 2007-2012 Telecommunications and Technology Plan, updated annually and presented to the Board; Cloud picture of responsibility areas – e.g., VIOP change, portal, email, etc.; Measure J infrastructure, especially for new buildings and replacement of old structures in new room – move toward virtual servers and appliances; new email service for students with cloud services – very important for access/success as well the portal for faculty-student virtual learning exchanges; Flex workshops (convocation to) for faculty on use of new tools and technologies. Staff support at various locations...	S	S
	a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	S	S
	b. The institution provides quality training in the effective application of its information technology to students and personnel.	S	S
	c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	S	S
	d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	S	S
2.	Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. Evidence: Coordination of services with Researchers and other offices – Business Objects reports and trainings – development of dashboards (presented to board several times); TracDat coordination of services albeit they we are not hosting, we do support; same for CurricuNet on curriculum; same for Nelnet for student account records.	P	

D. Financial Resources

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

	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	
a. Financial planning is integrated with and supports all institutional planning.	P	
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P/S	
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	
2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	
b. Appropriate financial information is provided throughout the institution.	P	
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.		P
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	
e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	S	
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.5	S	
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	S	

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

Standard IV: Leadership and Governance

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

A. Decision-Making Roles and Processes

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

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

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

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

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

Certification of Compliance with Eligibility Requirements

Chapter D:
Certificate of Compliance with Eligibility Requirements

Yuba College affirms that it is in compliance with the eligibility requirements for affirmation of accreditation.

1. AUTHORITY

The Yuba Community College District (YCCD) derives its Board of Trustees authority from statue California Education Code 70902 and from its status as the elected community entity holding the institution in trust for the benefits of the public. Yuba College has been continuously accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges since 1952.

In addition, specific programs of the College have been granted accreditation by the American Veterinary Medical Association (AVMA), Joint Review Committee on Education in Radiological Technology (JRCERT), Department of Consumer Affairs Board of Registered Nursing, Department of Consumer Affairs Board of Licensed Vocational Nurses and Psychiatric Technicians, Peace Officer Standards and Training (POST), Standards and Training for Corrections (STC), Office of State Fire Marshal State Fire Training -SFT, Emergency Medical Services Agency (EMT) through Sierra Sacramento Valley EMS, The National Accrediting Commission of Career Arts and Science (NACCAS), and California Board of Barbering and Cosmetology.

2. MISSION

On March 11, 2009, the YCCD Board of Trustees approved the following Yuba College mission statement:

> Yuba College values a "student first" philosophy that emphasizes excellence in student learning and success; develops individual potential; and responds effectively to the diverse educational and economic needs of the community. As an open access institution of higher education within the California Community College System and as a gateway to the world, Yuba College embraces diversity and provides comprehensive quality educational program and student services.

The educational program prepares students for transfer to baccalaureate-granting institution, for entry into the job market, or for further career development. 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.

Yuba College is committed to promoting leadership and responsibility, encouraging a commitment to lifelong learning in all members of the college community and regularly reviewing its mission and effectiveness.

The Yuba College mission statement appears in the College Catalog, Yuba College Council Handbook, and on the Office of the President of Yuba College web site.

3. GOVERNING BOARD

The YCCD Board of Trustees consists of seven members elected by the voters from seven trustee areas and a non-voting student trustee. Board members are responsible for the quality and integrity of the institution and ensure the efficacy of the institution's mission. Consistent with the California Code of Regulation, Title 5, the Board exercises the right to be an independent policy-making body and reflects constituent and public interest in its activities and decisions, as exhibited through Board minutes. Trustees annually review and report individual interests in compliance with the State's Conflict of Interest Code.

4. CHIEF EXECUTIVE OFFICER

The current College President was appointed by the Chancellor of the YCCD and confirmed by the Board of Trustees on June 17, 2009, with the effective start date of July 1, 2009. The President's primary responsibilities to the institution are to ensure implementation of federal, state, and local statutes and regulations as well as Board policies; to efficiently manage fiscal and human resources; and to provide effective leadership to define goals, develop plans and establish priorities for the institution.

The Chancellor of the YCCD is appointed by and reports to the Board of Trustees. The current

Chancellor began on July 1, 2011.

5. ADMINISTRATIVE CAPACITY

Yuba College has 17 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose. Administrators cover many different areas and are responsible for all departments and programs at Yuba College.

6. OPERATIONAL STATUS

The College currently enrolls over 11,750 students annually in classes held weekdays, evenings, and weekends. Students are actively pursuing certificates, associate degrees, and/or transfer to four-year institutions, or have goals that include personal development, career enrichment, or remediation in basic skills.

7. DEGREES

Consistent with its mission, Yuba College offers Associate of Arts and Associate of Science degrees, as well as Certificate of Achievement and Certificate of Training acknowledgements. The majority of the College's course offerings are in programs that lead to degrees, as described in the College Catalog. The College Catalog contains a listing of degrees offered, course credit requirements, and unit length of study for each degree program.

8. EDUCATIONAL PROGRAMS

Yuba College offers educational programs consistent with the mission of the college, district, and California community colleges. All associate degree programs are at least two years in length. All courses fulfill the California Code of Regulations, Title 5 requirements. Course outlines contain student learning outcomes that are achieved through class content, assignments and activities, and are reviewed on a regular basis as part of the program review process. Completion of associate degree and general education requirements for the associate degree, articulation agreements with four-year institutions, and advisory committee oversight, ensure that degree programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to degrees offered.

9. ACADEMIC CREDIT

Yuba College awards academic credit based on the Carnegie unit standard, California Code of Regulations, Title 5, and on accepted practices of California community colleges. Detailed information about academic credit is published in the College Catalog.

10. STUDENT LEARNING ACHIEVEMENT

Programs and courses have defined and published Student Learning Outcomes (SLO) in the college catalog and within TracDat, an SLO tracking and strategic planning system. Programs and courses are regularly assessed through the curriculum and program review processes. Faculty ensure that students who complete programs have achieved the programs' outcomes no matter where or how the programs are offered. Eight adopted institutional SLO's build upon both program and course SLO's.

11. GENERAL EDUCATION

Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. All degree programs require the satisfactory completion of a minimum 21 units of general education courses to ensure breadth of knowledge and to promote intellectual inquiry. Courses that meet the General Education requirements complete an evaluation process through the College's Curriculum Committee affirming their quality and rigor.

12. ACADEMIC FREEDOM

Faculty rights, responsibilities, professional obligations, and autonomy are articulated in the collective bargaining agreement between the District and College faculty. Through established and documented governance processes of the College, YCCD respects that faculty have purview in academic matters. The Board of Trustee recognizes this through Board Policy and Administrative Procedure 4030 and Academic Employee Handbook.

13. FACULTY

Yuba College maintains a sufficient core of qualified, full-time faculty to support the College's educational programs. In fall 2011, there were 89.0 FTE full-time faculty and 66.5 FTE adjunct faculty. All faculty meet the California Community College minimum qualifications criteria for instructional faculty. Clear statements of faculty roles and responsibilities are stipulated in the faculty collective bargaining

agreement and in the Faculty Handbook. These responsibilities include, but are not limited to, participation in program review, leadership in curriculum development and review, student learning outcomes oversight and assessment of student learning.

14. STUDENT SERVICES

Yuba College provides a variety of services to students that meet the educational support needs of its diverse student population. Student Services have clearly defined program outcomes related to student development within the context of the college mission. Yuba College offers comprehensive student services at the Marysville Campus and Clear Lake Campus. Limited on-site services are available at Beale AFB and the Sutter County Campus.

15. ADMISSIONS

Yuba College adheres to admissions policies consistent with its mission and with the California Code of Regulations, Title 5, and facilitates the registration of students in classes. Information about admissions requirements is available in the College Catalog, schedule of classes, and on the College's website.

16. INFORMATION AND LEARNING RESOURCES

Yuba College has sufficient print and electronic resources (including full-text books and journals) to meet the educational needs of its students and to support all programs. Additional materials can be borrowed from Woodland Community College and, via interlibrary loan, from libraries throughout the country. Internet access is provided via a wireless network and in computer labs throughout all campuses.

17. FINANCIAL RESOURCES

The YCCD provides sufficient financial resources and an adequate funding base to support student learning programs and services at the College. To ensure financial stability, the District has adopted a fiscally conservative approach to budget management with an emphasis on maintaining adequate reserves. These policies are codified in Board Policies and Administrative Procedures.

Yuba College receives a budget allocation from the District. The College operates from a financially stable funding base, plans for financial development,

and identifies and uses financial resources to support its mission and educational programs.

18. FINANCIAL ACCOUNTABILITY

Yuba College demonstrates financial accountability through the findings of an independent public agency secured by the Board of Trustees to perform regular audits. In all fiscal matters, the College adheres to specific Board-approved policies and procedures governing the responsible allocation of funds to support educational programs and support services.

19. INSTITUTIONAL PLANNING AND DEVELOPMENT

Yuba College provides evidence of planning for the development of the institution through documents which reflect the identification and integration of human, physical, information technology and fiscal resources. The Institutional Effectiveness (IE) Model forms the basis for continuous improvement cycle and includes program reviews from academic, student services, and administration, in addition to reviews for district shared decision making review. Student Learning Outcomes are fully integrated into the IE Model and the results are incorporated into planning and decision making at Yuba College.

20. PUBLIC INFORMATION

Yuba College provides a Catalog, in both paper and electronic format, with precise, accurate, and current information concerning the following:

General Information
• Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
• District Information
• Accreditation
• College Goals, Mission and Philosophy
• Student Learning Outcomes
• Diversity Statement
• Programs and Services

Requirements
• Admissions
• Student Fees and Other Financial Obligations
• Degrees, Certificates, Graduation and Transfer

Major Policies Affecting Students
• Academic Regulations, including Academic Honesty
• Catalog Rights
• Student Right To Know - Public Law

- Student Code of Conduct
- Authority of Instructors
- Graduation Requirements
- Rights and Grievances, Complaint Procedures
- Refund of Fees

Addendums to the catalog are published when necessary and distributed via the college website and office of Admissions and Records.

21. RELATIONS WITH THE ACCREDITATION COMMISSION

Yuba College and the Yuba Community College District Board of Trustees provide assurance that the College adheres to the eligibility requirements, accreditation standards, and policies of the Commission. The College describes itself in identical terms to all accrediting agencies, communicates any changes in accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The College agrees to comply with Commission requests, directives, decisions, and policies and to make complete, accurate, and honest disclosures.

Yuba College affirms that it meets each of the eligibility requirements set by the Accrediting Commission of Community and Junior College.
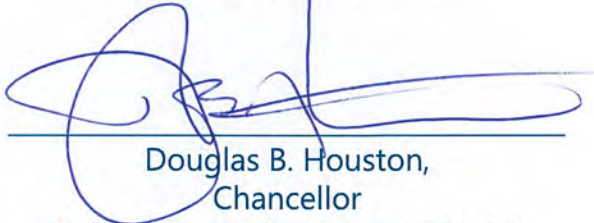
The Accreditation Self-Study Steering Committee has had ample opportunity to review and discuss the eligibility requirements for accreditaion. The committee agrees that Yuba College continues to meet the eligibility requirements for accreditation set by the Accrediting Commission for Community College and Junior Colleges (ACCJC) Western Association of Schools and Colleges (WASC).

Statement of Assurance
We hereby certify that Yuba College continues to comply with the eligibility requirements for accreditation established by the Western Association of Schools and Colleges.
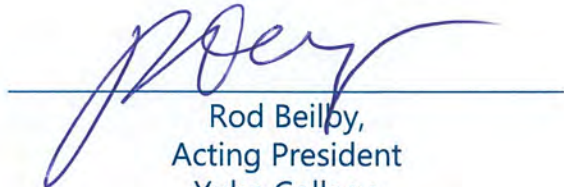
Brent Hastey,
President, Board of Trustees
Yuba Community College District
Date: August 10, 2012

Douglas B. Houston,
Chancellor
Yuba Community College District
Date: August 10, 2012

Rod Beilby,
Acting President
Yuba College
Date: August 10, 2012

Certification of Compliance with Commission Policies

Chapter E:
Certificate of Compliance with Commission Policies

1. Policy on Distance and on Correspondence Education
2. Policy on Institutional compliance with Title IV
3. Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
4. Policy on Institutional Degrees and Credits
5. Policy on Integrity and Ethics
6. Contractual Relationships with Non-Regionally Accredited Organizations

1. Policy on Distance and on Correspondence Education

- Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.
- Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

The Educational Master Plan for Yuba College highlights Distributive Education as part of enrollment management and articulates the need to systematically review the role of Distributive Education courses. All courses and programs are approved through the Curriculum Committee process, and ultimately the Board of Trustees. Programs are reviewed through the Program Review process as one of the components of the Institutional Effectiveness (IE) Model. Board Policies (BP) and Administrative Procedures (AP) delineate the process for which all courses are developed, approved, implemented and evaluated.

BP 4020 Program, Curriculum, and Course Development establishes that programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. Furthermore, these procedures shall include:
- Appropriate involvement of the faculty and Academic Senates in all processes;
- Regular review and justification of programs and course descriptions;

- Opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs.

AP 4105 (Distance Education) establishes a separate course approval process as articulated in BP 4020, and it also articulates certification of course quality standards, course quality determination, and instructor contact.

AP 4020 (Program and Curriculum Development) establishes procedures for course development and approval included courses proposed for distributive education. "If a new or revised course will have the option of being offered as a distributive education course, the Distributive Education Addendum must be appended to the course outline. When appropriate, they confer with department faculty district-wide." AP 4020 further articulates the program review development and review process for all curricula.

AP 4022 (Course Approval) outlines the process for regular Board notification and approval of new or revised courses.

The Yuba College Curriculum Handbook outlines the role of the Academic Senate and the Curriculum Committee in the development and approval of programs and curricula. "The Curriculum Committee is a standing committee established by the Academic Senate. It is responsible for ensuring the quality, currency, and planning of the curriculum of the College." The Curriculum Committee purpose statement includes: "(a) Recommends standards or guidelines for appropriateness of new course or educational program proposals for departments or disciplines; (b) Determines duplication or overlap of courses; (c) Determines technology and learning resources for traditional and distributive education course needs; and (d) Evaluates new degree and certificate program proposals."

The Curriculum Committee Membership includes the Dean of Distributive Education (DE). The Distributive Education Committee reports to the Curriculum Committee. Membership on the DE Committee includes: Dean of Distributive Education/Media Services (Chair), Faculty Chair Curriculum Committee one Counselor, one Clear Lake Faculty, and three Marysville faculty members. Its responsibilities include:
- Is charged with making recommendations on

policies and practices that will enhance the District's efforts to provide distributive education.
- Keeps abreast of current issues and trends in distributive education through participation in state and national conferences, regional meetings, and visits to selected campuses.
- Is charged with making recommendations to the Curriculum Committee on Distributive Education.
- The Distributive Education Subcommittee will have a standing agenda item at Curriculum committee meetings in which to make their report.

Section III of the Yuba College Curriculum Handbook outlines the steps for preparing the YCCD Yuba College Course Outline, including the Distributive Education Addendum to facilitate a separate review process for courses proposed for distance delivery.

The addendum augments Course Objectives, Student Learning Outcomes and calls for specification of Methods of Instruction and Assessment and an equivalent delivery of course content and evaluation using tools available online and via ITV technologies. In addition, The DE Addendum specifies how student-instructor contact will be accomplished. The DE Addendum must also specify how students with disabilities will be accommodated and how students will access course materials. As of fall 2012, the DE Addendum will be incorporated in the online CurricuNet course approval process.

> • Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

All courses offered through Distance Education are approved through the standard Curriculum Committee process and such courses are embedded within each academic department. As such, SLOs are required for all courses as part of the Course Outline of Record, which is approved through the Curriculum Committee and Board of Trustees. Articulated Student Learning Outcomes, as described in the approved course outline, are the same regardless of the method of course delivery. Therefore, all DE courses contain clearly defined and appropriate SLO's.

As of fall 2011, a data element was added to TracDat to report SLO assessment data collected via courses using distant delivery methods, including online and ITV. Faculty were asked to report assessment data

for distance learning courses and were requested to include in the Program Review Annual Report a comparative analysis of SLO data gathered for equivalent courses delivered via traditional and distance delivery as of 2011-12. The Yuba College Curriculum Committee and the Yuba College DE Committee will review the extent and substance of this analysis as part of the evaluation of program reviews submitted.

> • Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

Resources available to support assessment of course Student Learning Outcomes in online courses include the Blackboard Learning Management System (LMS) available district-wide. This LMS includes a variety of features to facilitate the learning process, student/ faculty and student to student interaction, quiz and assessment tools, tracking data to monitor individual student engagement, and grade-book management tools to facilitate the collection and reporting of student progress. In addition, student data is stored and retrievable to encourage comparative analysis. As of Fall 2010, all interactive television (ITV) courses were augmented with a Blackboard course shell to facilitate communication with students enrolled in ITV courses.

Faculty training in Blackboard is offered three times a year as an intensive, multi-day, hands-on, face to face training open to all faculty, staff and administrators. Training is conducted by an expert in Blackboard who is also certified as a Quality Matters trainer. In addition, periodic drop-in lab support is offered by Distributive Education staff.

Once or twice a year (dependent on funding), a faculty training course entitled "Instructional Design and Teaching Online," facilitated by an expert in instructional design, is offered to all fulltime and adjunct faculty. Upon completion of this training, faculty demonstrate best practices in instructional design for online learning by establishing an overall course template in Blackboard and completing at least one learning module in consultation with our expert in instructional design. This multi-modality course employs a cohort model and includes:
- a four week/four module online course on Instructional Design and Teaching Online.
- an initial face to face cohort kick-off workshop with the trainer/facilitator.

- two individualized virtual instructional design consultations using virtual conferencing software
- (optional) A concluding face to face meeting of the cohort to share progress, collaborate and to refine skills and best practices.

The Blackboard training and the 'Instructional Design and Teaching Online' training module support faculty mastery of the technology and best practices in instructional design, which extends the ability of faculty to adapt course content and student learning objectives to the distance learning environment.

Additional faculty support is provided by Distributive Education staff via email, phone, drop-in labs, and virtual desktop software. The YCCD eLearning website accessible via the portal through the college website provide additional support materials, video tutorials and links to professional resources.

Student support is provided by Distributive Education staff via email, phone, and virtual desktop software. In addition, students are encouraged to enroll in EDUC/MCOMM 40 "Introduction to Online Learning", a 1-unit online course designed to introduce students to digital literacy and online learning fundamentals.

- Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the Substantive Change process.

Yuba College is compliant with this requirement and submitted a Substantial Change Report for Distance Education on October 16, 2008.

- Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the Substantive Change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.

Yuba College is compliant with this requirement and submitted a Substantial Change Report for Distance Education on October 16, 2008.

- Institutions which offer distance education or correspondence education must have processes in place through which the institution

establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit1. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student's identification. The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity [34 CFR§602.17g].

BP 3720 (Computer Use) and AP 3720 (Computer and Network Usage) govern the use of campus computers and software. Students must log in through an individual authentication which includes their unique student ID number and an individual password every time they enter any distance education website. Examinations are offered through Blackboard and an additional Respondus LockDown software process. Proctored examinations for DE courses follow strict protocol on campus in designated testing centers.

BP 3720 and AP 3720, which are referenced above, apply to the use of the unique student identity number assigned to a student upon admission to the College. In addition, the integration of the learning management system with the Datatel/Colleague Student Information and Registration software addresses the accepted practice to authenticate that the student who is registered for the course is the student who completes the course. The following is a description of this software authentication process:

Each student, upon admission to the college, is assigned a unique Student ID generated by the Datatel/Colleague student information software. This ID is used for registration and tracking of student records. In addition, the Student ID is used to access WebAdvisor, MyCampus portal, email and the online learning management software. Upon registration for an online, web-enhanced or ITV course, Colleague authenticates the unique Student ID and password within the registration database and forwards that information to the learning management database where the Student ID and registration is authenticated again by a

separate authentication software integrated within the learning management system. Once the ID, password and course registration is authenticated, a student account is activated within the online course shell in the learning management system. Students registered for the course must use their unique Student ID and password to access content. The Student ID and password are authenticated each time a student accesses the course. Faculty receive a daily class roster electronically to validate on-going enrollment in each online or web-enhanced course. Students are cautioned on the Yuba College website and within WebAdvisor to secure their Student ID and to regularly change their password.

The Distributive Education Department coordinates a district-wide optional DE test proctoring service. This monitored testing service is provided by library personnel at the Marysville campus, the Clearlake Center, the Sutter County Campus and the WCC library. Students must arrive at the library during prescribed days and times, surrender backpacks and electronic devices, show ID and sign-in. Once they are validated as registered in the course, they are provided a copy of the printed test and must sit in a designated quiet area in line-of-site view of library personnel. Online tests are accessible within the learning management system and can be secured with Respondus Lockdown Browser but must be activated by a code administered by library personnel. Students are given a prescribed timeframe in which to complete the tests. Paper tests are returned to library personnel and secured in a locked compartment until forwarded to faculty. The Marysville campus Library administers approximately 700 DE tests per semester.

Respondus Lockdown Browser is available as a utility within Blackboard that faculty can enable if they chose to administer fully online testing or unsupervised testing using the testing tools within the learning management software. Respondus 'locks' an online test in place, thus preventing a student from leaving the online test environment.

Some academic programs require students to attend an on-campus supervised test, which is administered on a specific day and time by faculty. The Nursing and the Mathematics departments employ this method to ensure academic integrity of the testing process.

Yuba College Distributive Education does provide for off-site proctored testing for students who do not reside in the area. Students must identify a proctor who must sign an affidavit and be approved by faculty or the Distributive Education personnel in advance of the testing period.

2. Policy on Institutional Compliance with Title IV

- Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education.

Yuba College is in compliance with Title IV regulations, including consistently monitoring loan default rates. Yuba College has presented this information to internal constituents and conducts annual audits related to financial aid.
- Two-year cohort official default rate
  - 2005   8.6%
  - 2006   12.3%
  - 2007   7.9%
  - 2008   9.1%
- Two-year cohort draft default rate:
  - 2009   13.5%
- Two-year cohort official default rate:
  - 2009   13.2%
- Three-year cohort draft default rate:
  - 2009   18.6%
- Two-year cohort draft default rate:
  - 2010   22.1%

3. Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

- Advertising,   Publications,   Promotional Literature

1. The official name, address(es), telephone numbers and website of the institution are on page one of the 2011-12 Catalog. Additional phone numbers can be found on the inside cover of the catalog and on page 10 of the 2012 Spring and 2011 Summer/Fall Schedule of Classes. They are also printed on the front of the Summer/Fall 2011 Schedule of Classes and the Spring 2012 Schedule of classes.
2. The College's Vision, Mission, Diversity and Non-discrimination Statement are on pages 12 and 13 of the 2011-12 catalog. The open enrollment policy is on page of

the Summer/Fall 2011 Schedule of Classes and the Spring 2012 Schedule of Classes. Entrance requirements are spelled out on pages 21-27 in the course catalog, on pages 4-6 in the Summer/Fall 2011 Schedule of Classes, and on pages 5-7 in the Spring 2011 Schedule of Classes.

3. On pages 56-59 in the 2011 Summer/Fall Clear Lake Campus Schedule and on pages 49-52 in the Spring Clear Lake Campus Schedule all certificates and the required sequence and frequency are listed on page 10 of the Yuba College Summer/Fall and Spring Schedule state the basic information on programs and courses. Pages 41-45 of the catalog also describe the required sequence for course offerings.

4. Requirements for earning a degree, certificate and/or program completion are listed on pages 46-48 of the catalog. A chart on pages 57-58 of the 2011-12 catalog lists degrees and certificates and whether a student can earn an AA, AS, Certificate of Achievement or a Certificate of Training.

5. The 2011-12 Catalog lists all Academic Faculty and Administrators and their degrees on pages 177-182.

6. Facility information is posted to the college's web site – yc.yccd.edu

7. Rules and Regulations for conduct are spelled out in the Student Code of Conduct which is housed in the office of the President. It also referred to on pages 31, 32 and 43 of the 2011-12 Catalog and available on the college website.

8. The Academic Freedom Statement is on page 11 of the 2011-12 Catalog and available on the college website.

9. Fee and expense information is listed on page seven of the Summer/Fall 2011 Schedule of Classes, and on page four of the Spring Schedule of Classes, and on pages 25, 27 and 28 of the 2011-12 Catalog.

10. Financial aid information is listed on pages 4, 6, 7 8, 9, and 104 of the Spring 2012 Schedule of Classes and in pages 4,6,7,8 and 131 of the Summer/Fall 2011 Schedule of Classes. Financial aid information is also available on pages 29-30 of the 2011-12 Catalog.

11. Refund information is listed on page seven of the Summer/Fall 2011 Schedule

of Classes, on page four of the Spring 2012 Schedule of Classes, and on page 28 of the 2011-12 Catalog.

12. Policies regarding credit transfers are listed on pages 65 and 66 of the 2011-12 Catalog.

13. The College's Non-discrimination and Diversity Statement are on pages 12 and 13 of the 2011-12 Catalog. It is also listed in Spanish on the inside cover of the catalog and on page one of both the Summer/Fall 2011 Schedule of Classes and the Spring 2012 Schedule of Classes. There is also a Student Publication Notice with OCR information on page 105 of the Spring 2012 Schedule of classes and on page 132 in the Summer/Fall 2011 Schedule of classes.

14. Locations of other important publications are listed throughout the 2011-12 Catalog, based upon the topic and reference.

15. Members of the Governing Board are listed on page seven of the 2011-12 Catalog.

16. The Accredited status is listed on page 11 of the 2011-12 Catalog and under the specific discipline or program that receives a unique accreditation, such as Radiologic Technology, as shown on page 159.

• Student Recruitment

Student recruitment is done by a qualified Outreach and Recruitment Specialist who is well versed and trained in the College's admission policies and procedures and financial aid. She assists students with the registration process and proctors the placement exam in the high schools. She is employed by Yuba College and provides impartial and balanced admission information.

• Representation of ACCJC Accredited Status

Yuba College uses its ACCJC Accredited status primarily within the context of the course catalog and when referencing specific programs that are accredited by an accrediting body specific to that program.

4. Policy on Institutional Degrees and Credits

• 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 Administrative Procedures 4100 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 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."

- An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectation 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 page 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 two 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..."

- At the time of an Educational Quality and Institutional Effectiveness Review (formerly Comprehensive Review), the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit-hour conversion formula. The commission will make a reasonable determination of whether

the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and methods. If, following the review, the Commissions finds systematic non-compliance with this policy or significant non-compliance regarding on or more programs at the institution it must take appropriate action and promptly notify the U.S. Secretary of Education (34 C.F.R. §602.24 (f) (1),(2); §668.8(l)(2).).

Yuba College will comply with this regulation. Relevant policies, citations, handbooks, catalogs, policies, and procedures will be available for verification. These include AP 4100 (Graduation Requirements for Degrees and Certificates), Yuba College Catalog, and Curriculum Committee Handbook. Germaine sections from California Code of Regulations Title 5 will also be available. All of these resources will reinforce the definition, and more importantly, the use, of this information in the practice of determining a unit of credit, degree requirements, and academic integrity.

5. Policy on Integrity and Ethics

To assure clarity and accuracy to all persons in regards to admission, student services, fees, financial aid, etc. all pertinent information is posted in all of Yuba College's Schedule of Classes and Catalogs. Many brochures and information posted to the web site also re-state the policies and procedures. Board Policies and Administrative Procedures are posted on the District website, which is easily accessed through the Yuba College website.

In addition, the process for resolving violations, and the appeal process, and information regarding Student Right To Know is clearly stated in the 2011-12 course catalog on page 32, with the Student Right to Know posted on page 98 of the Spring Schedule of Classes and on page 125 of the Summer/Fall 2011 Schedule of Classes. AP 5530 (Student Rights and Grievances), AP 7216 (Academic Employees: Grievance Procedure), Academic Employee Handbook, Classified Staff Handbook, and individual collective bargaining agreements all contain processes for complaints and resolving such complaints.

6. Contractual Relationships with Non-Regionally Accredited Organizations

- When an institution contracts certain functions to a related entity, the institution is responsible

to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, educational quality and institutional effectiveness review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

The Contract should:

• Be executed only by duly designated officers of the institution and their counterparts in the related entity. While other faculty and administrative representatives will undoubtedly be involved in the contract negotiations, care should be taken to avoid implied or apparent power to execute the contract by unauthorized personnel.

Yuba College contracts with an outside agency for cosmetology instruction. Each year a contract is reviewed and negotiated between Sutter Beauty College (SBC) and the Yuba College President and Vice-President and Career Technical Education Dean. Any changes in the contract are reflected in the Sutter Beauty College Handbook. Once a contract is agreed to it is presented to the YCCD Board of Trustees for approval.

• Establish a definite understanding between the institution and the related entity regarding the work to be performed, the period of the agreement, and the conditions under which any possible renewal or renegotiation of the contract would take place.

All work to be performed is set forth within the contract, which is then reviewed each year and renegotiated in good faith with the total amount of funding based upon a finite number of semester units each academic year. This contract is in place and approved by the YCCD Board of Trustees under AP 4610 (Instructional Service Agreements).

• Clearly vest the ultimate responsibility for the quality and academic integrity of performance of the necessary control functions for the educational offering with the accredited institution granting credit for the offering. Such performance responsibility by the credit-granting institution would minimally consist of adequate provision for review and approval of work performed in each functional area by the related entity, and provisions for ending the contract if the work performed does not meet the institution's requirements, which should include adherence to all the Eligibility Requirements, Accreditation Standards, Commission policies, federal laws and regulations.

The Yuba College Dean of Career and Technical Education reviews the Sutter Beauty College monthly performance and reviews the status of each student's academic performance. These reviews allow for review of work performed as set forth in the contract. Site reviews by the Yuba College Dean are conducted on a quarterly basis to discuss details with Sutter Beauty College personnel and talk with students. Faculty evaluations occur according to YCCD standards. Student interviews allow for an informal check on student progress in addition to the SBC records that are provided each month on student progress.

• At a minimum, clearly establish the responsibilities of the institution and the related entity regarding:

1. Indirect Costs: Determined by Sutter Beauty College (SBC)
2. Approval of Salaries: Determined by SBC, per contract
3. Equipment: Determined by SBC, per contract
4. Subcontracts and Travel: Determined by SBC, per contract
5. Property Ownership and Accountability: Determined by SBC, per contract
6. Inventions and Patents: NA
7. Publications and Copyrights: NA
8. Accounting Records and Audits: Yuba College issues after confirmation of student completion
9. Security: Determined by SBC, per contract
10. Termination Costs: SBC responsibility per contract
11. Tuition Refund: YCCD drop policy
12. Student Records: SBC responsibility per contract, YCCD enrollment records and transcripts maintained
13. Faculty Facilities: Determined by SBC, per contract
14. Safety Regulations: Determined by SBC, per contract

15. Insurance Coverage: Required by SBC, per contract

- Be formally reviewed by the Commission's Committee on Substantive Change prior to the execution if the contractual relationship, more than 25% of one or more of the accredited institution's educational programs is to be offered by the non-regionally accredited organization (34 C.F.R. 34 S602.22 (2) (vii.).

Yuba College has been offering the Cosmetology program and courses continuously since 1972. Yuba College is in compliance with the Substantive Change Policy.

Response to
2005 Recommendations

Chapter F:
Response to 2005 Recommendations from ACCJC Site Visit

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

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

Recommendation 1:
Improving Institutional Communication

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

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

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

"To propose and review ideas that will enhance, improve and encourage communications between campuses and centers. The team will

then create a plan and implement it within the constraints of budget and staffing."

The Project Team completed this task by April of 2006 and made the following recommendations:
*   Introducing internally and externally oriented newsletters, bulletins and websites,
*   That listserves be modified to target audiences appropriate to various types of communications,
*   That graphic unity be established for each of the campuses to provide uniformity and professionalism in communication,
*   That the website, and each of its sub-sections, be updated at stipulated intervals to ensure currency,
*   That inter-site transmissions, such as Tandberg, be available in more rooms, on larger screens, and in a more audible manner to the audiences of all the campuses,
*   That minutes of all committee and project team meetings be posted on the website. Most committees now provide minutes in this format.

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

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

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

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

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

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

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

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

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

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

Recommendation 2:
Research, Planning, and Evaluation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommendation 3:
Utilization of Program Review

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

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

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

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

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

increase program enrollments.

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

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

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

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

Recommendation 4:
Evaluation

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

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

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

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

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

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

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

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

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

In conclusion, the enhancement of research functions (See Recommendation #2) at Yuba

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

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

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

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

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

Recommendation 5:
Student Learning Outcomes

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

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

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

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

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

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

Recommendation 6:
Program Reviews/Educational Planning

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

6A Yuba College Status Reported in 2008 Midterm Report

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

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

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

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

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

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

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

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

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

6B Yuba College Status as Reported in Midterm Report (2005-08)

The Institutional Effectiveness (IE) Model is fully developed and implemented at Yuba College. Each program review component (academic, student services, and administration) had their own handbook, but these were consolidated into one IE Handbook in 2011 to improve efficiency and the relationship with the planning process. The academic program review process now includes formal feedback from

the Curriculum Committee, Academic Senate, and the Vice President of Academic and Student Services. Planning committees, like the Faculty Staffing Committee and Perkins IV/CTE Local Planning Team, utilize the program review recommendations as the first level basis recommendations under their purview.

Recommendation 7:
SLO Process/Student Support Services

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

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

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

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

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

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

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

Student Service SLOs have been developed through several targeted workshops and the resulting data has been used in Student Services Program Review as part of the IE Model for Continuous Improvement. These meetings have included several areas within student services, as it was decided to develop SLOs based upon similar areas of service. The 2011 fall convocation activities culminated in a focused discussion on using the accumulated data to improve services and functions within student services. The collaborative approach has yielded alliances between previously distinct departments such as Counseling, Veterans Affairs, CalWorks, and Disabled Student Programs and Services. Representatives from each student services area brainstormed shared goals

amongst each department as they pertained to students' relationship building, collaboration, diversity (knowledge skills and abilities), and information competency. Core abilities for student learning within student services were listed and examples of action verbs were presented to practitioners. SLOs using verbs that captured overt behavior and were pertinent to what students would be able to do in the life roles outside of Yuba College were discussed in targeted workshops. As a result, authentic and measurable SLOs were deveopled for student services that map to the eight instituional SLOs. The student services arena is one of the few areas on campus to move deeper beyond the eight institutional and program SLOs in designing their own categories that fit several programs who provide similar services, yet ultimately relate to the institutional SLOs.

Recommendation 8:
Biases in Placement Testing

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

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

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

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

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

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

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

Recommendation 9:
Library/LRC – Student Learning Outcomes

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

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

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

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

1. Use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information. Students will demonstrate the ability to use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information. To be measured by successful submission of the research paper submitted in the English 1A class and to be scored using a rubric.
2. Students will be able to (1) define and classify types of intellectual property, (2) explain the ethical and legal ramifications of plagiarism, (3) discuss how social issues of privacy relate to gathering and using certain information, and (4) explain the reasons for knowing who funds studies, surveys, and other data collection

and how such funding can produce a conflict of interest in gathering information. To be measured by a pre and post test that will be used to assess changes in students understanding of the ethical, social, and legal issues surrounding use of information. The pre-test will be given as part of the orientation/ placement process and the post-test with the graduation petition.

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

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

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

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

Recommendation 10:
LRC Program Review

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

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

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

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

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

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

Recommendation 11:
SLOs in Evaluation Process

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

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

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

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

11B Update on Status Since 2008 Midterm Report

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

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

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

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

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

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

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

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

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

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

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

Recommendation 13:
Total Cost of Ownership; Facilities & Equipment

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

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

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

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

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

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

Recommendation 14:
Facilities Master Plan

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

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

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

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

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

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

Recommendation 15:
Technology Training

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

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

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

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

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

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

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

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

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

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

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

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

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

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

targeted the use of technology in teaching.

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

Recommendation 16:
Staffing; Information Systems

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

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

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

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

Recommendation 17:
Retiree Health Benefits Liability

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

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

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

Updated IT Positions

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

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

The projection of staffing needs and priorities in the field of Information Technology is fairly fluid, as technologies change, titles change, and the

maintaining retiree programs, investment programs, and other programs, including this Retiree Health Benefit Program.

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

Recommendation 18:
Governance Structures and Effective Communication

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

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

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

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

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

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

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

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

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

Institutional Effectiveness & Communications: The district-wide Institutional Effectiveness (IE) model serves to formally link continuous improvement with communications. Where planning and evaluation cycles follow the stipulated model (which is increasingly the case), planning and evaluation in Academic Program Review (for example) informs planning and evaluation in Student Services Program Review - and vice versa. The areas included in the IE model are bulleted below:
- Academic Program Review
- Student Services Review
- Administrative Services Review
- District Image/Marketing Review
- Planning and Shared Decision-Making Review
- Outcomes Assessment (District/College driven)

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

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

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

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

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

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

Summary: Communications, both formally and informally, have improved at Yuba College as well as between/among the colleges and centers within the District. The Continuous Improvement Cycle includes communication as an integral component of its operation. Professional development is provided at the beginning of each academic year to each college or district committee with veteran leaders/members sharing knowledge and experiences

with newer members. Associated documents with training information are also updated annually. Part of this professional development involves an emphasis of two-way communications between (a) committee members and their constituents and (b) among various members of the shared decision-making bodies.

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

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

Recommendation 19:
Staff Development per Collegial Governance

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

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

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

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

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

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

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

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

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

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

| 2005 Accreditation Planning Agenda | | | | |
| Reviewed by the YC Council on June 7, 2011/September 6, 2011/October 25, 2011 | | | | |
Planning Agenda 2005		Timeline	Responsibility	2012 Status
Institutional Mission I-A				
IA3 - Institution Reviews Mission Statement	The District needs to develop a schedule for the regular review of the *Mission Statement* through the shared governance process, and report the results of that review to the Board of Trustees (as an information item if no changes are needed, or for approval if changes are recommended).	2005-2006	District Council	· Completed by College Council in 2008-2009 · Reviewed every four years
Institutional Effectiveness Standard I-B				
IB2 - Institution Sets and Articulates Goals	The *Educational Master Plan (EMP)* needs to be fully implemented. Oversight for the implementation of the *Educational Master Plan (EMP)* will be the responsibility of the Assistant Superintendent and the Vice President of Instruction working collaboratively with the Academic Senate and other campus groups. While the Assistant Superintendent will ensure that movement is being made toward goal completion, the District Council will serve as the body that will formally receive reports on the progress made with regard to accomplishing the stated goals.			· Completed 2010-11 as starting document · On-going and to be revised as Board of Trustees develops new Strategic Directions in 2012-2013
IB3 - Institution Assesses Progress toward Goals	The District should develop a plan to determine both the institution's research needs and the means necessary to their achievement. Such a plan must define immediate, ongoing, internal, and external data and research objectives.	2006-2007	Newly established Institutional Research Project Team	· Director of Research, Planning, and Student Success hired 2009 · Research agenda developed in 2011
IB4 - Input and Evidence Central to Planning	District leadership needs to find ways to both measure and communicate the recommendations and outcomes of the committee process. Information and recommendations from these committees must be better communicated to the District and/or Site Councils and , from there, find an audience with the President's Executive Staff and Board of Trustees. In addition, to be identified to either better involve or communicate with students regarding campus goals, planning, programming, evaluation, and outcomes need to be identified.	2005-2006	District Council	· Director of Research, Planning, and Student Services hired 2009 · ACCJC follow-up report 2009 · IE Model implemented 2007 · YC Council implemented Committee reporting plan 2009-10 · ASYC members need to communicate with students
IB5 - Assessment Results Communicated to Constituencies	An institutionally driven research plan (agenda must be developed to synthesize and grow current research efforts). See Planning Agenda for Standard B3.			· Director of Research, Planning, and Student Services hired 2009 · Research agenda developed in 2011
IB6 - Institution Reviews Planning Process/Cycle	See Planning Agenda for Standard B3.			· Director of Research, Planning, and Student Success hired 2009 · Research agenda developed in 2011 · IE Model fully implemented
IB7 - Institution Assess its Evaluation Mechanisms	Assessment of evaluation mechanisms needs to be built into the development of a research			· More accountability on evaluations though IE process · 2009 midterm follow-up report addressed evaluating committees and shared grievance assessment

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Planning Agenda 2005	Timeline	Responsibility	2012 Status	
Student Learning Programs Standard II-A				
IIA1a - Programs Meet Identified Student Needs	1. The College needs to systematically define Student Learning Outcomes (SLOs) to determine if these outcomes are being achieved, to identify assessment methods, and to make improvements as a result of these assessments. 2. The emergence of an SLO-based paradigm underlines the District's need for both a formal research agenda and research plan.	Beginning 2004-2005 - Ongoing	Academic Senate, Curriculum Committee	· SLO committee continues work on SLO development and implementation · SLO Coordinator hired 2011 · Incorporation of SLO into Course Outline of Records in 2009
IIA1b - Methodology Meets Curricular Objectives	Three planning agendas have been defined for Distributive Education in the *Educational Master Plan*. The first addresses decisions to be made with regard to the future scope of DE, its relationship to in-class instruction, and how to best support students. The second focuses on improving the quality of origination and transmission of ITV courses. The third deals with developing an evaluation mechanism to ensure that the quality of instruction through DE is comparable to that of in-class instruction. These agendas can found in the matrix section, pages six and nine of the Educational Master Plan (EMP) Executive Summary.			· DE Program Review 2012 identifies further areas of study · DE Dean hired 2008 · Research and Planning for future structure of DE conducted 2011-12
IIA1c - Institution Identifies/Assesses Student Learning Outcomes	See Planning Agenda for Section A-1a			· SLO committee continues work on SLO development and implementation
IIA1d - Institution Assures Quality/Improvement of Programs	Many of the processes designed to assure the quality and improvement of instructional courses and programs are newly revised and will be monitored to evaluate their effectiveness. The College needs to ensure that courses delivered through Distributive Education are comparable to that of in-class instruction (See the Planning Agenda for Standard A1b)			· Student IE2 evaluation form for DE added 2008 · DE Program Review 2012 · DE Dean hired 2008
IIA2a - Established Procedures used in Design/Evaluation of Programs	The District would benefit from faculty input into the philosophical and operational direction of non-credit programs. No formal planning agenda is suggested at this time, but may be developed as the Educational Master Plan is updated each year.			· Vice Chancellor presentations to Academic Senate 2010-11
IIA2b - Faculty & Advisory Board Central to Occupational Competencies	The Standard A1a planning agenda addresses the development and assessment of SLOs. Planning and professional development will be provided with the implementation of an outcome-based institutional effectiveness/assessment model.			· Minimal progress · Need more communication to all parties and coordination with HR
IIA2c - Instruction Meets Quality Standards	One of the goals identified in the *Educational Master Plan* is that the District must determine the scope and the nature of its economic development activities (See, II-10, P. 116). A planning agenda is outlined in this document.			· SBDC Administrative Review · Yearly Board presentations and direction · Alternative funding for staffing began in 2010
IIA2d - Methodologies Reflect Student Diversity	The District needs to determine the breadth and focus of Distributive Education, both the long-term plans and the costs and benefits to be incurred from further investing in this medium. The planning agenda in Standard A1b references the three Distributive Ed Planning agendas identified in the *Educational Master Plan*.			· DE Plan submitted to administration 2007 · DE Dean hired 2008

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	Planning Agenda 2005	Timeline	Responsibility	2012 Status
IIA2e - Institution Evaluates Student Learning Programs	1. As Student Learning Outcomes are embraced by the institution, these will need to be incorporated into both programs and course reviews. 2. Future Program Reviews will need to be conducted with more external validation. Some of this had been provided through surveys and needs assessments conducted in support of the *Educational Master Plan*. These suggestions will be incorporated into the periodic program curricula review process.			- Program Review Handbook Revision 2010 - SLO Committee formed 2009 - Program Review validation by Curriculum Committee began in 2006 - Program Review presentation to Academic Senate began in 2010 - Vice Presidents office feedback from Program Review began in 2010 - IE Model and feedback improves the process
IIA2f - Continuous Improvement of Academic Programs	As the District adopts more measurable student learning outcomes, evaluation of courses will become increasingly based upon data and survey results.			- SLO Committee - Director Research Planning & Student Success hired 2009 - Research agenda developed 2011
IIA2h - Credit Linked to Achievement of SLOs	Planning and professional development relating to outcomes-based learning are part of the Planning Agenda outlined previously for the development of SLOs. This effort should be inaugurated during the 2005-06 academic year and continued thereafter.			- Program Review Handbook revision 2010 - FLEX activities linked to Board Strategic Goals and SLOs 2010 - SLO, incorporated into Program Review and Course Outline of Record for all courses and programs
IIA2I - Awarding of Degrees/ Certificate Linked to Achievement of SLOs	The District is currently engaged in the process of defining SLOs and determining the processes for their implementation and assessment (see Planning Agenda A1a).			- SLO Committee created - Student Services SLO complete - More communication to parties involved
IIA3 - General Education Component Critical to All Programs	SLOs will be introduced into the General Education curriculum as part of the process of developing SLOs as described in A1a.			- SLO Committee created - SLOs incorporated into Program Review and Course Outline of Record for all courses and programs
IIA3a - General Education - Comprehensive Learning Outcomes	As part of the SLO development process (described previously), determine which courses to pilot utilizing a Student Learning Outcomes methodology.			- SLO Committee created
IIA3b - Life Long Learner Skills Emphasized	The development of measurable Student Learning Outcomes in the areas highlighted in this standard will be a challenge that should be addressed over the next six years.			- Minimal progress and non-core courses reduced due to budget

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	Planning Agenda 2005	Timeline	Responsibility	2012 Status
IIA4 - Degree Programs include Focused Study in Discipline	In order to evaluate and plan for the educational needs of the District, Yuba College's *Educational Master Plan* (EMP) was approved in July of 2004. This document outlines the plans for continual development through goal-setting and evaluation of all areas of study, which will effectively ensure that individual degree programs continue to offer focused areas of inquiry, and that general education offerings continue to provide an interdisciplinary core of study for all students who are in a degree program or looking to transfer to a four-year university. Through the collection of internal and external data, the *Educational Master Plan* Project Team can evaluate and plan for the future needs of the district.			· College Council Planning Agenda developed 2009 · EMP created 2010-11
IIA5 - Occupational Competencies Meet Employability Expectations	In some vocational programs, measures external to the program need to be developed to ensure that competencies are met.	2006-2007	Director of Institutional Effectiveness	· Individual advisory board meetings · Yuba-Sutter Business Development Consortium
IIA6 - Institution Provides Clear/Accurate Program Information	As with many areas of the District's operations, the professional development of staff is critical in ensuring that new information is, first, understood and finally, conveyed to students. The communication channels, such as the District's website, are reporting the information, although many faculty are not accessing it.			· IE Model implemented to survey/measure communication as part of shared governance evaluation · YCCD Portal 2010 · Flex Committee revisions 2010-11
IIA6c - Catalog/ Publications are Clear and Accurate	The District needs to develop a plan to ensure that all publications, no matter where created, adhere to acceptable District standards to ensure that the District represents itself clearly, accurately, and consistently to the public.	2005-2006	Public Information Officer, Enrollment Management Committee	· College Access & Awareness Committee created 2009 · PIO Publication Standards · Hired Director of Government & Public Relations · Catalog Review Committee through Curriculum Committee 2011-12
Board Academic Policies made Public	A unified policy on academic freedoms and responsibilities should be developed through normal shared governance vehicles and completed during the 2006-2007 academic year (following contract negotiations.)			· Incorporated into YCFA Contract 2005 · Incorporated into Academic Employee Handbook

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	Planning Agenda 2005	**Timeline**	**Responsibility**	**2012 Status**
Student Support Services Standard II-B				
IIB2d - Locations or Publications where other Policies may be found	Continuing development of the website should occur.	2004-2005 ongoing	Webmaster	· College Access & Awareness Committee formed and changed with marketing aspects 2009 · YC Portal launched 2011
IIB3 - Learner Support Needs Research/Identified	Data sets to measure student development and Student Learning Outcomes need to be defined. These need to be infused into the Institution's overall research plan.	2006-2007	Director of Institutional Effectiveness	· Director of Research, Planning, and Student Success hired 2009 · SLO Committee formed · Basic Skills Initiative Committee 2007 formed due to identified need
IIB3a - Student Services Ensure Equitable Access	The *Educational Master Plan*, completed fall 2004, documents the particular needs of each campus and site and provides for some general recommendations for student services throughout the District. Two goals, while abbreviated here, are worth noting: · The District must develop a faculty staffing plan, an assessment must be made of which positions should be automatically replaced when retirement and resignations occur. **Responsible Party:** Faculty Staffing Committee · An analysis must be conducted of the appropriate non-faculty staffing needed to provide programs and services to best serve the District's students and service area. **Responsible Party:** Director of Human Resources	2005-2006		· Faculty Staffing Committee upgraded evaluation matrix (Yearly since 2006) · Minimal hiring due to budget situation · Educational Master Plan developed minimum staffing levels (2010)
IIB3b - College Environment Encourages Life Skill Acquisition	The *Educational Master Plan (EMP)* has clear recommendations for development of "Campus Life" for the Woodland and Clear Lake Campuses. The EMP recommends that students involved in student government have the opportunity to travel to the largest campus in Marysville to meet with a comprehensive student council, comprised of members of all three campuses. In addition, the provision of courses on student government was a recommendation for students at the Clear Lake Campus.			· Woodland Community College receives full accreditation (2008) · Multi-College Transition Project Team developed in 2009 to address remaining transition issues. · Campus Life Coordinator eliminated and assumed by director of College Access & Awareness/Public Information Officer · Clear Lake Associated Students (CLAS) remains strong organization
IIB3c - Counseling and Academic Advising	Professional Development support is needed to provide Counseling faculty and staff with opportunities to further implement the Student Development Model and to integrate a Student Learning Outcomes approach to this model.	2005-2006	Dean for Student Development	· Professional Development funds incorporated into YCFA contract 2005 · BSI Committee adds professional development funds to yearly budget plan 2007 · Convocation activities sponsored by BSI committee to address Student Learning (yearly since 2009)
IIB3d - Student Appreciation of Diversity	Define, collect and analyze necessary data sets and continue surveying various constituencies to determine outcomes. This effort will be part of the Planning Agenda outlined in Standard B3.			· Full implementation of IE model · Research agenda developed 2011

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	Planning Agenda 2005	Timeline	Responsibility	2012 Status
IIB3g - Evaluation of Student Support Services	The Program Review process, especially in fall/winter of 2002-2003, was hurried and staff did not have the time available to design a data-driven methodology for each division. It would be a good approach to infuse the precision and date employed in the 2000 Program Reviews, adapt this precision and data to the current and forthcoming Program Review process, and work with the academic areas to define Student Learning Outcomes - such as has been proposed by the Dean of Student Development.	Begin 2005-2006/tied to institutional efforts to develop SLO model and process	Vice President, Student Services	- IE Model developed and implemented - Program Review Handbook updated to include timeline, feedback, and presentations to Curriculum Committee and Academic Senate - Administration of Program Review delegated to Yuba College from District Office in 2008 - Director of Research, Planning & Student Success reviews annual updates and provides feedback starting in 2010 - VP reviews and provides formal feedback 2010

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	Planning Agenda 2005	Timeline	Responsibility	2012 Status
	IILibrary & Learning Support Standard II-C			
IIC1a - Educational Equipment and Materials	The *Educational Master Plan (EMP)* includes the following goal/planning agenda: The District must assess the needs of the Library, Learning Resources Center, and develop plans to address them.	2004-2005 Assess Needs 2005-2006 Develop Plan	Dean of the Library	· LRC Program Review · Hiring of 2nd librarian 2009 · Retirement of one librarian and budget crisis prevents backfill · Remodel of LRC in 2012-13 will address many of the identified needs · Construction of new Clear Lake Student Center to include Library (2011-12)
IIC1b - Student Instruction Provided in LRC Usage	An overall plan for future development of all resource centers should be conducted. This plan should consider staffing, equipment and materials needs in relationship to on-line resources and the ability (or convenience) of students to use these alternative resources. Faculty, staff, and administration should participate in this planning session. The planning agenda for C1a will begin to address these issues, as will EMP plans for general institutional staffing, equipment, and distributive education.			· Included as one of the five "Area of Emphasis" in the revised EMP 2010 · Librarian hired 2009 moves to electronic resources for students · Remodel of LRC in 2012-13 will address many of the identified needs · Construction of Clear Lake Student Center to include Library 2012-13
IIC2 - Evaluation of Library/LRC	Both the library staff and those responding to the comprehensive survey have indicated that the LRC's needs, like many throughout the District, have been overlooked for too long. Perhaps within the framework of the proposed bond issue, or through a focused planning process, the District needs to assess and respond to the needs highlighted in various reports over the last four years. The Planning agenda identified in Standard C1a provides a starting point for addressing these concerns.			· Measure J remodel of LRC will address Physical resources · Program Review of LRC identified needs, many of which continue to be unmet due to budget circumstances.

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	Planning Agenda 2005	Timeline	Responsibility	2012 Status
Human Resources Standard III-A				
IIIA1a - Employment Criteria Publicly Available	The District needs to provide more professional development in the area of equal opportunity through (a) ongoing training for current EEOC officers, and (b) group training for administrators, faculty and staff to integrate EEOC concepts into the District's culture.	2004-2005; Ongoing	Director of Human Resources	· Multiple EEO Trainings offered · District Management Council Provided with training · Student Equity Plan adopted by the Board of Trustees (2007) · Diversity Plan adopted by Board 2009-10
IIIA1b - Personnel Evaluation Process	Evaluation: Evaluations need to be administered with regularity to all employee groups. A mid-year follow-up on "recommendations" stemming from an individual evaluation should be conducted.	Currently being addressed. Ongoing monitoring of processes	Human Resources and Area Managers	· Evaluations included in new YCFA, CSEA and YCAFT contracts · Management Handbook implemented 2008 for management evaluations · In August of every year, HR office sends a list of all staff to be evaluated · Deans form union and ratify contract 2012
IIIA1c - Outcomes-based faculty Evaluation	Planning relating to Student Learning Outcomes (SLOs) is described in more detail throughout Standard II. With the implementation of SLOs faculty evaluation processes will need to be negotiated to include progress toward or achievement of identified Student Learning Outcomes.			· SLO's are incorporated into Title 5 Curriculum Course Outlines of Recorded · These are included as part of a faculty members professional responsibilies for which they are responsible under the six items of Evaluation in the YCFA Contract · An evaluation that includes SLO endorsed by YCFA 2011
IIIA2 - Sufficient Staffing: Faculty Staff and Administration	As the District moves toward becoming Multi-College, determine needs and timelines for providing all levels of staffing at the Woodland Campus as it continues to move toward separate college accreditation status by Fall 2007. Employee demographic statistics gathering needs to be an on-going process so comparisons to community colleges statewide can be made periodically, and so that the College can utilize data in assessing its own strengths, weaknesses, and opportunities for development.	2005-2007	Director of Human Resources	· Staffing plan developed through Chancellors Executive Team in 2006 · Budget reductions prohibit full implementation
IIIA2 - Sufficient Staffing: Faculty Staff and Administration	The three planning agendas that follow have been identified in the *Educational Master Plan*. The District must develop a faculty staffing plan that addresses the long-term need for both new and replacement faculty. The plan should address needs district-wide, taking into consideration growth projections at District sites and future faculty retirements at those sites. An assessment must be made of which positions should be automatically replaced when retirement and resignations occur.	2004-2005 Begin Developing YCCD Faculty Staffing Plan 2005-2006 Complete, Publish, and implement YCCD Faculty Staffing Plan	Faculty Staffing Committee	· EMP Adopted 2010-11 · DCC Budget Subcommittee currently creating an allocation model 2009-12 · Staffing plan and funding projected by CHEX (2006)

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	Planning Agenda 2005	**Timeline**	**Responsibility**	**2012 Status**
IIIA2 - Sufficient Staffing: Faculty Staff and Administration	An analysis must be conducted of the appropriate non-faculty staffing needed to provide programs and services to best serve the District's students and service areas. Each area of the District must be reviewed to ascertain the type and size of staff needed. The analysis will allow the District to prioritize how to fill vacated positions and to identify areas where new positions are needed. The resulting plans should address needs district-wide and take into consideration growth projections at District sites.	2005-2006 Plan how to analyze non-faculty staffing needs 2006-2007 Conduct non-faculty staffing needs analysis 2007-2008 Director of Human Resources, with appropriate committee support		· Classified staffing plan created by CHEX 2006 · Faculty Staffing Committee timeline developed · Budget reductions hamper full implementation
IIIA2 - Sufficient Staffing: Faculty Staff and Administration	To ensure the District an opportunity to hire the best available employees from a diverse pool of applicants, hiring timelines and processes must be established that will enable the District to advertise in a timely manner to be competitive with other districts and colleges hiring at the same time. This is particularly important for hiring faculty and administrative personnel who are hired to begin in a new academic year or semester.	2004-2005 Develop timelines and processes Publish and implement processes	Director of Human Resources, with appropriate governance groups	· Faculty Staffing Committee timeline developed and implemented 2007 · Board approval of Spring Faculty hires now occurs in December · Faculty Hiring Procedures developed in consultation with Academic Senate and District 2007 · Process is not followed in 2011-2012
IIIA4a - Programming Supports Diverse Personnel	The *Educational Master Plan* adopted a staffing goal that directs the District to develop appropriate practices, procedures and timelines to ensure an opportunity to hire the best available employees from a diverse pool of applicants. Programs, practices and services must continue to support appropriately and increasingly diverse staff (See Planning Agenda for Standard III A2).			· Faculty Staffing Committee timeline developed and implemented 2007 · Board approval of Spring Faculty hires now occurs in December (exeption in 2011-12) · Faculty Hiring Procedures developed in consultation with Academic Senate and District 2007
IIIA4b - Equity and Diversity in Employment	The District recognizes that it has not been as successful as it would like to be in recruiting a diverse pool of applicants. As such, in the *Educational Master Plan*, a goal/planning agenda has been developed to address this concern.			· YC Diversity Project Team produced a Diversity Plan that was adopted by the Board of Trustees (2009-10) · Board Adopted Student Equity Plan 2007 · Board adopted Equity Framework in 2008-2009 · Board Strategic Direction for equity developed and adopted 2007 · Featured Speaker at Convocation Activities

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	Planning Agenda 2005	**Timeline**	**Responsibility**	**2012 Status**
IIIA4c - Institution Equitable toward Constituencies	No formal planning agenda has been developed. However, academic and administrative units should attempt, over the next two years, to review with those in their units the new policies and statements regarding mutual respect, diversity, and institutional ethics. Such activities are clearly within the parameters of activity encouraged in professional development programming.			· YC Diversity Project Team produced a Diversity Plan that was adopted by the Board of Trustees 2009-10 · Board Adopted Student Equity Plan 2007 · Board adopted Equity Framework in 2008-2009 · Board Strategic Direction for equity developed and adopted 2007 · Featured Speaker at Convocation Activities
IIIA5a - Professional Development Responds to Needs	The District needs to explore ways to strengthen its professional development opportunities to meet the needs of its personnel. These should include the following: · Encouraging the Staff Development Committee to take a larger role. · Providing better communication to all staff in regard to opportunities for professional development activities, including details of available funds and programs. · Finding non-traditional sources of funding for staff development. · Use opening day for substantial staff development activities.· Continuing encouragement by District leadership for all staff to participate in professional development programs.	2005-2007	Staff Development Committee	· BSI Component at Convocation · Decentralization of FLEX program to local colleges without sufficient staff has been problematic · Classified participation is not included · Staff Development Committee has been non-existent; local Flex Committees have been forced to pick up this workload
IIIA5b - Professional Development Evaluated	The primary recommendation to be provided here is that the Program Review process be more effectively utilized to pinpoint professional development needs. The outcome of these reviews should then be forwarded to the Staff Development Committee as input into the planning process.	2004-2005 Ongoing	Director of Institutional Effectiveness	· No progress made to date and the Staff Development Committee has not met
IIIA6 - Human Resources Integrated to Institutional Planning	Ensure that the *Educational Master Plan (EMP)* (and subsequent revisions of the plan) and Program Review documents integrate institutional planning with human resource planning.	2005-2006 Ongoing	Director of Institutional Effectiveness	· Minimal connection between EMP, staffing needs, and staffing-budgeting requirements

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Planning Agenda 2005		Timeline	Responsibility	2012 Status
IIIPhysical Resources Standard III-B				
IIIB1a - Planning & Physical Resources	Building 800 at the Marysville Campus is scheduled for renovations over the next two years. Additionally, planning has begun on proposals to the State to renovate Buildings 500 and 1000 on the Marysville Campus. The District intends to actively pursue all avenues of responsible State and Local funding including partnerships and the possibility of a bond issue.			· Measure J funds have provided significant resources for improvement of physical resources · Facilities Master Plan created to assess needs 2006 · Bond Program Executive Committee oversees Measure J decisions and funding · Several projects completed or in progress: Theatre, Athletics, DSPS, Health & Public Safety, Building 600, Building 1000, LRC, Sutter County Educational Facility, Clear Lake Student Center & Lab Structures
IIIB1b - Physical Resources - Access and Healthful Environment	The District had developed a Facilities Project Team that started working in 2004/2005. The team is responsible for coordinating the development of the YCCD plan that will guide institutional decisions-making about District facilities for the next ten years. The goals of the project team is to identify facilities' infrastructure needs and to develop goals and timelines to ensure identified needs are being met (See, III-40). The need for this team and its subsequent review and revision of facilities plans is supported by two goals/planning agendas identified in the Educational Master Plan (See, III-36). The District will continue to maximize the resources available from the State for deferred maintenance and will actively pursue State Funding for building projects and renovations. The District is also planning to study the feasibility of holding a local bond election in 2006. A staffing plan needs to be developed to increase the number of custodial, maintenance and grounds workers closer to industry standards.	2005-2007	Vice Chancellor of Administrative Services	· Facilities Master Plan 2006 · Facilities Project Team folded into Bond Planning Executive Council (BPEC) · Director Facilities & Planning Hired in 2009 · Budget cuts/retirements severely impacted Maintenance and Operations Department · Custodial standards developed in 2011 · Central Plant built in 2011 · Infrastructure standards developed as part of Measure J construction (2007)
IIIB1b - Physical Resources - Access and Healthful Environment	A Self-Evaluation and Transition Plan is needed to ensure continued proactive compliance with ADA/508 legislation.	2005-2007	Director of DSPS	· ADA Transition Plan developed and adopted by Board of Trustees - 2010 · Annual updates and oversight assumed by Campus Safety Committee 2010 · Office of Civil Rights site visit and review 2011

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Reviewed by the YC Council on June 7, 2011/September 6, 2011/October 25, 2011				
	Planning Agenda 2005	Timeline	Responsibility	2012 Status
IIIB2 - Physical Resources - Evaluation	The Facilities Project Team has begun the process of planning for facility improvements. The District may be exploring the possibility of holding a Prop 39 bond election for facilities in 2006. The need for improved equipment should be expressed in a long-range equipment plan. This plan would tie in with the District's General Operating Fund as well as with traditional and supplemental external sources. The allocation from the State of California is no longer adequate to maintain quality education. The *Educational Master Plan* has identified two goals/planning agendas to address the District's equipment/technology needs. This plan needs elaboration with specific schedules for equipment review, upgrading and/or replacement.	2005-2006	Vice Chancellor of Administrative Services	· Measure J funds have provided significant resources for improvement of physical resources · Facilities Master Plan created to access needs 2006 · Bond Program Executive Committee oversees Measure J decisions and funding
IIIB2a - Capital Planning - Total Cost of Ownership	The District should phase in the concept of "total cost of ownership" where this relates to facilities and equipment.	2005-2008	Vice Chancellor of Administrative Services	· Budget managers are aware, but no formal process has been established · Director of Facilities & Planning hired in 2009
IIIB2b - Physical Resources - Integrated with institutional Planning	The District must continue to follow its state approved building priority and work on projects as funding permits The *Educational Master Plan* and the *Facilities Assessment Report* provide the information needed to develop a long-term plan. As part of these plans, the District needs to develop a method to assess the effective use of physical resources.	2006-2007	Vice Chancellor of Administrative Services	· Measure J passes 2006 · 50% state match for LRC remodel

2005 Accreditation Planning Agenda				
Reviewed by the YC Council on June 7, 2011/September 6, 2011/October 25, 2011				
	Planning Agenda 2005	Timeline	Responsibility	2012 Status
Technology Resources Standard III-C				
IIIC1a - Technology Enhances Institutional Effectiveness	Current planning processes must be tied to financial prioritization at the District level. These issues are addressed, in more detail, in the *Educational Master Plan*.			· EMP 2010-11 · Technology Plan updated annually · Allocation model discussions 2009-12
IIIC1b - Information Technology - Professional/Student Development	The training plan needs to be finalized and resources found for its support.	2005-2007	Director of Information Systems (Supported by President's Executive Staff)	· Dean DE/Media hired 2008 · Blackboard and online training offered by DE department
IIIC1c - Technology - Equipment Maintenance & Upgrades	Update, finalize and implement (where possible) the District's Technology Plan. This is the directive given to the Technology Subcommittee in the *Educational Master Plan*.			· Completed, but not fully incorporated into budget process
IIIC1d - Distributive & Utilization of Technology	Review needs for cross-training and work with the District to make professional development in these areas possible.	2005-2007	Director of Information Systems	· Minimal progress
IIIC2 - Technology Resources - Assessment	Review Distributive/Distance Education programming to assess further investments in Human Material Resources.	2006-2007	Vice President, Instruction	· DE plan submitted to administration 2007 · DE Dean hired 2008 · DE services reviewed 2011-12

2005 Accreditation Planning Agenda				
Reviewed by the YC Council on June 7, 2011/September 6, 2011/October 25, 2011				
	Planning Agenda 2005	Timeline	Responsibility	2012 Status
IIIFinancial Resources Standard III-D				
IIID1a - Financial Planning Integrated with Institutional Planning	The role of the Budget Subcommittee needs to be more precisely defined. Should it be determined that the Budget Subcommittee needs to play a more prominent role in financial planning, then professional development should be provided to its membership.	2005-2006	Vice Chancellor of Administrative Services	· WCC accreditation 2008 · Roles at individual Colleges not fully defined and lack of allocation model hampers College authority
IIID1b - Financial Planning - Realistic Assessment of Resources	1. Administrative Services needs to continually make sure that information for planning and evaluation purposes is available on a timely basis to the College community. Prior to application for grants and other categorical monies, it is recommended there be a better process for assuring that such programs support the Mission of the District, benefit existing College programs, and only impact staff inasmuch as the impact is positive for overall District operations. 2. The Financial implications of the Multi-College plan have been researched by the Multi-College Project Team. The Multi-College plan and its budgetary implications were in a fourth draft and being distributed to all constituencies at the writing of this Self-Study. Assurance of ongoing disclose of budgetary implications has been provided by the Project Team.	Ongoing	Vice Chancellor of Administrative Services	· WCC accreditation 2008 · Multi College Transition Team was established in 2010 and continues to meet and discuss issues · YC still supporting WCC in many areas such as assessment, financial aid, international students and transcript evaluation · Budget allocation is in draft form and not fully implemented
IIID1c - Financial Planning - Long Range & Short-Term	The Facilities Project Team is charged with developing a facilities plan for the District. This will be tied as closely as possible to the recently completed *Educational Master Plan*, which directs the project team to develop the plan. This will allow for the better allocation of resources in this area.			· Facilities Master Plan created 2006 · CHEX developed staffing plan in 2006 but budget reductions hamper full implementation
IIID1d - Financial Input - Processes & Guidelines	Continue to work toward defining guidelines and processes for financial planning and budget development.	Ongoing	Vice Chancellor of Administrative Services	· Minimal progress to date · Roles at individual colleges not fully defined and lack of allocation model hampers college authority
IIID2 - Financial Resources - Appropriate Controls	The Budget Subcommittee's role, as mentioned previously, needs further definition and strengthening. Budget and financial information needs to be presented to faculty, staff, and the District's shared governance groups on a regular basis in a format that can be understood.	2005-2006; Ongoing	Vice Chancellor of Administrative Services	· Minimal Progress · Roles at individual colleges not fully defined and lack of allocation model hampers college authority
IIID2a - Financial Documents - Audits, Etc.	The Datatel Colleague system needs to be used as effectively as possible to provide timely financial information. This will require both a research plan and the training of several individuals representing different areas of the District.	2005-2007	Vice Chancellor of Administrative Services and Director, Information Systems	· Minimal Progress to date - training at the college level provided by President and VP office.
IIID2b - Financial Information Distributed Appropriately	Professional development in (a) the understanding of the Datatel Colleague system and (b) the budget development process and particulars need to be conveyed to all levels of interested employees. The District Council Budget Subcommittee should be involved in such professional development efforts.	2005-2006; Ongoing	Staff Development Committee (with appropriate administrative support)	· Budget Subcommittees of DCC established 2010 · Emphasis shifted to development of allocation model 2009-12
IIID2c - Financial Resources - Reserves & Emergencies	Imbedding an emergency fund within the District's budget is a recommendation of this report. A process then needs to be developed for the District Council, through the Budget Subcommittee, to recommend expenditure of these funds, when justified.	2005-2006	Vice Chancellor of Administrative Services	· YCCD reserves have fluctuated between 5%-20%, but no specific emergency fund has been developed

2005 Accreditation Planning Agenda				
Reviewed by the YC Council on June 7, 2011/September 6, 2011/October 25, 2011				
	Planning Agenda 2005	Timeline	Responsibility	2012 Status
IIID2f - Financial Oversight - Contracts	More clarification is needed as to the roles and responsibilities of pertinent administrative entities in the negotiation and management of various types of contracts.	2005-2006	Vice Chancellor of Administrative Services	· Director of Fiscal Services hired and Administrative Procedure develop but more authority and workload has been shifted to College level without training or increased staffing
IIID2g - Financial Resources - Evaluation and Planning	The District needs to complete a thorough program review of the Office of Business Services as well as other administrative functions.	2005-2007	Vice Chancellor of Administrative Services	· Administrative Unit Reviews have been completed as part of the IE model 2007
IIID3 - Integration of Financial Planning and Assessment	Develop a plan to systematically assess the effective use of financial resources.	2005-2007	Vice Chancellor of Administrative Services	· Administrative Unit Reviews have been completed · Implementation of IE model in 2007

2005 Accreditation Planning Agenda				
Reviewed by the YC Council on June 7, 2011/September 6, 2011/October 25, 2011				
	Planning Agenda 2005	Timeline	Responsibility	2012 Status
Leadership Standard IV-A				
IVA1 - Leadership Empowers Faculty, Staff and Students	The District needs to develop a process to provide all employees categories with the basic information, skills, and understanding to be successful participants in the shared governance process. This is being built into the orientation process for new employees by the Staff Development Committee.	This is an ongoing process that has been taking place with the current council, committee and team participants, but needs to become a standardized process in which all employees		· New employee orientation held before fall semester · Confusion over roles of YC and District still exist · Separate convocation activities for YC and WCC · Academic Senate mentor program started 2009 · Staff Development Committee has not met in several years
IVA2 - Shared Governance Policy	A part of this planning agenda should also include finding ways to achieve more participation through professional development in the area of shared governance on councils, project teams, and committees. The concerns expressed in the leadership and governance survey will be addressed through the Planning Agenda Outlined in Section IV-A1. In addition, as an outcome of staff development training in the shared governance process, council, project team, and committee participants will be better able to share outcomes and decisions of their efforts and encourage future participation in the governance process.			· YC College Council developed a work plan, starting in 2009-10 · YC College Council Handbook updated annually · IE Model developed and revised based upon feedback from first round of surveys 2008-09 · IE surveys reveal that committees feel their roles are defined and the work they do is communicated, however the feedback and flow of decision making can be improved.
IVA2a - Leadership Roles Defined	**A. Student Participation** Through continued discussion with student groups, other avenues need to be sought for meaningful student participation in the governance process. **B. Faculty/Staff Participation** A review of the role of the Budget Subcommittee, as mentioned throughout, will be looked into under the new Vice Chancellor for Administrative Services. The faculty leadership expressed a desire for improved avenues of communication to the Board.	2005-2006 and ongoing hereafter to keep participation strong and meaningful.	Administrative Sponsors of Associated Students Groups on all three campuses.	· YC College Council Handbook includes student representation on several committees · Created BP 2510 -Participation in Local Decision – Making and AP 2510 - Shared Decision Making model · DCC budget subcommittee developed 2010 to create allocation model · Better student participation has occurred on YC Council, Curriculum Committee, and other committees.
IVA2b - Faculty - Lead Role in Student Learning	The Superintendent/President continues to provide leadership in clarifying roles for and in supporting collaborative efforts in arriving at recommendations for student learning programs and services. This will be an ongoing process. The *Educational Master Plan* has outlined critical goals to be achieved from 2004-2007 and identifies those entities, including Senate, Curriculum Committee, and academic administrators who will be responsible for providing the leadership in achieving these goals. (See IV-19).			· YC College Council developed as WCC became accredited · DCC formed in 2010 due to confusion in District versus YC roles and responsibilities

2005 Accreditation Planning Agenda				
Reviewed by the YC Council on June 7, 2011/September 6, 2011/October 25, 2011				
	Planning Agenda 2005	Timeline	Responsibility	2012 Status
IVA5 - Decision-Making Process Evaluated	Communication in the new cross-functional shared governance structure needs to be strengthened. Some transition strategies may be needed to ensure enhanced communication until the council structure matures. Assessment of Institutional Effectiveness and Continuous Improvements in the planning model, and the leadership model will be strengthened under the leadership of the new Director of Institutional Effectiveness, as articulated within the third and fourth components of the four-component Institutional Effectiveness and communication pathways across the District (See IV-7).	2006-2007	District Council and Director of Institutional Effectiveness	· YC College Council developed as WCC became accredited · DCC formed in 2010 due to confusion between District and YC roles responsibilities · IE Model developed and implemented to evaluate shared governance process · Review described in Accreditation Follow-Up Report (2009)

2005 Accreditation Planning Agenda			
Reviewed by the YC Council on June 7, 2011/September 6, 2011/October 25, 2011			
Planning Agenda 2005	Timeline	Responsibility	2012 Status
Governance Standard IV-B			
IVB1a - Board Reflects Public Interest As part of the District's Plan to monitor institutional effectiveness, it will develop a plan to assess its image in the communities it serves. As part of this process, it will survey the community to determine whether or not its external constituencies perceive the Board as "representing the public interest."	2005–2006	V.P. Instruction; Director of Institutional Effectiveness	- IE Model includes yearly internal or external community surveys (started in 2007)
IVB1d - Publication of Board Policies and Bylaws The Board Policy Manual is reviewed and updated annually as CCLC updates are received and also on an as-needed basis.	Annually beginning 2005-2006	Superintendent/ President and Board of Trustees	- AP and BP are revised annually with a Board of Trustees Planning Session held in July
IVB1e - Board Evaluates Policies & Practices The Board of Trustees will continue to update its policies annually.			- AP and BP are revised annually with a Board of Trustees Planning Session held in July
IVB2 - Roles/Responsibilities of President Communication in the new cross-functional shared governance structure needs to be strengthened. Some transition strategies may be needed to ensure enhanced communication until the council structure matures. Assessment of Institutional Effectiveness and Continuous Improvements in the planning model, and the leadership model will be strengthened under the leadership of the new Director of Institutional Effectiveness, as articulated within the third and fourth components of the four-component Institutional Effectiveness and communication pathways across the District (See IV-74).	2006–2007	District Council and Director of Institutional Effectiveness	- YC College Council developed as WCC became accredited - DCC formed in 2010 due to confusion between District and YC roles responsibilities - IE Model developed and implemented to evaluate shared governance process - Review described in Accreditation Follow-Up Report (2009)
IVB2a - President's Planning & Oversight Role The District, through collegial processes, has determined that multi-college planning and implementation should be carried out in a multi-phase sequence. This will help to plan and evaluate the budgetary, programmatic and personnel implications in an orderly and adaptive manner. Phase one, which included approval of the new organizational structure, including the Vice Chancellor of Administrative Services position and a programmer position, has already been approved by Board action in December of 2004.			- WCC accreditation 2008 - Multi College Transition team continues to meet and discuss issues - YC still supporting WCC in many areas such as assessment, financial aid, international students, transcript evaluation - Budget process created but not followed from 2009 present Allocation Model implementation still not complete
IVB2b - President's Role - Planning & Evaluation The District has established general procedures for evaluating the progress of overall institutional planning and monitoring or implementation efforts. With development of the Office of Institutional Effectiveness, systematic evaluation procedures will be developed.	2005-2006	VP, Instruction and Director of Institutional Effectiveness	- WCC accreditation 2008 - Multi College Transition team continues to meet and discuss issues - YC still supporting WCC in many areas such as assessment, financial aid, international students, transcript evaluation - Budget process created but no followed in 2009-10 - Allocation Model still no implemented
IVB2d - President - Budget & Expenditures The Superintendent/President, through the Vice Chancellor of Administrative Services, has initiated a zero-based budgeting process for 2005-2006. All budget managers have been asked to justify all line item budget requests, with the exception of existing full-time and part-time personnel.	2005-2006, Ongoing thereafter	President and President's Executive Staff	- Completed 2006-2008 - Statewide budget crisis beginning in 2009 required change in philosophy - Budget process created, but not followed from 2009-10 through present - Allocation Model still not implemented

2005 Accreditation Planning Agenda				
Reviewed by the YC Council on June 7, 2011/September 6, 2011/October 25, 2011				
	Planning Agenda 2005	Timeline	Responsibility	2012 Status
IVB2e - President - Relationship to Communities	Community needs have been assessed and community participation has been a strength of this presidency. The President continues to believe, however, that more external involvement needs to be emphasized as a component and outcome of current long-range planning efforts. There needs to be, in her words, "a planned and conscientious approach" to community involvement (See, IV-21). No specific planning agenda is proposed at this time.			· No progress to institutionalize community participation · YC President serves on Yuba-Sutter Economic Development Commission · Faculty and Staff serve on local boards

Standard I
Institutional Mission
and Effectiveness

DEVELOPMENT PROCESS
Standard 1A - Mission

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	Date(s)
YC Senate Leadership meetings	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College meeting	2/8/11
Convocation	8/10/11
All-Yuba College meeting	9/12/11

Question of the Month Input

Question Date	Responses
December 2010	33
March 2011	29
March 2011	17
	Total 79

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	6/1/11
Draft posted on YCCD portal	7/29/11
Subcommittee meeting for final draft	8/11/11, 8/23/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1	9/14/11 – 11/4/11	1
Draft 2	1/7/12 – 6/4/12	2
Cover-to-cover draft	5/21/12 – 6/4/12	2
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	10/6/11, 10/24/11, 2/9/12, 6/4/12
College Council review	9/20/11, 10/11/11, 11/8/11, 1/24/11
Business Division	4/5/12
Fine Arts/Language Arts Division	4/10/12
Deans & Directors	
Academic Senate	

Standard I:
Institutional Mission and Effectiveness

Standard IA: Institutional Mission

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

> **I.A.** The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

DESCRIPTIVE SUMMARY

In 2007, Yuba College developed and approved mission and vision statements that reflect the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. The mission and vision statements, which were last revised in 2009, are directly connected to the mission and goals of Yuba Community College District's Mission Statement, and on a more broad reaching scale, the California Community College Mission Statement. They were created by the College Council, which contains representation from all college constituents, and adopted by the Board of Trustees. (IA-1, IA-2, IA-3, IA-4)

> "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."
> -Question of the Month Survey
> March 2011

Yuba College Mission Statement

Yuba College values a "student first" philosophy that emphasizes excellence in student learning and success; develops individual potential; and responds effectively to the diverse educational and economic needs of the community. As an open access institution of higher education within

> Question: Does the Yuba College Mission statement express an appropriate commitment to student learning?
>
> Answer:
>
> Very Appropriate: 38%
> Appropriate: 48%
> Neutral: 14%
> Not Apropriate: 0%
> -Question of the Month Survey
> December 2010

the California Community College System and as a gateway to the world, Yuba College embraces diversity and provides comprehensive quality educational programs and student services.

The educational program prepares students for transfer to baccalaureate-granting institutions, for entry into the job market, or for further career development. 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.

Yuba College is committed to promoting leadership and responsibility, encouraging a commitment to lifelong learning in all members of the college community and regularly reviewing its mission and its effectiveness.

Yuba College Vision Statement:
- Yuba College is an institution of higher education that prepares its students to meet the intellectual, occupational, and technological challenges of a complex world.
- Yuba College is a steward to its communities' educational and cultural well-being.
- Yuba College values an education that encourages self-improvement and enables students to contribute to their families and the community.
- Yuba College values intellectual and cultural diversity, open communication, collegiality, collaboration, mutual respect, personal integrity, and responsible citizenship.
- Yuba College values all collegiate disciplines in relation to life, recognizing the importance of thinking clearly, creatively, critically, and objectively. (IA-5)

The objectives of the Yuba College Mission and Vision statements have been established to address the needs of the identified population, according to data related to the institution's location, resources, and role in higher education. A "Fact Book" containing demographic information regarding the counties served and past, present, and projected students is compiled annually by the Yuba College Director of Research, Planning and Student Success. In addition to providing general information regarding the gender, income level, and race of the student population served, this document quantifies the number of students who take courses within each division, which classes students are enrolling in, and how many degrees and certificates are awarded. This information has aided in establishing and refining the goals and values asserted within the Yuba College Mission and Visions Statements. (IA-38)

The impetus behind the creation of a distinct mission and vision statement for Yuba College within the Yuba Community College District was the 2008 accomplishment of another school in the district – Woodland Community College – becoming accredited and separate. This resulted in the district evolving to a multi-college district, with each college establishing unique missions and visions to reflect their autonomy. The Yuba Community College District Mission and Goal Statements encompass the widespread ideals, values, and commitments of the district, and the mission and vision statements of the individual colleges offer a more individualized assertion based on the unique student population served.

Creating the Yuba College Mission and Vision Statements was a process that included all representative college constituents and transpired through dialogue, planning, and review sessions. The Yuba College Council, which contains student, staff, faculty, and administrative representatives,

> The Yuba College Mission reflects the philosophy and goals of the college. It sets the foundation for the programs and services that are offered to students. The mission will be reviewed every 4 years by the College Council. Institutional SLO's will be assessed and evaluated by the College Council to determine strategic directions for Yuba College which can be incorporated into the development of future Board of Trustees Strategic Directions.
> -Yuba College Educational Master Plan 2010-2016, page 3

> **...CASE STUDY**
> *With the "student first" philosophy in mind, the Spanish Department has made significant changes to enhance student learning and success. We have established a tutoring program through the College Success Center for elementary and advanced levels of Spanish. In the Fall 2009, the Spanish Club SOY (Spanish Organization of Yuba College), was established so students can practice the language in a an informal setting and participate in cultural activities. SOY has sponsored excursions to museums in San Francisco, attendance at performances in the Mondavi Center at UC Davis, visits to Spanish radio stations, and many other activities on campus and throughout the community. The tutoring program and SOY has been a tremendous asset to students in promoting language acquisition and global awareness.*
> *-Fine Arts/Language Arts Division Minutes, August 2011*

was the first group to discuss the creation of the Yuba College Mission and Vision Statements as separate documents from the Yuba Community College District Mission and Visions Statements. In this 2007 meeting, the College Council asserted that a new mission and vision statement would need to be established and it would be created with the assistance of the Yuba College Academic Senate. Within a subsequent meeting, the Yuba College Guiding Framework was distributed as part of planning, reviewing, and discussing the creation of the mission and vision statements. Subsequently, the Yuba College Mission and Vision Statements were created, distributed, and reviewed. Feedback from all constituents was used to refine and finalize the documents throughout consecutive College Council meetings. A correlation between the Yuba College Mission and Institutional Student Learning Outcomes was established in the Educational Master Plan. (IA-24, IA-41, IA-42, IA-43, IA-44, IA-45, IA-46, IA-47, IA-54)

The Yuba College Program Growth and Development report also aids in maintaining college mission and vision statements that are reflected in course and program offerings and represent the needs of the identified population served. This document is assembled from analyzing and asking the local population – students and community stakeholders – for projections and recommendations regarding the future of Yuba College. The report findings are

The History Department faculty discussed at length which courses were deemed core offerings, which courses we thought should be taught on a cycle and which courses we no longer anticipated offering. We then requested that several courses be pulled from the Catalog. These determinations came from popularity of courses, enrollment data, and what the CSU and US systems require for transfer or graduation, and subject strengths from faculty.

The History Department has increased its World History offerings to move away from an emphasis on Western Civilization toward an emphasis on global issues. This change is consistent with the YC Mission Statement, in that we are preparing students from "transfer to baccalaureate-granting institutions."

-Social Science Division
Minutes, August 2011

compiled from analyzing the local labor market, the directions taken by Yuba College graduates, and surveys of the occupational interests of community stakeholders. Yuba College faculty, staff and students, local business owners and employees, and community members contribute to the report by responding to a survey that is published in multiple forums throughout the community, including the college website, county newspaper, Chamber of Commerce mailers, during the Yuba City Stroll, at the Career Technical Education Summit, and at the Yuba Community College District Board of Trustees meetings. (IA-39, IA-40)

SELF EVALUATION

Yuba College meets this standard. Yuba College's programs and services are continuously evaluated to assess their relevance and effectiveness in delivering the range and quality of instructional services mandated by the mission and vision statements. Through the Institutional Effectiveness (IE) Model, all programs offered by the college conduct an annual program review that is used to refine and improve program practices, with the projected outcome of improvements in student achievement and learning. Student learning is evaluated by designated program and course appropriate student learning outcomes that are established and assessed on a regular basis for many programs, with the remaining programs moving towards this necessary process. As the IE Model has evolved, each program or service is now evaluated in relation to the Board of Trustees' Strategic Directions or Vision and the Yuba College Student Learning Outcomes. The local demographics, as well as input from all college constituents, is accepted and analyzed to incorporate into the reflective and projective goals of Yuba College, as defined by the mission and vision statements. These processes show a consistent and continuous commitment to improving student

learning and educational effectiveness within all planning structures and processes. (IA-6, IA-7, IA-22, IA-48)

PLANNING AGENDA

None.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY

The Yuba College Mission and Vision Statements establish a clear purpose for the institution and the primary, essential, and authorized educational programs it provides. The mission and vision statements define the College's broad educational purposes, address the identified student population, and assert a commitment to student learning. Yuba College's definitions of programs, services, and educational opportunities are all supported by state mandates for the California Community College System.

Discussions among key constituents regarding the relevance of the mission and vision statements to student learning are held on a regular and ongoing basis. The Yuba College Academic Senate, Curriculum Committee, College Council, Basic Skills Initiative Committee, Student Learning Outcome

"SLO's have sparked on-going discussions and innovation in student learning, by engaging us all in thoughtful planning for what we want students to learn and through assessment to close the loop."

-If Accreditation Were Today Survey
October 2011

Committee, and the Yuba Community College Board of Trustees actively engage in discussions and actions to maintain a strong correlation between the mission and vision statements and students' learning opportunities. The Yuba College Mission and Vision Statements are integral to convocation activities, FLEX workshops, the College Catalog, and Learning Community Projects. (IA-8, IA-9, IA-10, IA-11, IA-12, IA-13, IA-14, IA-15, IA-16)

The Yuba College Mission Statement is centered on statements that situate student learning and success as explicit purposes of the institution. As the Yuba College Mission Statement asserts, "Yuba College values a 'student first' philosophy that emphasizes excellence in student learning and success; develops individual potential; and responds effectively to the diverse educational and economic needs of the community." These objectives are met through a range of educational and vocational learning opportunities, including preparing students for "transfer to baccalaureate-granting institutions, for entry into the job market, or for further career development." These options are availed through classes that address "general education, vocational education, and degree and certificate programs at the lower division level." Additionally, "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." (IA-1)

These goals are supported by the many programs and services Yuba College offers its student population, including financial aid, Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOP&S), veterans' services, counseling support, and learning assistance and courses to meet a wide range of educational and professional requirements and requests. Yuba College offers lower division arts and science curricula, vocational and occupational curricula, certificate programs, business training, basic skills instruction, and community education.

All of these programs, services, and courses are systematically assessed and improved upon as part of the Institutional Effectiveness (IE) Model, which is part of the Yuba Community College Strategic Plan and the Yuba College Educational Master Plan. Annual Program Reviews are conducted on each of the programs and services Yuba College provides. (IA-17, IA-18, IA-19, IA-20, IA-21, IA-22, IA-23, IA-24)

"Public Events distributed a survey over a course of a semester to patrons which asked their input of what type of performances they would like to see from the Theater Department. As a direct result of the survey, Public Events worked with the college entities to produce the musical Sweeny Todd, in the Spring of 2011."

-Public Events Department Minutes, August 2011

As a respondent of a college-wide survey regarding how Yuba College shows its commitment to student learning, as defined in its mission and vision statement, states, Yuba College shows its commitment to student learning "by promoting leadership and responsibility and encouraging a commitment to lifelong learning in all members of the college community." Respondents of this survey also referred to the many programs and services Yuba College provides to its students as evidence of a commitment to attaining the goals espoused in its mission and vision statements. (IA-25)

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard. Several measurement tools are utilized to confirm that the tenets of the mission and visions statements are being met through services and programs provided by Yuba College. The following component of the Yuba College Mission and Vision Statements, including measurement tools and student learning outcomes, are detailed within the 2010-16 Yuba College Educational Master Plan. (IA-55)

- "Open Access" is measured by the A+ Report, Matriculation Report, and demographics, which are analyzed by reviewing applications versus enrollments.
- "Diversity" related goals, as defined by the Yuba College Diversity Plan, are being incrementally implemented.
- "Transfer" focused objectives are measured through the number of students who are transfer ready, as determined by the CSU/UC Clearinghouse and CCCCO Transfer Velocity Report.
- Providing "Vocational, Career, and Technical Education" is measured by graduation, retention, and persistence rates, which is determined by completion percentages and job placements.
- "Basic Skills" achievements are formulated by the Basic Skills Committee Plan and outcomes

are evaluated by the ARCC Report and retention and persistence rates.

- The provision of appropriate "Student Services" is evaluated by annual program reviews for each student service.
- Providing "Leadership and Lifelong Learning" is evaluated by Institutional Student Learning Outcomes and Staff Development Resources.

(IA-22, IA-24, IA-49, IA-50, IA-51, IA-56)

PLANNING AGENDA

Yuba College meets this standard, and will remain dedicated to ensuring that the Yuba College Mission and Vision Statements are reviewed by all committees and subcommittees. The Board of Trustees adopted a new Board Vision in 2011 and a district strategic planning process began in 2012. As the YCCD Strategic Plan is developed, the Yuba College Council will take the lead to integrate the Board's Vision, Strategic Plan, Yuba College Mission, and Educational Master Plan, along with assessments through Student Learning Outcome analysis and the IE Model Program Review Process. This will assist in ensuring that the programs and services offered by the college are aligned with the mission and vision statements.

I.A.2. The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY

The current Yuba College Mission and Vision Statements were approved by the board of trustees on March 11, 2009 at the Yuba Community College Board Meeting. It is separate from, but ideologically connected to, the Yuba Community College District Mission and Goal Statements. The Yuba College Missions and Vision Statements are published in the Yuba College Catalog, on the Yuba College Web Site, within the Educational Master Plan (EMP) and Diversity Handbook, and within all administrative and student services offices. (IA-2, IA-3, IA-21, IA-24, IA-26, IA-27)

Creating the Yuba College Mission and Vision Statements was a process that included all representative college constituents and transpired through dialogue, planning, and review sessions. The Yuba College Council, which contains student, staff, faculty, and administrative representation, was the first group to discuss the creation of the Yuba College Mission and Vision Statements as separate

documents from the Yuba Community College District Mission and Visions Statements. In this 2007 meeting, the College Council asserted that a new mission and vision statement would need to be established and it would be created with the assistance of the Yuba College Academic Senate. Within a subsequent meeting, the Yuba College Guiding Framework was distributed as part of planning, reviewing, and discussing the creation of the mission and vision statements. The Yuba College Vision, Mission, and Core Values Statements were created, distributed, and reviewed. Feedback from all constituents was used to refine and finalize the documents throughout consecutive College Council meetings. (IA-41, IA-42, IA-43, IA-44, IA-45, IA-46, IA-47)

Question: What processes does Yuba College use to foster college-wide commitment to Student Learning?

Answer: "Connections within departments, like the English Department'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."

-Question of the Month Survey
December 2010

SELF EVALUATION

Yuba College meets this standard. The mission statement was developed through collegial consultation, presented to the Board of Trustees, and ultimately approved. It is widely published both in electronic web documents and Yuba College publications.

Yuba College plans on continuing to review the mission and vision statements established by the college's constituents on a four-year cycle as described in the 2010-16 Educational Master Plan. (IA-55)

PLANNING AGENDA

None.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY

The Yuba College Mission and Vision Statements are reviewed every four years and revised as necessary to reflect the purpose and goals of the institution, with the most current mission and vision statements approved by the board of trustees on March 11, 2009. The review process utilizes Yuba College's established governance and decision making processes, including shared governance committees, the college council, the academic senate, and administrative meetings. (IA-28, IA-29, IA-30)

The objectives of the mission and vision statements are established and maintained by reviewing the needs of the identified population, according to data related to the institution's population served, location, resources, and role in higher education. The College compiles an annual Yuba College "Fact Book" and Yuba College Program Growth and Development report to capture information that assists in ensuring that the Yuba College Mission and Vision Statements represent the needs of the present and projected students served. All college constituents and branches of shared-governance are involved in compiling and reviewing this information to ensure that the Mission and Vision Statements address the evolving needs of all stakeholders. This is accomplished through surveys, meetings, open forums, and program reviews. Under the Institutional Effectiveness (IE) Model, the College Council evaluates itself through an annual review process. Part of this review includes an analysis of Student Learning Outcomes in support of the Mission Statement. Further, the Educational Master Plan spells out not only the overall review of the mission statement, but a specific analysis of each component. (IA-24, IA-38, IA-39, IA-51)

SELF EVALUATION

Yuba College meets this standard; however, a 2011 Question of the Month Survey revealed that the majority of Yuba College staff is not aware that the mission and vision statements are reviewed and revised on a regular basis. As a result, discussions during 2011 Convocation Week produced "Communications" as a primary planning agenda for Yuba College to specifically include defining the roles of committee members, including reporting responsibilities, as well as the involvement of the Clear Lake Campus in Communication Strategies. (IA-31, IA-51)

PLANNING AGENDA

Yuba College will continue efforts to meet this standard, and the college plans to regularly publicize and review the Mission statement through shared governance committees. To maintain current and relevant representation of the college, changes to the Yuba College Mission and Vision Statements will occur as the needs of the population served and the resources available change. Improving communications is included as a goal of the Academic Senate, College Council, and Yuba College President.

I.A.4. The institution's mission is central to institutional planning and decision making.

DESCRIPTIVE SUMMARY

The Yuba College Mission and Vision Statements are central to institutional planning and decision making, which is represented by the many programs, services, and courses that are established to create a comprehensive college that instills the desire and means to promote lifelong learning within its students, as asserted in the Mission and Vision Statements. These statements are the framework

that define the purpose and goals of the college, and most major planning documents and committees have the mission and vision statements as a central component of their decision making.

> "Following the remodel with Measure J funds the Speech classroom was equipped with all necessary media and institutional technology to prepare Speech students for the high-tech working world."
>
> -Professor of Speech, 2011

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard. The Yuba College Mission and Vision Statements are evident within all aspects of the college – from major planning guides to individual programs. Beginning with the comprehensive Yuba College Educational Master Plan, the Yuba College Institutional Effectiveness (IE) Model, the Yuba College Strategic Directions, and Yuba College Council Handbook, the mission and vision statements set goals and objectives for the college and purport how programs and services will address said purposes. Individual programs created and maintained by the college to serve students are also evidence of the mission and vision statements in action at Yuba College. The Student Success Center (CSC), Writing and Language Development Center (WLDC), Learning Community Projects, and other support services are central to meeting the goals established by the Yuba College Mission and Vision Statements. The utilization of the statements within discussions and actions by the Yuba College Curriculum Committee, the Basic Skills Initiative, the Diversity Plan, and within student learning outcomes and department and division meetings shows the deep integration of the mission and vision statements throughout the college. Several individual departments, ranging from Radiologic Technology to the Child Development Center to the Library, have all adopted their own mission statements in support of the College's mission and vision. The IE Model ensures that every program

and service is systematically evaluated for its quality and contributions to Student Learning Outcomes, the Yuba College Mission, and the Board of Trustees Strategic Directions and Vision. (IA-24, IA-9, IA-22, IA-23, IA-32, IA-33, IA-34, IA-35, IA-36, IA-37, IA-53)

PLANNING AGENDA

None.

> "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."
>
> -Question of the Month
> December 2010

EVIDENCE IA

IA–1   YC Mission and Vision Statements (2007)
IA–2   YCCD Board Meeting March 11, 2009 and Academic Senate Minutes December 16, 2009 Approval of Yuba College Mission Statement
IA–3   YCCD Mission Statement
IA–4   California Community Colleges Mission Statement / Education Code, Section 66010.4
IA–5   YC Mission and Vision Statements
IA–6   YC Annual Program Review Process
IA–7   Process for developing Student Learning Outcomes (SLOs)
IA–8   YC Academic Senate Purpose Statement
IA–9   YC Curriculum Committee Purpose Statement
IA–10   YC Basic Skills Initiative Committee Purpose Statement
IA–11   YC Student Learning Outcome Committee Purpose Statement
IA–12   YCCD Board of Trustees
IA–13   YC Convocation Schedule 2010
IA–14   YC FLEX Workshop Purpose Statement and Calendar
IA–15   YC Catalog
IA–16   YC Learning Community Projects
IA–17   YC Financial Aid Department
IA–18   YC Disabled Students Programs and Services (DSP&S)
IA–19   YC Extended Opportunity Programs and Services (EOP&S)
IA–20   YC Veteran's Services
IA–21   YC Counseling Department
IA–22   YC Institutional Effectiveness (IE) Model
IA–23   YC Strategic Plan
IA–24   YC Educational Master Plan
IA–25   Question of the Month, March 2011 Survey (Mission Statement)
IA–26   YC Website
IA–27   YCCD Diversity Plan
IA–28   YC Shared Governance Committees
IA–29   YC Council Purpose Statement
IA–30   YC Academic Senate Purpose Statement
IA–31   Survey of College Staff regarding Yuba College's Mission Statement
IA–32   YC Council Handbook
IA–33   YC College Success Center (CSC)
IA–34   YC Writing and Language Development Center (WLDC)
IA–35   YC Learning Community Projects
IA–36   Basic Skills Initiative Purpose Statement
IA–37   YC Diversity Plan
IA–38   YC Fact Book 2010
IA–39   YC Program and Growth Development Report
IA–40   Community Survey regarding Occupational Interests
IA–41   YC Council - September 11, 2007 Meeting Minutes
IA–42   YC Council - October 21, 2008 Meeting Minutes
IA–43   YC Council - November 4, 2008 Meeting Minutes

DEVELOPMENT PROCESS
Standard 1B -
Improving Institutional Effectiveness

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	Date(s)
YC Senate Leadership meetings	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College meeting	2/8/11
Convocation	8/10/11
All-Yuba College meeting	9/12/11

Question of the Month Input

Question Date	Responses
December 2010 web question - Standard IB5	38
February 2011 web question - Standard IB	25
February 2011 web question - Standard IB	19
March 2011 CSEA meeting question - Standard IB	23
March 2011 CSEA meeting question - Standard IB	16
April 2011 all-YC meeting question - Standard IB1	10
	Total:131

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	6/15/11
Draft posted on YCCD portal	10/17/11
Subcommittee meeting for final draft	7/27/11, 7/28/11, 9/22/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1	12/21/11 – 2/15/12	2 responses
Draft 2	2/9/12 – 6/4/12	2 responses
Cover-to-cover draft	5/21/12 – 6/4/12	2 responses
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	12/21/11, 1/3/12, 2/9/12, 6/4/12
College Council	
Deans & Directors	
Academic Senate	

Standard IB: Institutional Effectiveness

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

Yuba College has supported student learning through the framework derived from board adopted models: Long Range Planning Model, Institutional Effectiveness (IE) Model, and an identified Continuous Improvement Cycle. These processes have been developed over the past decade as Yuba Community College District moved from a single-college to a multi-college district. Planning for this transition was incorporated into the hiring of a Superintendent/President in 2001 with a board directive to become a multi-college district. A Multi-College Transition Plan was adopted in 2005, culminating with the accreditation status of Woodland Community College in 2008. The incorporation of institutional effectiveness from a district perspective to a Yuba College emphasis was necessary in the transition. (IB-2, IB-40, IB-51, IB-52, IB-63)

The Institutional Effectiveness (IE) Model provides the basis for continuous quality improvement, evidence of Student Learning Outcomes (SLO), and evidence of institutional and program performance.

The IE Model is made up of five constituent parts, each designed to evaluate a particular piece of the programs and services at Yuba College, but also to coordinate efforts throughout the college and integrate outcomes into the planning and budgeting process. The five pieces of the IE Model include:

- Planning and Shared Decision-Making Process Review (IB-1)
- Academic Program Review (IB-26)
- District/Colleges' Image-Marketing (IB-27)
- Student Services Review (IB-28)
- Administrative Services Review (IB-29)

Documents with more specific purposes provide yet further support to the institutional effectiveness processes/models. These include:

- Board Policy and Administrative Procedure Manuals (Developed based on statewide template in 2004. Updated annually and approved by Board of Trustees.)
- Multi-College District Planning Transition Plan (IB-63)
- Facilities Master Plan
- Yuba College Council Handbook (IB-24)
- Educational Master Plan (IB-10)
- Strategic Plans (1999, 2003-07, 2007-11, 2012-16)

I.B.1 The institution maintains an ongoing, collegial self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY

Yuba College maintains ongoing self-reflective dialogue through the planning and shared decision-making process under the direction of the board-adopted Institutional Effectiveness (IE) Model. Adopted Board Policy BP 3250 – Institutional Planning states, "The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research." The Long Range Planning Model starts with the premise that student and community needs drive the Board of Trustees Strategic Directions (2007) and Vision (2011) statements. This, in turn, is supported by the Yuba College Educational Master Plan and various program reviews. Program outcomes are assessed through a program review process, and recommendations for improvement follow. Such program reviews occur throughout Yuba College: academic, student

services, administrative services, district image and marketing, and shared decision-making and committee effectiveness. Necessarily, these reviews and planning processes have evolved over the past decade as the Yuba Community College District transitioned from a stand alone college to Yuba College being part of a multi-college district with the development of Woodland Community College. As a result, the IE Model synthesizes all planning and evaluation processes which have emerged as pieces of Yuba College's overall institutional effectiveness initiative. (IB-1, IB-64)

To support the daily operations related to Student Learning Outcomes and institutional processes that support continuous improvement, Yuba College developed a College Council Handbook in 2007. This comprehensive document provides the structure for all college operations and committees that make up the shared decision-making processes. It defines the institutional planning model referenced in BP 3250 - Institutional Planning, develops a committee structure (including reporting authority), identifies yearly priorities for Yuba College in support of the Board of Trustees Strategic Directions or vision, and develops a process flowchart for timelines and initiatives. The Yuba College Council Handbook ties together the planning documents, college committee responsibilities, and the IE Model to create an atmosphere dedicated to collegial, informed dialogue related to student learning outcomes, roles in decision-making and continuous improvement. (IB-65)

Long Range Planning Model

As part of its strategic plan, the District developed a Long-Range Planning Model in 2004. This model guided overall organizational and academic planning as well as the multi-college planning process. It incorporated the components of needs assessment, vision, integration with other plans, delivery methodology, evaluation, and continuous improvement. Each of the Colleges adopted the District version of this planning model subsequent to the transition to a multi-college configuration.

(IB-2, IB-5)

Institutional Effectiveness (IE) Model

Dialog about continuous improvement permeates all operations of Yuba College, starting at the most basic level of each department on campus. A robust program review process allows every department to complete a full self-analysis every four years, with an annual update in the remaining years. These individual reviews form the foundation of the IE Model, with other constituent parts of the IE Model integrating all individual unit reviews into the planning and budgeting process. Yuba College originally developed an Academic Program Review process in 2003, followed closely by a Student Services Review. Administrative unit reviews were then added. Finally, two other parts were developed to create a thorough IE Model encompassing all programs and services at Yuba College, in addition to an overall evaluation of the shared-decision making process and a review of the college image and marketing. The Institutional Effectiveness Model has been reviewed by the Board of Trustees annually since the 2008-09 academic year. (IB-47, IB-48, IB-51)

Continuous Improvement Cycle

The model utilized for ensuring improvement is the Continuous Improvement Cycle. In fall of 2007, YCCD adopted the use of the Continuous Improvement Cycle that has "Plan, Do, Check, Act" processes that relate long range planning with the delivery of programs and services, assessment of those programs and services, and feedback on outcomes to improve programs and services throughout Yuba College and the District. (IB-48)

Resource (Budget) Allocation Model

The Resource (Budget) Allocation Model was first introduced in October of 2007 and was updated at the June 2011 meeting of the Board of Trustees. Currently, the model is based upon the FY 2008 base budget. In that year, it was determined by

Standard IB: Table 1
Institutional Effectiveness Model, Components, and Purposes [1]

IE Model Component	Purpose for Review
Planning and Shared Decision-making Process Review (IB-1)	To evaluate the effectiveness of YCCD's Planning and Shared Decision-Making Model with interest to support participatory governance; includes evaluation of existing councils, committees, and leadership groups.
Academic Program Review (IB-26)	To ensure student success through establishing a culture of evidence that frames planning, evaluation and improvement of academic programs at Yuba College.
Administrative Services Review (IB-29)	To evaluate and identify areas for improvement within administrative units that provide support services at District Services and Yuba College
District Image and Marketing Review (IB-27)	To evaluate the effectiveness of college access and awareness of programs and services within our service area.
Student Services Review (IB-28)	To ensure student success through establishing a culture of evidence that frames planning, evaluation and improvement of student services at Yuba College.

[1] From *IE Model Annual Report* (IB-48, p. 4)

Standard IB: Table 2
Review of Institutional Effectiveness Model Components – Number of Complete Reviews

July 2011 Report to Board of Trustees	Yuba College	District
Academic Program Review	48/48	N/A
Administrative Services Review	8/8	13/13
District Image & Marketing Review	1/1	1/1
Planning & Shared Decision-Making Process Review	11/17	1/10
Student Services Review	8/13	N/A

the Budget Sub-Committee that $6 million of the District's allocation of $45 million (13.3%) would be designated toward District Services. This amount includes utilities, retirement, and other items that span the entire district. Of the remaining $39 million, this task force determined that, based on a four-year FTES ratio, a percentage of 78% ($30.4 million) would go to Yuba College and 22% ($8.6 million) to Woodland Community College. The Resource Allocation Model is currently being piloted as an overlay to the 2011-12 budget, with further refinements and adoption expected in the 2013-14 budget as a new district planning process started in December 2011 and is being developed through the calendar year 2012. (IB-23, IB-43, IB-58)

Yuba College Committee Process

Committee functions and processes are defined in the Yuba College Council Handbook. A District Council Handbook existed since 2003, however, with the disbandment of the District Council upon conversion to a multi-college district, a specific Yuba College Council Handbook was created in the 2007-08 academic year. In this document, Yuba College's various committees are listed, the roles of their leadership defined, membership is defined, their purposes elaborated, and communication/information sharing processes highlighted. The Handbook is updated annually and refined as needed. Recent additions to the Yuba College Council Handbook in 2010 include the relationship of each committee to particular Student Learning Outcomes, links of each committee to specific Board of Trustee Strategic Directions, and a direction for committee outcomes and deliverables. The District produced a handbook for district-level committees and decision-making in 2010-11, but this ceased in 2011-12 with the creation of a new strategic planning process. (IB-24)

Program Review

Academic Program Review is one of five components subsumed under the Yuba Community College District's Institutional Effectiveness (IE) Model. The Academic Program Review process at Yuba College was initially developed in the early 1990s. This early model guided the College and the District up until the 2003-04 year, when a more outcomes-oriented Program Review model was adopted. At that point, a four-year academic program review cycle was introduced and piloted (where it had been a five-year cycle previously). It was again evaluated and modified in 2005-06, while the Program Review Handbook has been revised at least every two years to the present. (IB-6, IB-51)

In anticipation of a multi-college configuration, Yuba College conducted its first independent program review process during the 2006-07 academic year, within the framework of a four-year, rather than five-year, cycle. Annual updates were then implemented as well; these follow the same format reporting on the main components of Program Review: curriculum, staffing, equipment, and facilities. After hiring a Director of Research, Planning, and Student Success in 2009, improved standard data sets have been provided for each department, as well as individual research requests necessary for self-analysis at the departmental level. In 2010, the director enhanced the data reports to each department to include more robust demographical data, including specific information broken down by individual course, location, ethnicity, age, and other categories. Student Learning Outcomes (SLOs) data was formally included in the Program Review analysis at this time. The Program Review process was further enhanced in 2011 as the format for both the four-year and annual update reports were merged, identically formatted, and put into a common database (TracDat) for tracking Program Review recommendations, standard data sets, and SLOs. (IB-36, IB-37, IB-67)

Additional improvements to Program Review processes have been facilitated by the development of the Research, Planning, and Student Success Director at Yuba College. This position provides Yuba College with additional data mining capacity needed for the melding of SLOs with all IE Model functions of administrative and academic units. In 2011, a common IE Handbook was created to combine three separate program review processes (Academic Program Review, Student Services Review, Administrative Services Review) into one

document with a standard report format that can be entered and tracked through TracDat. (IB-68)

Several improvements have been introduced as a result of recommendations introduced through Yuba College Program Reviews. A sampling includes:

- The Early Childhood Education (Perkins funded) program review indicated that as a result of program review, a CPR manikin and two early childhood lab kits had been obtained. (IB-35)

- The Fire Academy indicated that, owing to program review (and advisory board recommendation), they had procured Airhawk air compressed face respirators with Perkins grant support. (IB-34)

- The English Department, upon completion of a six-year study, determined that they "would begin integrating reading and writing instruction at the lowest (course) levels." Previous Program Review studies, in combination with discussions with other colleges, had indicated that linking reading courses to writing courses had produced positive outcomes at other colleges. (IB-41)

- The Learning Assistance Program (LA) has utilized Program Review to describe their program and course specific SLOs as well as their assessment of each, through various surveys. The results of one survey gave the program leadership a chance to: "a) . . . learn more about a student's self-reflection about their learning, and b) examined the learner's experience in LA courses in order to further develop curriculum that teaches students how to actively apply their knowledge, problem solve, and construct meaning for themselves." (IB-42)

- The Veterinary Technology Program indicated through Program Review that the position of Veterinary Technician needed an upgraded job classification to reflect changes in the scope of the program and the responsibilities of the position. This reclassification was approved by the Board of Trustees at its April 6, 2011 meeting. (IB-45)

Student Learning Outcomes (SLO)

Yuba College is fully engaged in collecting SLO data and using these results for the improvement of the teaching and learning processes. The SLO Committee has incorporated SLO data collection as a requirement of the Program Review process. Per policies adopted written the SLO Committee and adopted by the Academic Senate, every course

offered by departments must have an SLO and collect data at least once during each four year Program Review Cycle. As of this writing, SLOs have been developed for 85% of the 767 courses that have been offered at Yuba College during the 2010 and 2011 academic years. At the same time, the Office of Planning, Research, and Student Success reports that 458 sections entailing 290 courses have been assessed by faculty. About 80% of these have been described as "realistically" assessed according to the SLO Committee, with the others going through further refinement at the department level to assess information that will be more useful in evaluating programs and services offered to students. Several excellent examples exist that point to courses where changes have come about in their design and/or delivery owing to the results of the SLO assessments. (IB-11, IB-69)

Sociology 1: The issue being explored, through a pre- and post-test, was whether students were capable of describing themselves in "sociological terms." While there was a modest improvement over the course of the semester, the instructor determined that he wanted to explore this concept further to discover testing bias or why, in fact, a portion of students who came in utilizing "sociological terms" had dropped the course. (IB-12)

Geology 10L: It was determined that if students took Math 50 and English 1A prior to taking Geology 10L, their Geology grades tended to be better (2.0 w/o and 2.7 with prerequisites) though this did not formally fall into a category of statistical significance. (IB-13)

English as a Second Language 215: A testing instrument similar to that utilized in ESL 228 was introduced. Success rates were much lower in ESL 215 (0/9 in writing, 2/10 in reading) than in ESL 228. The course modifications included the possibility of redesigning the test and of utilizing ESL 215 to immerse newly-enrolled students in a more intense reading and writing curriculum to enhance both their learning habits and learning experiences. (IB-14)

English as a Second Language 228: Students were asked to respond to a prompt (a photograph) in generating specific writing items. Six of ten students succeeded in this exercise. The instructor determined that photographs needed to be both more modern and more multi-cultural in nature to produce passable results. The curriculum was modified to include visual prompts as well as spoken and written prompts. (IB-15)

SLO Historic Backdrop

Administrative and academic leadership from both the District and the Colleges first attended SLO training workshops (sponsored by ACCJC) in 2002. The year 2002 marked a major district-wide administrative change as well, with the next three years, from 2002-05, serving as a period of both district and administrative reorganization. Both Yuba College, and the District as a whole, began SLO planning and development in earnest in 2004-05.

Yuba College had systematically developed Student Learning Outcomes starting at the institutional level, however, in 2005 the SLO Project Team developed a plan "to address the creation of SLOs at the institution, program, and course level, and for coordinating the staff training needed to accomplish this." These eight agreed-upon institutional SLOs were used to develop both program and course SLOs in further detail. This was accomplished at the same time that Woodland Community College received its initial accreditation and YCCD formally became a multi-college district. The Board of Trustees reaffirmed its commitment to Student Learning Outcomes in its August 22, 2007 retreat. The Board indicated that, at the policy and budgetary levels, they could "best support this initiative by ensuring the primacy of institutional research to support projects related to student assessment." As each campus began developing its own EMP (2009-10), it was understood that the framers of these documents would embed SLOs as the core, driving assumption. The Yuba College Educational Master Plan defines the College's Student Learning Outcomes, "SLO Process" and the associated core abilities. (IB-10, IB-18, IB-21)

SELF EVALUATION

Yuba College has a long-standing history of academic program review evaluation and has recently incorporated student services and administrative review as part of a coherent IE Model for planning and continuous improvement. The following information was gathered during two specific surveys to determine the level to which Yuba College matches up against the ACCJC published rubrics. In October 2010, three leadership groups were asked their opinion of the current status on the required rubrics that ACCJC will use to evaluate Yuba College. This process was repeated in October 2011 to assess the progress made in three areas: Program

Standard IB: Table 3
SLO Development Timeline

Year	Institutional SLO Development	Program SLO Development	Course SLO Development
2004-05 (YCCD focus)	• Educational Master Plan developed methodology for analysis of student outcomes • Academic Senate Endorsement of SLO Model (1B-17)		
2005-06 (YCCD focus)	• District SLO Project Team created (1B-17, 1B-18) • Board of Trustees adopt core SLO's • Adopt purpose statement (1B-18) • Develop institutional SLO's during August Convocation activities (1B-19, 1B-74)	• Define program clusters for both instructional and student services areas (1B-19, 1B-20) • Draft program SLO's (1B-19, 1B-20)	
2006-07 (YCCD focus)	• Develop assessment plan	• SLO Timeline (1B-95) • 2010-11 Academic Program Review (1B-96)	
2007-08 (YCCD focus)	• Vice Chancellor Implements assessment plan and timeline (1B-21, 1B-22) • Survey data collected and formal report on institutional SLO's (1B-94) • Transition from YCCD to YC for development and assessment	• Develop assessment plan	
2008-09 (YCCD focus)	• WCC receives accreditation	• Pilot assessment plan by a few programs and services (1B-33)	• Develop course SLO's as part of Convocation Activity in August (1B-100)
2009-10 (YCCD focus -transition to Yuba College)	• SLO Handbook Finalized • Director Research, Planning and Student Success hired (1B-103)	• Identify administrative areas needing SLO's (1B-104) • Program assessment used for improvement • SLO development move to college level	• Course SLO development continues • SLO reporting formal guidelines developed (1B-98) • Pilot course assessment Summer 2010 (1B-97)
2010-11 (Yuba College focus)	• YC SLO Committee formed (1B-101)	• Develop administrative SLO's • Develop student services SLO's • Infuse administrative and student services SLO's into program review • Program SLO report presented for those undergoing program review (1B-102)	• Finish developing course SLO's • Incorporate course SLO into program review (all courses assessed over 4 year cycle) • Assess 25% (182) of all active courses (1B-75) • Revise 5 courses based upon SLO assessment • Introduce TracDat as means of tracking SLO and program review
2011-12 (Yuba College focus)	• YC SLO Coordinator Hired (1B-105) • SLO assessment handbook revised – now includes electronic resources • Institutional SLO report presented (in progress)	• Program SLO report presented for those undergoing program review (1B-99)	• Revise several courses based upon SLO assessment • Assess additional 25% of all active courses (1B-75) • Integrate assessment of course SLO's into program review (1B-96) • Senate communication on including SLO's on course syllabi (1B-106)

Standard IB: Table 4

	2010 Survey
Academic Senate	Returned 7 out of 14 surveys (50%)
Curriculum Committee	Returned 10 out of 16 surveys (63%)
Deans & Directors	Returned 11 out of 15 surveys (73%)
Overall	Return Rate was 28 out of 45 surveys (62%)
	2011 Survey
Academic Senate	Returned 9 out of 14 surveys (64%)
Curriculum Committee	Returned 12 out of 18 surveys (67%)
Deans & Directors	Returned 11 out of 14 surveys (79%)
Overall	Return Rate was 32 out of 46 surveys (70%)

Review and Integrated Planning, which must be at the Continuous Quality Improvement level, and Student Learning Outcomes (SLO), which must be at the Proficiency level. There was a general shift over the past year from the Strongly Disagree/Disagree category toward viewpoints that were Neutral/ Agree/Strongly Agree, showing that Yuba College is approaching the level required by Fall 2012.

Three rubrics were related to Program Review, which is one component of the IE Model at Yuba College. The ACCJC rubrics were specifically listed to determine the level to which people agreed with how Yuba College matched these levels - The percentage of respondents who agreed with Yuba College's alignment with the Program Review rubric increased by 15%. Four rubrics were related to Integrated Planning - The percentage of respondents who agreed with Yuba College's alignment with the required Integrated Planning rubric increased by 10%. Eight rubrics were related to Student Learning Outcomes (SLO) - The percentage of respondents

who agreed with Yuba College's alignment with the required SLO rubric increased by 17%.

The percentage of respondents who strongly agreed with the SLO rubric increased by 3% and survey results are indicative of the overall sentiment and suggest areas of strength and those that need improvement. (1B-47, 1B-48, 1B-70, 1B-71)

Three mitigating factors have influenced the implementation, ongoing assessment, and continuous improvement of a comprehensive Institutional Effectiveness Model. These have included the development of a Multi-College District, the recessionary climate of 2008 to present, and the massive volume of work associated with the planning, passage and implementation of Bond Measure J.

Multi-College District

Foremost among these has been the protracted

Standard IB: Table 5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3 Program Review Rubrics	2010	1%	31%	35%	31%	2%
	2011	5%	14%	32%	46%	3%
	Change	+4%	-17%	-3%	+15%	+1%
4 Integrated Planning Rubrics	2010	8%	34%	32%	32%	2%
	2011	4%	16%	36%	42%	2%
	Change	-4%	-18%	+4%	+10%	0%
8 SLO Rubrics	2010	13%	33%	35%	18%	1%
	2011	3%	23%	36%	35%	4%
	Change	-10%	-10%	+1%	+17%	+3%

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Program Review Rubric: Program review processes are ongoing, systematic, and used to assess and improve student learning and achievement.

- *"Program review process exist but very little is known about what is done by administrators with information that is received. Some faculty have been stating the same equipment needs for the last four consecutive years with no changes having taken place."*

Program Review Rubric: Yuba College reviews and refines its program review processes to improve institutional effectiveness.

- *"Not sure this was always the case, but recently the college has gotten more proactive about using program reviews to achieve continuous improvement."*
- *"Yuba College is trying to revamp its program review system and make them more relevant to strategic planning, but as yet I have seen no effectual change to this extent."*

Integrated Planning Rubric: Yuba College uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

- *"SLO's have sparked on-going discussions and innovation in student learning, by engaging us all in thoughtful planning for what we want students to learn and through assessment to close the loop."*

Integrated Planning Rubric: There is ongoing review and adaption of evaluation and planning processes.

- *"Just beginning this deeper analysis now that we have dedicated responsive college level research expertise and institutional mandate due to SLO."*

Student Learning Outcome (SLO) Rubric: Student Learning Outcomes and authentic assessment are in place for courses, programs, and degrees.

- *"SLO's are in place and assessment is moving forwards as people learn how to build good assessments."*
- *"There are ongoing talks about making SLO's relevant and part of the instructional process. Steps are being taken to this end, but Yuba College is not complete in all of its programs and courses."*

Student Learning Outcome (SLO) Rubric: Results of SLO assessments are being used for improvement and further alignment of institution-wide practices.

- *"For the data that is available there appears to be a willingness to use it for improvement, however, some of the assessment needs to yield better data. Just part of a learning curve."*
- *Used locally in departments, not yet moving to institution."*

Student Learning Outcome (SLO) Rubric: There is widespread institutional dialogue about the results of Student Learning Outcomes.

- *"Erik Cooper (YC Research Director) has been offering flex activities, convocation activities, etc. But he is proving more is needed, more improvement."*

Student Learning Outcome (SLO) Rubric: Appropriate resources for SLO Assessment continue to be allocated and fine-tuned.

- *"Minimal training provided or on-going."*
- *"One on one assistance has been available from IR."*
- *"No SLO faculty leader, workshops being conducted by Jan (DSPS Director) and Erik (YC Research Director)."*

period during which staff time, energies and resources have been utilized to change YCCD from

a single-college district to a multi-college district through the accreditation of Woodland Community College. While each college was supposed to complete its own work, workload aspects for both colleges still falls to Yuba College such as parts of financial aid, international student processing, online course training, audio-visual support, and installation for construction projects. Further, some time consuming efforts previously completed by district services personnel has been moved to Yuba College without additional support. This includes the SLO training and implementation Flex Program, college cashier, transportation and room scheduling, Perkins grants, and certain aspects of Curriculum Committee responsibilities. The functional transition between a single college and multi-college configuration was the focal point for most of these energies between the completion of the 2004-05 Self-Study and the current time. The division of college versus district responsibilities continues today and this forms one the planning agendas developed by Yuba College. (IB-57)

Campus Climate

Cuts in operations and staffing support have been difficult. From late in 2008 through 2011, the implications of reduced budgeting bore heavily upon all departments and committees at Yuba College. With the memories of the 2000 to 2003 recession still fairly fresh, genuine efforts at a cooperative approach (by all parties) were sometimes blunted by an inevitably contentious backdrop. Due to early retirement incentives, Yuba College was particularly impacted while Woodland Community College (WCC) and District Services did not proportionally lose large numbers of employees. This disproportionate impact to Yuba College, without any backfill, has adversely impacted the College. For example, during 2008-12, Yuba College lost 34 faculty compared to two faculty at WCC. Similarly, Yuba College lost 16.9 FTE classified staff during the same timeframe. This impact hit Yuba College specifically and has impacted the available services for students and the ongoing IE Model implementation.

Bond Measure J

The passage of Bond Measure J on November 6, 2006 has had a positive impact upon Yuba College and upon the District as a whole. This bond commits

$190 million in support toward the renovation and construction of buildings and infrastructure, with 45 such projects being initiated at Yuba College. This effort, like the others described above, has required voluminous hours of staff and leadership time from its planning period (beginning in 2004), through its passage, to its ongoing implementation.

It should be pointed out that the combination of these events has both strengthened and seriously tested the planning, assessment and evaluation processes. It is no exaggeration to use the word "massive" in describing the time and energies these have consumed. This increased workload occurred simultaneously with the large decrease in Yuba College personnel as described above and also simultaneously as Yuba College engaged in the multi-college transition and absorbed previous district functions. For instance, at its lowest staffing point at the end of the 2010-11 academic year, Yuba College had only one vice president, two active academic deans, one student services dean, and one Distributive Education dean to oversee multiple, multimillion dollar construction projects. (IB-73)

At the same time, Yuba College has improved and further integrated program review with student learning outcomes and has benefitted from the recent (2009-10) development of five "handbooks" to guide program review, image-marketing review, student services review, administrative services review, and the planning and shared decision-making processes. These were consolidated into one overarching handbook in 2011, and formally included SLO analysis into the Program Review Process and IE Model planning assumptions.

PLANNING AGENDA

With nearly 100% of all active courses having SLOs, and almost half having been assessed with the assessment part of the formal program review process, the next phase will be that of ensuring that these outcomes routinely inform course and program evaluation and re-design. Through the SLO Committee, Yuba College has developed a plan where:

a. Institutional SLOs are to be assessed the year before an accreditation visit and three years after that.
b. Program SLOs are to be assessed during the regular four-year program review cycle. All courses in the program should have been reviewed during the previous three years.
c. Course SLOs are to be assessed and reported

as part of the program review annual update. All courses need to be assessed at least once during the four-year program review cycle (IB-16)

The program review process is robust at the department level. The results and recommendations are utilized by the Faculty Staffing Committee, Perkins Planning Committee, and Educational Resource and Planning Committee. Formal comments are developed by the Curriculum Committee, the Office of the Vice President, and the Academic Senate. However, the true integration of program review into the budget development process is being developed by the District Consultation and Collaboration Council (DC3) as part of the Strategic Planning Process. Yuba College must ensure that Program Reviews are utilized within both the strategic plan and the yearly budget development process. The Yuba College Council will develop this plan for Yuba College and monitor its processes. See Planning Agenda #1: Planning.

Institutional, program, and course SLO have been developed and assessed. This information is used as feedback during the program review process. Yuba College has absorbed these functions from the district office over the past few years, and there still remains uncertainty regarding the function of Yuba College and the district office in areas such as community surveys and district/image marketing. These details need to be discussed and agreed upon, including the subsequent workload impact to the decreased number of Yuba College faculty and staff. See Planning Agenda #4: Clarification of District vs. Yuba College Roles.

> **I.B.2** The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY

Yuba College has operated under established sets of goals for at least the past decade. Several documents have outlined goals at both the overall institutional level and at the academic level. While the Strategic Plan formulated in the late 1990s was not framed in measureable terms, subsequent plans have been designed with an increasing awareness of

> Rubric: There is dialog about institutional effectiveness that is ongoing, robust, and pervasive; data and analysis are widely distributed and used throughout Yuba College.
>
> Response: "Much better. Our department has at different times been given information from the researcher, both at our request and on the researcher's own initiative, to help us make a decision."
>
> -If Accreditation Were Today Survey
> October 2011

this necessity.

1998 Strategic Plan (Premier College)

The Premier College initiative was born during an era of relative prosperity and reflected that era's growing concern with shared governance. The plan was designed collegially and featured both broad-based district-wide meetings and a committee structure to flesh out details. An emphasis of the Premier College initiative was movement toward a multi-college framework, a theme that had pervaded college discussions since the early 1990s. (IB-56)

2003-07 Strategic Plan

The development of a new strategic plan was spawned subsequent to an administrative leadership transition during the 2001-02 academic year. The plan was devised as part of the District's/College's response to the statewide California Community Colleges System Plan. All five goals of this system-wide plan are reflected in Yuba Community College District's 2003-07 Strategic Plan. Additionally, as a plan devised during the recovery phase of a recession, much more awareness was infused as to building malleability into planning. The plan was also geared toward guiding overall institutional effectiveness – while maintaining an additional emphasis upon multi-college planning. The overarching goals of the plan are reproduced below:

- Educational Master Plan
- Multi-College District Plan
- Institutional Effectiveness Model
- Shared Decision-Making Model
- New Board Policies and Administrative Procedures
- Resource Development (Budget and Facilities)

Each goal within this plan was phased, with phases

correlated to academic years. Each year was defined with criteria for success, with annual reports to the Board of Trustees focusing upon achievable outcomes for each component. Each unit of the institution was subject to annual evaluation and, where necessary, revision. All elements of the plan were completed. (IB-5)

2007-12 Board Strategic Initiatives

The Board Strategic Initiatives were designed during spring and summer planning sessions in 2007. As board-driven goals, their purpose was not to replace the 2003-2007 Strategic Plan with a new plan, but merely to build upon the goals that had been successfully developed and implemented between 2003 and 2007. This plan has been, and continues to be, utilized by the District, the Colleges and all administrative and academic units within each.

The Board Strategic Initiatives, originally seven in number, were expanded in 2009 to include an eighth initiative, campus safety and security. Each initiative was accompanied by three to five objectives, most of which (like the 2003-2007 Plan) were measureable - while some were not. The goals are listed as follows:
- Student Learning and Success, Student Learning Outcomes, and Institutional Accountability
- The Basic Skills Initiative
- Transformative Change and Innovation
- Resource Development and Alignment
- Student Access and Response to Changing Needs
- Community Engagement and Institutional Heritage
- Integration of Accreditation Standards and Cycle of College Requirements
- Safety and Security

2011 Board Vision

To guide the development of the next strategic plan, the YCCD Board of Trustees developed a Vision Statement that reflects the needs of a 21st Century geographically dispersed and demographically diverse region. In August of 2011, the board discussed aspirations and strategic needs for the district - both short and long term - and then drafted an updated Vision Statement; it then reviewed and refined this Vision over a series of meetings before taking action to formally adopt the new "Vision Statement" at the October 12, 2011 Regular Board Meeting. The vision of the Yuba Community College District Board of Trustees is to ensure student success by:
- Providing an innovative, world-class learning environment;
- Building and maintaining an atmosphere of trust within the college district and with our communities;
- Developing and maintaining programs and facilities that best meet the needs of our students and communities;
- Stewarding resources strategically to meet the diverse needs of our communities and region;
- Providing educational, economic, cultural, and civic leadership for our communities and region.

The previous strategic plan, developed in 2007, had sunset at the end of 2010-11 and was extended to 2011-12. The Board decided, during the Chancellor search process, to delay a strategic planning process until after the new Chancellor was installed. District-wide strategic planning was among the evaluation criteria set for the new chancellor in the July 2011 meeting.

Educational Master Plan - YCCD (2003-09)

Yuba Community College District developed its first Educational Master Plan (EMP) throughout the 2003-04 academic year and was approved by the Board of Trustees in fall of 2004. This plan examined numerous internal and external factors in arriving at 22 recommendations (goals), as well as criteria for the further development of academically-related programs or projects throughout the District. An annual review and revision process was devised for the EMP with these reports being reviewed before the open session of the Board of Trustees.

Educational Master Plan - Yuba College (2009-16)

Under a multi-college structure, Yuba College has developed (2009-10) its own Educational Master Plan for 2011-16. This document drew from the needs assessment of the EMP that had been developed in 2004 and recommended a further needs assessment in the near future. Further, a Strategic Plan Framework Session was held on September 28, 2007 where planning based upon internal and external factors that impact the college were discussed. In a recessionary staff cutting climate, this document recognizes that the development of new programs is not on the immediate horizon and should be subject to needs assessment as the current economic climate further evolves. The EMP created a framework for the upcoming Sutter Educational Center as well as a standard for Yuba College staffing levels corresponding with certain Full Time Equivalent Students (FTES) funding levels from the state. Recognizing that the EMP was necessary for future growth, a Yuba College Program Growth and Development document assessed needs, including labor market information, a detailing of transfer graduates, the results of an occupational interest survey, and recommendations were based upon this compilation of research. Some of these recommendations could easily be restated as goals of Yuba College. (IB-10, IB-30, IB-81)

SELF EVALUATION

Each of these eight goals from the 2007-11 Board Strategic Initiatives were plotted on a matrix and each unit within the major college/district divisions was asked to design its own goals and activities, supporting those posed by the Strategic Initiatives. In all units, these were reviewed and revised annually. Yuba College Managers are evaluated, in part, upon the contribution of their individual departments toward these strategic directions. Further, the Yuba College Educational Master Plan includes linkages with strategic directions for each area of emphasis within the plan. The Yuba College Council Handbook requires each committee to include the specific strategic direction that its work supports. Finally, the Board of Trustees' Strategic Directions are prominently displayed in the main Yuba College conference room. (IB-7, IB-76, IB-77, IB-78)

One of the gaps as a District, in the wake of the multi-college implementation, is the development of a cyclic strategic planning process that would formalize this periodic review and renewal. Ideally, strategic planning is cyclic and the Board periodically receives updates and recommendations from the

institution as it makes progress on strategic goals. The Board then periodically reviews the mission, vision and strategic goals and establishes a new/revised/reaffirmed direction shaped by the updates and recommendations. Thus, YCCD had a gap between the sunset of the previous strategic plan and the development of the next one. Even so, the district has been reviewing progress on the previous strategic plan to include annual updates to the Board of Trustees. The last one of these was at the Board's July 2011 Planning Retreat. The new Vision Statement is shaped, in part, by progress on the last strategic plan. (IB-9, IB-79, IB-80)

The Board Strategic Initiatives (2007-12) are being replaced by a strategic planning process developed during the fall and spring of 2011-12. This district-wide, inclusive process started with the Board of Trustees adoption of a Vision Statement in October 2011, and the strategic plan to fill in the details supporting this vision. The District Consultation and Communication Council (DC3) is the lead group charged with developing the YCCD Strategic Plan in support of the board's strategic vision statement. (IB-82, IB-83)

The development of this new strategic plan follows the guidelines established by the Long-Range Planning Model, the Institutional Effectiveness Model, and the Continuous Improvement Model (See IB-51) In doing so, the effectiveness of these models are evaluated for continuous imporovement.

PLANNING AGENDA

As discussed at the August 2011 Convocation, Yuba College needs to use its robust program review process as an integrated IE Model and ensure that these results are fully utilized in both the planning agenda and budget preparation throughout the district. The current Strategic Plan that is being developed by DC3 has taken this need into account, as DC3 has charged three teams with: (1) Planning and Resource Allocation Process, (2) Collaborative Capacity and Systems, and (3) Communication Strategies.

As of this writing, Team 2 and Team 3 are currently on hold, as they wait for some preparatory work from Team 1 to finish. The Planning and Resource Allocation Process Team 1 has been charged with the following charter:

I. Outline of Context/Key Issues
There are significant gaps in program planning

and resource allocation.
1.1 District-wide integrating processes - clarifying how program and resource decisions are made that involve multiple colleges/sites.
1.2 Understanding and implementation of existing processes
1.3 Proactive decision-making
1.4 Locating appropriate representation, including internal subject-matter experts and stakeholders

II. Problem Statement
There is not an effective and widely accepted process for program planning and resource allocation across the district.

III. Intent
To create an effective, accepted and well-understood process for program planning and resource allocation across the district.

Team 1 will review and include, as appropriate, the following systems in an integrated decision process:
- Program development, planning, priority setting
- College and District planning
- Resource allocation model (RAM)
- Institutional Effectiveness/Program Review

IV. Desired Outcomes:
1. Processes linking college and district program planning

2. A resource allocation model (incorporating aspects of existing RAM as appropriate)
3. Assessment and use of the effective aspects of current systems
4. A process for setting program priorities.
5. An implementation action plan to pilot test the model in 2012-13

The DC3 Committee is overseeing these strategic plans, which were based upon the December 16, 2012 district-wide planning meeting. Team 2 and Team 3 will operate under similar charters once Team 1 concludes its planning work. As stated in the August 2011 Convocation, Yuba College needs to connect planning with budget allocation to "formalize the linkages with program review" and "formalize the feedback loop for decisions that have been made." It will be incumbent upon the Yuba College Counil and Academic Senate to lead these initatives at Yuba College. See Planning Agenda 3: Planning. (IB-84)

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY

Yuba College assesses its progress toward achieving the goals associated with all of its programs and services, this as part of its adherence to the Institutional Effectiveness (IE) Model throughout the district and college levels. This model has five components that are designed to provide structure and process to overall student success. These components, as detailed above, include formal reviews for (a) planning and shared decision-making, (b) academic program review, (c) image-marketing review, (d) student services review, and (e) administrative services review. Each of these describes a cycle of evaluation required for a college unit, whether academic or administrative or student support services.

Institutional Effectiveness is aligned with Program Review and, as such, is melding both Student Learning Outcomes and reliance upon data-driven assessment to complete these reports – and thereby provide meaningful recommendations to complete the feedback loop.

To augment, and certainly to lead these processes, Yuba College hired a Director of Research, Planning, and Student Success in 2009. Under his leadership, Yuba College has moved each of its units toward the use of more formalized planning and assessment models while using data as both a tool for analysis and a product to help drive curricular, staffing and budgetary decisions. Further, the director has implemented changes to the Program Review

Handbooks based upon feedback obtained from the yearly process. In 2010, a more robust data collection was presented to each department undergoing a full program review. SLO analysis was also formally incorporated in the Program Review Handbook. In 2011, a standardized database, TracDat, was launched for Program Review tracking and implementation. Basic quantitative analyses are provided for each department. This is only a starting point and individualized research needs are thoroughly discussed during the program review analysis with the Director of Research, Planning, and Student Success. Qualitative data is also incorporated as evidenced in the "Sociological Terms" SLO example discussed previously. A research agenda provides the platform for cyclical research and individual research requests that are part of the data driven decision making model. (IB-67, IB-85)

SELF EVALUATION

Yuba College's Program Review process has undergone refinement on an annual basis for the past seven years. The Academic Program Review Handbook has been reviewed and revised nearly every year throughout this period. The Administrative Services Review, initially based entirely upon a survey, has now been codified in a handbook. Student Services Review, Image-Marketing Review and the Planning/Shared Decision-Making Processes are similarly provided with both handbooks and associated processes by which the effectiveness of these processes can be assessed. Beginning in 2011, a common IE Model Handbook was developed, incorporating all program reviews (Academic, Student Services, and Administrative Services). (IB-68, IB-71)

The data elements included with the program review process have similarly evolved based upon feedback from departments, the Curriculum Committee, and the Academic Senate. Robust standard data is provided for departmental program reviews, including demographic detail and individual course information, including both persistence and success rates. Additionally, a formal analysis of SLO's has recently been added to the Program Review Handbook, integrating the data analysis into the main college planning processes as evidenced by comments during the 2011 Convocation and the survey "If Accreditation Were Today." (IB-67, IB-70, IB-72)

These changes represent a vast improvement

from the 2004-05 Self-Study when only Academic Program Reviews were being conducted. With the full implementation of the IE Model at Yuba College, integrated planning is based upon an ongoing and systematic cycle of evaluation and changes throughout the process, which have been made to improve teaching and learning.

PLANNING AGENDA

Yuba College Academic Program Review should become further wed to the Student Learning Outcomes process. According to the Director of Research, Planning, and Student Support, this is being incorporated into the on-line version of Academic Program Review that debuted in Fall of 2011, and this process will continue during the next four-year Program Review cycle.

Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. However, there is a common sentiment that program review planning is not fully incorporated into budget development even though the program review process has been improved by adding such activities as the Curriculum Committee review in 2004, the Office of the Vice President review in 2009, the production of a more substantial standard set of data elements in 2010, and the implementation of TracDat in 2011. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing

...CASE STUDY

Student Involvement

Annual student surveys have been used to improve the Music Department at Yuba College. A recent example of this is when a student who reported that World Music was a new requirement at Sacramento State University. As a result of this information, the Music Department at Yuba College started offering a World Music class to enhance student preparation and success at four-year institutions. In addition, a student who said that professors at CSU Chico go into more depth for 20th century harmony resulted in an enlarging Yuba College's study of 20th century harmony. Finally, a student who reported that Sonoma State did more melodic dictation than sight-singing resulted in revising how much melodic dictation is taught at Yuba College. Often the transfer students will visit Yuba College and speak to the advanced classes about transfer experiences and third and fourth-level music studies.

rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new District strategic plan based upon the recent Board of Trustees' Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements. (See Comprehensive Planning Agenda #2: Program Review for essential elements to be included in the planning agenda)

Assessment of the Handbooks for Student Services Review, Image-Marketing Review, Administrative Services Review, and Planning and Shared Decision-Making Process Review should be similarly conducted. Revisions based upon feedback will guide updates to these handbooks.

> **I.B.4** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY

The planning process at Yuba College is outlined primarily in the Yuba College Council Handbook. This handbook was initially developed at the District level, but it transitioned to the colleges during the multi-college conversion, and has been revised annually through the Yuba College

Council since 2007-08. The Handbook notes the areas of responsibility for each college committee. Building more recently upon this, the Institutional Effectiveness Handbooks introduce each committee to the processes by which they might better plan, evaluate and improve their effectiveness.

The committee structure, the committee processes and the outcomes born of these are increasingly looked upon to impact resource allocation. Yuba Community College District introduced a Resource Allocation Model in October of 2007. Formally known as the Five-Year Allocation Formula and Succession Plan, it guided YCCD through the tough transition from a single college to a multi-college configuration. During this period, a district-wide budget subcommittee was also established, bringing to the table the perspectives of all stakeholders internal to the institution. On the contrary, in practice, the adopted district planning budget timeline has not been followed since 2008-09 due to external funding cuts and yearly changes to the budget process. It follows that exsisting broad skepticism exists that Program Review recommendations have not been incorporated into the budget process. Or as one staff member referenced the situation, "Broad discussions occurred during the August 2011 Convocation about various college issues – but they all tied back to program review and how it can be used to improve communication and outcomes." (IB-23, IB-70, IB-72)

A more current Resource Allocation Model was reviewed by the Board of Trustees at their June 8, 2011 meeting, after having initially reviewed and revised it at their May 2011 Work Session. This model, in keeping with shared decision-making processes, was also reviewed and approved by the district-wide DC3 committee after reviewing six other colleges' allocation models. This current model was designed with budget cutting scenarios

as a very real backdrop. No formal mention is made of a funding "ratio", though a 78% (Yuba College): 22% (Woodland Community College) division, based on FTES, has been indicated. The funds available for this formulaic split are divided after a 19% share has been removed to provide centralized services through the District Office. In keeping with the continuous improvement philosophy of the Long-Range Planning Model, this Allocation Model will be reviewed annually for the next three years, will be subject to administrative review, and will be assessed as well by the Budget Sub-Committee. The Resource Allocation Model was overlaid onto the 2011-12 budget to determine which implications, if any, that would be necessary. While no adjustments were made as a result of the Resource Allocation pilot study, this provided a starting point for the development of the 2012-13 fiscal budget and is incorporated into the DC3 Strategic Planning Process. (IB-43, IB-59, IB-84)

SELF EVALUATION

The planning process at Yuba College is "broad-based" and formalized in the adopted district-wide and college specific planning processes. Grounded in the Institutional Effectiveness (IE) Model, all planning processes, at every turn, go through needs assessment, planning phases, product delivery, process review, outcomes assessment, and ultimately an evaluation feedback process. Yuba College committees and processes function under these guiding principles.

Members of the Resource Allocation Model budget sub-committee have noted that there was a level of dissatisfaction with the mere advisory role of this committee. However, committee members have also noted that the committee process has resulted in an improved transparency that would otherwise be missing. (IB-84, IB-86)

Another "growing pain" associated with movement into a multi-college configuration has surrounded the definition of tasks among the various shared governance bodies. A clarification of District roles versus Yuba College roles impacts the operations of Yuba College more than other units. Yuba College still completes some roles for Woodland Community College while District Services have pushed additional responsibilities formerly completed solely by district staff onto Yuba College personnel. Such decisions have been made without regard for workload, discussions about completing necessary tasks, or impact to the existing workload

at Yuba College to provide services to students. Examples include international student processing, Flex Program, details of the CurricuNet conversion, financial aid oversight, submission of curriculum requests to the state, and assessment testing. Yuba College has been forced by these entities to pick up the details and ensure that these essential functions are completed, both at WCC and district-wide. Discussions are currently taking place on budget reduction strategies, but the workload at Yuba College in these areas was not the results of broad - based planning.

The disconnect between district and college planning occurs in the area of technology. For example, technology planning is somewhat disjointed with Information Systems (IS) responsible for desktop computers, all wiring and servers, and oversight of technology ordering. The audio-visual department is responsible for classroom technology – once the "cable leaves the wall" is the common saying. As such, the Technology Committee and Technology Plan is focused on a district service level for infrastructure, programming, and information systems. Local technology applications to teaching, learning, and office support falls between the two services and is not always addressed. Further, as evidenced by the Portal and email conversation, training is essential for end user implementation. Recent Measure J remodel projects have brought the issue into the light as it is unclear who is responsible for purchasing of computers for new buildings because no computer money was allocated, for remodel projects. For example, the Nursing Program created a computer laboratory and additional simulation laboratories without any funds from Information Systems into the project. External funding had to be pieced together and the full computer laboratories were not fully purchased and installed until the second month of school.

In light of the Fall 2011 district-wide strategic planning initiative, the current college planning process needs revisions to correspond with the Vision Statement established by the Board of Trustees. These will be reflected throughout the District and the colleges in areas such as the Educational Master Plans, Facilities Planning, and planning in the area of Information Systems. (IB-84)

PLANNING AGENDA

Yuba College must align the college vision and mission with the 2011 Vision established by the Board of Trustees. A clarification of district versus

college roles will be an integral part of the Strategic Plan being developed by DC3 and this conversion must take into account the workload at Yuba College, committee reporting structure, and the role of the Yuba College Council given the enhanced responsibilities placed upon DC3.

The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricuNet, etc.). The Information Systems Department will survey and prioritize a list of training needs for all Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees. (See Comprehensive Planning Agenda #5: Technology for essential elements to be included in the planning agenda for technology service, access and training for Yuba College employees)

I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTIVE SUMMARY

Yuba College documents assessment results and communicates the resulting matters of quality assurance to many different constituencies. With the hiring of the Director for Research, Planning, and Student Success in 2009, many reports have been finalized into a research agenda. Yuba College annually produces an administrative planning calendar, which is widely shared with all constituents. This working calendar, initially produced by the Vice President of Academic and Student Success, transitioned to the Office of the President in 2011-12. Deadlines include the Institutional Effectiveness (IE) Model, performance evaluation for employees, schedule/catalog production, and Board of Trustee meeting requirements. A sample of projects, listed below, illustrate the use of assessment results in doing planning and resource allocation at Yuba College. Plans, reports, agendas and minutes are posted on-line at the Yuba College website, with the Portal being used for communication between committee members through the use of shared documents. (IB-87)

1. **Educational Master Plan (2004):** This plan was based upon a regional needs assessment that reviewed job growth patterns, skill requirements and population patterns in an area encompassing the Yuba College service area as well as a region including the greater Sacramento Area, the Bay Area and Lake and Mendocino Counties. (IB-8)

2. **Multi-College District Plan (2005):** This plan considered cost analysis information and projection of salary costs as well as a needs assessment of programs, services, staffing and facilities. The plan was foundational to the emergence of today's multi-college configuration. Input was provided through a representative planning committee and was approved by campus-specific councils and the Board of Trustees. (IB-32)

3. **Student Learning Outcomes Pilot Survey (April/May 2008):** This survey was conducted at both Yuba College and Woodland Community College in Spring and Summer of 2008. Its purpose was to pre-test perceptions toward the four core competencies identified by the SLO Project Team. The survey's results have

been reviewed and are available on the YCCD website. (IB-33)

4. **Basic Skills (2009):** This report highlighted the relevancy of various developmental skills courses in predicting the ultimate attainment of success at higher levels. The report is available on the Yuba College website. Progress in the area of basic skills attainment is also the focus of the ARCC report, which is produced annually. (IB-31, IB-60)

5. **ARCC Report (Annual):** The Accountability Reporting for Community Colleges provides success, persistence, and degree information for Yuba College, specified cohorts of students, and comparisons with peer institutions. This report is discussed in detail with the Board of Trustees. (IB-88)

6. **Crime Data Reports (Annual):** Campus crime data reports are produced annually and sent to a clearinghouse where they are available to students on-line. Security and safety have become a high priority at Yuba College. Enhanced security and safety measures were introduced throughout the 2010-11 academic year and included in the Board of Trustees' Strategic Directions. (IB-7, IB-61)

7. **Student Demographics (Annual):** Demographics are tracked on a voluntary basis by students and are segmented by gender, age grouping and ethnicity. This has been used to track our status as a prospective Hispanic Serving Institution and is a consideration in recruiting candidates for faculty, staff and administrative positions. Yuba College also develops an annual "Fact Book." These data are reported through DataMart. (IB-62)

8. **Transfer and Retention Rates (Annual):** Transfer and retention rates are provided to the Chancellor's Office of the California Community College System. These are published through DataMart, through the ARCC Report and on the Yuba College website. Recently, gainful employment information was added to the website.

Another major advantage from which Yuba College is beginning to benefit is that the College's data capturing and reporting program, Datatel Colleague, has now been in place for nine years. As such, the system is far better understood and utilized than

it was during 2004-05, when the last Yuba College Self Evaluation Study was conducted. TracDat was implemented in 2011 for all Program Reviews and SLO tracking. With improved computer usage and database competency, all offices have improved access to data used in decision-making.

SELF EVALUATION

Yuba College meets the standard. Yuba College increasingly seeks and utilizes assessments and their results to both explore options and ultimately reach decisions. The use of assessments and data has gradually increased as the College has embraced the integral contributions of the Director of Research, Planning, and Student Success – as well as better understanding the need for assessment in an increasingly outcomes-driven culture. (IB-70)

Publicizing the results of the College's various reports has improved as well. Yuba College has, since the mid-1990s, employed a full-time Director of Public Relations. Additionally, the District has hired a webmaster who has gradually coordinated the website in a manner that allows for easy inclusion of reports and publicity regarding such reports. More recently, committee reports and commentaries on these have become available on an internal portal referred to as "My Campus."

Yuba College also utilizes qualitative and quantitative data to assess the effectiveness of committees and processes. This is built into the Institutional Effectiveness Model section that deals with Planning and Shared Decision Making Review. (IB-62, IB-68)

Committee members at Yuba College were asked to evaluate their committee participation experiences in a survey administered in Spring of 2011 as one of the five Institutional Effectiveness (IE) Model components, namely the analysis of Planning and Shared Decision-Making. As the table below indicates, the vast majority of the 50 respondents felt that the committee process was understood, that the committees were achieving their stated purposes, and that committee members were communicating committee business with one another. (See Standard IB: Table 7)

Additionally, 41 of 50 survey respondents (82%) also responded to a qualitative component of this survey. This segment asked each member to describe their responsibilities as committee members. Of the 41 respondents, 28 (82%) responded in terms that would indicate an awareness of their communication

Standard IB: Table 7
Committee Perception of Satisfaction Survey

Question	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A
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.	29.4% (14)	40.4% (19)	12.8% (6)	10.6% (5)	6.4% (3)	0.0% (0)
I believe in the importance of the Committee 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 with 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)

role with their constituents, either in representing the ideas of those constituents or reporting committee information back to them. (IB-49)

When viewing this information from the vantage point of college history, it is remarkable that this much progress has been made in defining the roles of committees and their associated processes in the three years since Yuba Community College District evolved into a multi-college configuration.

PLANNING AGENDA

Yuba College (and the District as a whole) should refocus efforts at training committee members to understand the roles and responsibilities of committee members. This will be impacted by the Board's Vision Plan and the DC3 Strategic Plan as

they impacts all aspects of Yuba College's planning and operations.

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning

agenda connecting planning to budget allocations)

> **I.B.6** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycles, including institutional and other research efforts.

DECRIPTIVE SUMMARY

Review and modification of planning and resource allocation processes were designed into both the Long-Range Planning Process and the Institutional Effectiveness (IE) Model when holistic planning and evaluation were first systematized during the early 2000s. Each concerns itself not only with the review of administrative and student programs, but also with the evaluation of the process itself. (IB-2)
The Planning and Shared Decision-Making Process Review Handbook is instrumental in reviewing the processes and models utilized by Yuba College in designing and evaluating academic and administrative programs. As indicated in the introduction to this document:

> Each of the five Institutional Effectiveness (IE) processes is scheduled for review and assessment for continuous improvement per Administrative Services Outcomes (ASO) and Student Learning Outcomes (SLO). Furthermore, each category is reviewed by our two colleges and the district office as appropriate. All reviewers use the same guidelines as established through representative handbooks that are reviewed annually and updated during the review process as needed. (IB-1)

> "Program Reviews improve the effectiveness of the individual departments, which, in turn improves the effectiveness of the institution."
> -If Accreditation Were Today Survey
> October 2011

Long Range Planning Model

The Five-Year Funding/Allocation Formula was a model devised in Fall of 2007 to begin addressing the needs of a multi-college configuration. The model had infused within it the needs of the colleges for personnel, facilities, and financial support. It was, at the time of its inception, considered to be a mere outline. Subsequent changes and modifications, as recommended through program review, the Board

of Trustees, and the Budget Subcommittee, have resulted in a current funding split of 78% (Yuba College) and 22% (Woodland Community College) equating approximately to the four-year FTES ratio of the two colleges. This planning document was used by the Chancellor's Executive (CHEX) Team for planning purposes and it eventually evolved into the current Resource Allocation Model, which is still being discussed and evaluated. (IB-23, IB-24, IB-86)

SELF EVALUATION

As noted in the Institutional Effectiveness (IE) Model and the Planning and Shared Decision-Making Model, improvement is needed in the training of committee members regarding the various processes and models. In 2002, when the shared decision-making process was first being established, training was rigorous and ongoing. However, by the time of the 2011 survey(s), 72% of the respondents (36/50) indicated that they had no "opportunity to participate in an orientation." While committee and process information are both described at some length in the Yuba College Council Handbook, this information needs to be conveyed in a more efficient manner to all new committee members and reviewed for even those who are veteran participants. (IB-24, IB-49)

PLANNING AGENDA

The review of these models will continue to be conducted collegially in coordination with the Vice Chancellor of Educational Planning and Services. Working in partnership with the Yuba College Vice President of Academic and Student Services, the Yuba College Council will provide input/feedback into this process as they oversee and evaluate most of the committees pertinent to college operations. The Academic Senate, of course, will provide input regarding academic committees and processes.

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See

Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services and library and other learning support services.

DESCRIPTIVE SUMMARY

The Yuba College Institutional Effectiveness (IE) Model speaks to (a) planning and shared decision-making, (b) review of administrative services, (c) review of image-marketing, (d) student services review, and (e) academic program review. These mechanisms are evaluated formally on a four-year basis. However, all of these mechanisms are reviewed annually on an informal basis and the associated handbooks revised as ideas for continuous improvement come to the fore. In 2006 guidelines only existed for the Academic Program Review. A Student Services Review Handbook was developed in 2007-08. By 2009-10 all reviews had their own handbook, process workflow, timetable, and were added to the Annual IE Report to the Board. Based upon feedback received, an IE Model Handbook was created in 2011, which incorporated the other handbooks (Academic, Student Services, Administrative) and developed a cohesive reporting structure and timeline. Yearly, the IE Model report is presented to the Board of Trustees for their leadership on not only the content of the information, but also the strategic direction and use of individual IE Model reviews in the overall direction of the district. (IB-68, IB-71, IB-90)

The Academic Program Review mechanism, for example, is evaluated at several levels. The quality of the review is first evaluated by the Dean of the area, who judges that the review is ready to move to the Curriculum Committee level. Three distinct Curriculum Committee Sub-Committees exist to review courses and degree requirements in their particular area. In 2006, each of these sub-committees was utilized for a review of the Academic Program Review, due in part to their expertise in the related curriculum. In 2010, the Academic Senate was also consulted for review after the Curriculum Committee review. Also, in 2010, the Vice President of Academic and Student Services consolidated both the Curriculum Committee and Academic Senate Review, but also directed feedback to individual departments. Program reviews are routed to the

College Council as information and to the Board for acceptance through the Vice Chancellor. Each program is asked to document progress made during the four-year cycle on recommendations included in its review in its Program Review Annual Update. (IB-70, IB-91, IB-92, IB-93)

SELF EVALUATION

The review is working if programs are using it to create needed changes to enhance program effectiveness and student learning. Yuba College uses, in part, the reviews to justify the hiring of faculty and the allocation of educational resources, and they serve as a foundation for the allocation of resources. Apart from these specific instances, there is a general sentiment that program review recommendations are not incorporated into the budget development process.

In the past ten years, a monumental amount of work has been achieved in addressing the need for effectiveness processes, their assessment, and their continuous improvement. A summary list of documents driving and supporting these processes includes:

- Long-Range Planning Model
- Program Review (w/ Annual Updates)
- Educational Master Plans (Campus Specific)
- CCLC Policies and Procedures Handbooks
- Planning and Shared Decision-Making Model
- Five Year Budget Allocation Models (2007 and 2011)
- Yuba College Council Handbook
- Multi-College District Plan
- Institutional Effectiveness Model (with five handbooks being combined in one volume)
- Student Learning Outcomes Plan
- Facilities Master Plans
- Continuous Improvement Process Model
- Board Strategic Initiatives
- Resource Allocation Model

Additionally, anyone who wishes to participate in the governance process at Yuba College may readily do so. With 12 standing committees, two representative campus councils, and two management groups, all activities and processes of Yuba College are open to consideration and discussion.

The structures and shared governance processes of Yuba College are fairly new and, as such, subject to occasional confusion and redundancy. The multi-college transition has caused additional confusion as to pertinent roles of Yuba College and the District

Services, with some work being moved to Yuba College even after the multi-college conversion. Additional resources have not been granted for this additional work that was previously performed at the district level. In various forums held in support of accreditation-related information gathering, several concerns were voiced about effectiveness processes.

1. **Questions about Collaboration:** Concerns about collaborative process indicated that there is some confusion over the roles for various committees. The question of where the roles of district committees end, for example, and those of college committees begin is now being reviewed (with a focus on alignment, primarily, and shared responsibility) by the Office of the Vice Chancellor, Educational Planning and Services. While committee roles are defined in both the District and College Council Handbooks, there does not appear to be sufficient orientation as to the committee processes.

2. **Committee Communication:** The question of communication has emerged as this relates to IE Model specific committees. One individual noted that there is modest committee attendance (no data available) and that committee members do not inform constituents of the processes or outcomes of such committees. However, this common sentiment contradicts the IE Model survey results on Planning and Shared Decision-Making Process Review. It was also noted that the use of agendas and minutes is modest so that formal notifications are lacking. The "My Campus" portal has exacerbated this situation with its requirement for individuals to actively enter the closed site to learn pertinent information about their own specific committee. While it can be argued that the portal makes equal information available to all members of a specific committee, on the contrary, the portal system is not user friendly to share information across different committees and it also requires an action on the part of individuals to log into the system to actively retrieve information. This culture shift has not occurred quite yet, and the communication problems are perceived to be heightened as a result.

For most of its 85 year history, Yuba College was at the center of District activity during the decades of a single-college organization. In the transition to a multi-college district, traditional assumptions and roles have changed. Further, the recent budget crisis has hit Yuba College disproportionately compared to other parts of the district, as 34 faculty, 16.9 staff, and 3 administrators have retired or were laid off without neither replacement positions nor a corresponding reduction in services offered from 2005-12. As staffing levels adjust to the current recessionary climate, the effectiveness of processes and committees should continue to improve. (IB-25)

Assessment of evaluation mechanisms does occur on a regularly prescribed basis. These processes are very time consuming and, with staffing cutbacks, a concern is voiced that attention to administrative processes is cutting deeply into the College's programmatic capacity. Nonetheless, there is an understanding among administrators, staff and faculty that accountability, assessment and continuous improvement are critical elements of an outcomes-based institution.

PLANNING AGENDA

Committees and Processes

More knowledge and understanding is needed as to where the roles, responsibilities and authority begin and end for both the District and the College. This is a matter of gaining multi-college experience and knowledge. Some of this can be achieved by continuing the evaluation and feedback process for multi-college functional transition plans developed over the past five years.

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

Committee Communication

Yuba College will need further training on the use of MyCampus Portal for effective communication between committees and decision-making

structures.

Communication between Yuba College and District Services and amongst Yuba College employees needs improvement. The technology training for full utilization of the portal is necessary to help eliminate the isolation of Yuba College from District Services and Woodland Community College. Because communication is important for trust, transparency, and inclusiveness, a communication plan and the evaluation of its effectiveness will be developed so that all employees and committees can share recommendations, decisions, and information in the most efficient manner. The Yuba College Council has discussed the lack of common communication with the current MyCampus portal system. The College Council will take the lead on developing a communication plan for Yuba College, in consultation with YCCD Information Systems Department. In addition, the DC3 subcommittee Team Two has been charged with developing a plan to "provide training and development for collaboration, skill building, and improve communication systems and collaborative technologies." These two components, a communication plan and technology training, form the planning agenda for improving overall communication. (See Comprehensive Planning Agenda #1: Communication for essential elements to be included in the planning agenda)

Program Review Process

The entire program review process will continually be evaluated for its full integration into planning at the district level. The DC3 Strategic Plan, which is currently being developed, will provide the framework for district level decisions, while Yuba College will be required to further delineate its process that feeds the strategic plan. A further refinement of the IE Model process and the use of Program Review outcomes will continue to evolve based upon data gathered from both institutional SLO and program SLO.

Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. However, there is a common sentiment that program review planning is not fully incorporated into budget development even though the program review process has been improved by adding such activities as the Curriculum Committee review in 2004, the Office of the Vice President review in 2009, the production of a more substantial standard set

of data elements in 2010, and the implementation of TracDat in 2011. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new District strategic plan based upon the recent Board of Trustees' Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements. (See Comprehensive Planning Agenda #2: Program Review for essential elements to be included in the planning agenda)

EVIDENCE IB

IB-1   YCCD Planning and Shared Decision-Making Process Review Handbook 2009-10
IB-2   YCCD Long Range Planning Model. Updated July 24, 2007
IB-3   WCC, Office of the President. Needs Analysis: Transition of Woodland Educational Center to Woodland Community College, Roland K. Allen (CCS Group). June 2005
IB-4   YCCD Functional Transition Process. October 9, 2007
IB-5   YCCD Accreditation Self-Study, Reaffirmation, 2005. July 2004
IB-6   WCC Report of the Institutional Self-Study for Candidacy/Initial Accreditation, Program Review Revised March 2008
IB-7   YCCD Board Strategic Initiatives 2007-11 (extended to 2012)
IB-8   YCCD Educational Master Plan for Yuba Community College District. Summer, 2004
IB-9   YC Strategic Directions in YC Council Handbook. January 2011
IB-10   YC Educational Master Plan 2010-2016
IB-11   YC Electronic Communication Regarding SLO Update July 6, 2011
IB-12   YC Unit Course Assessment Report, Sociology 1 SLO's May 24, 2011
IB-13   YC Unit Course Assessment Report, Physical Science, Geology & Geography SLO's May 24, 2011.
IB-14   YC Unit Course Assessment Report, ESL 215 (Integrated ESL Skills, Level 1) SLO's May 16, 2011
IB-15   YC Unit Course Assessment Report, ESL 228 (Beginning Writing) SLO's May 16, 2011
IB-16   YC SLO Review Timeline Spring 2010
IB-17   YCCD Student Learning Outcomes Model Approved by Academic Senate, March 10, 2005
IB-18   YCCD District Council Handbook, 2005-06
IB-19   YCCD Student Learning Outcomes Core Knowledge and Abilities
IB-20   YCCD Student Learning Outcomes Clusters May 23, 2006
IB-21   YCCD Board Focused Interviews August 22, 2007
IB-22   YCCD Student Learning Outcomes Timeline October 11, 2007
IB-23   YCCD Five-Year Funding/Allocation Formula (and Succession Plan) October 4, 2007
IB-24   YC Council Handbook January 2011
IB-25   YC Staffing Levels: Administrative, Faculty, and Staff, 2005-2012
IB-26   YCCD Academic Program Review Handbook July 2009
IB-27   YCCD District/Colleges Image-Marketing Review Handbook 2009
IB-28   YCCD Student Services Review Handbook July 2009
IB-29   YCCD Administrative Services Review Handbook July 2009
IB-30   YC Program Growth and Development Needs Assessment Spring 2011
IB-31   YC Basic Skills: Student Success and Progression 2009
IB-32   YCCD Multi-College District Plan May 6, 2005
IB-33   YCCD Student Learning Outcomes Pilot Survey April-May 2008
IB-34   YC Perkins Career and Technical Education Act, Final Report – Fire Academy Spring 2011
IB-35   YC Office of the Vice President. Perkins Career and Technical Education Act, Final Report – Early Childhood Education Spring 2011
IB-36   YC 2010-11 Academic Program Review Template
IB-37   YC 2010-11 Academic Program Review Update Template
IB-38   YC 2010 Quick Facts Fall 2010
IB-39   YC Clear Lake Campus 2010 Quick Facts
IB-40   YCCD 2011-12 Tentative Budget Resource Allocation Model June 8, 2011
IB-41   YC Program Review, Reading Program Revision #1 July 19, 2011

IB-42   YC Program Review - YC Learning Assistance Program (formerly General Studies). February 10, 2011.
IB-43   YCCD Board of Trustees Minutes June 8, 2011 Monthly Meeting
IB-44   YCCD Program Review Process and Academic Program Review Handbook 2007
IB-45   YCCD Board Meeting Agenda April 6, 2011 - Veterinary Technology Position Reclassification
IB-46   General Question of the Month Survey December 2010
IB-47   YCCD Institutional Effectiveness (IE) Model Annual Report to the Board August 3, 2011
IB-48   YCCD Institutional Effectiveness (IE) Model Full Report August 3, 2011.
IB-49   YC Shared Decision-Making Committee Survey Results Spring 2011.
IB-50   YC Student Learning Outcomes Program 2006-07
IB-51   YCCD Institutional Effectiveness (IE) Model June 26, 2007
IB-52   YCCD Continuous Improvement Cycle (Model) 2008-09.
IB-53   YCCD Long-Range Planning Model 2008-09
IB-54   YCCD BP 3250 Institutional Planning
IB-55   YCCD AP 3255 Institutional Effectiveness
IB-56   WCC Premier News, Premier College Goals for 1998-99, February 1999
IB-57   YC Overview of Multi-College and Committee Structure Transition March 27, 2007
IB-58   Foundation Notes from Presentation of Vice Chancellor, Administrative Services, 2011 Administrative
             Convocation
IB-59   YCCD Resource Allocation Models, Six California Community Colleges Spring 2011
IB-60   ARRC Report Spring 2011
IB-61   YCCCD Campus Police (Various Updated Policies and Security Guidelines) 2011-12
IB-62   YC Fact Book, 2010
IB-63   YCCD Multi-College Transition Plan 2006
IB-64   YCCD BP 3250 Institutional Planning
IB-65   YC Council Handbook 2011-12
IB-66   YCCD District Handbook 2010-11
IB-67   YC Sample Program Review Data Provided to Departments
IB-68   YCCD Institutional Effectiveness (IE) Handbook 2011-12
IB-69   YC Directors and Deans Minutes SLO Charts March 2012
IB-70   YC "If Accreditation Were Today" Survey, October 2011
IB-71   YCCD Institutional Effectiveness Model Presentation to Board of Trustees September 9, 2009
IB-72   YC Convocation Discussion Notes August 2011
IB-73   YCCD Chancellor's Office Staffing Levels 2001-11
IB-74   August 2005 Convocation Program – SLO Breakout
IB-75   YC President's Board Report March 14, 2012
IB-76   YCCD Management Handbook Manager Performance Evaluation
IB-77   YC Educational Master Plan 2011
IB-78   YC Council Purpose Statement 2011-12
IB-79   YCCD Board of Trustees Planning Session August 2011
IB-80   YCCD Chancellor Email to District Employees December 12, 2011
IB-81   YC Strategic Plan Framework Workshop September 28, 2007
IB-82   YCCD Board of Trustees Minutes October 12, 2011 - Vision Statement Adoption
IB-83   YCCD DC3 Minutes Dec 16, 2011
IB-84   YCCD DC3 Strategic Plan Desin Sub-Teams, February 10, 2012
IB-85   YC Curriculum Committee Minutes, March 6, 2011
IB-86   YCCD Resource Allocation Model Sub-Committee Minutes
IB-87   YC Deadline Calendar - Office of Vice President and Student Services 2009-10
IB-88   YCCD Board of Trustees Presentation - YC ARC Report 2011

Standard II
Student Learning Programs and Services

DEVELOPMENT PROCESS
Standard IIA - Instructional Programs

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	Date(s)
YC Senate Leadership meetings	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College meeting	2/8/11
Convocation	8/10/11
All-Yuba College meeting	9/12/11

Question of the Month Input

Question Date	Responses
February 2011 all-YC meeting question – Standard IIA1b	13
February 2011 committee question – Standard IIA2e	37
(College Council, Clear Lake Campus Council, College Access & Awareness, Curriculum, ASYC, Public Safety)	
February 2011 division/department question – Standard IIA7a	25
(Nursing, Health/PE, Admin of Justice, Clear Lake Campus, Public Safety)	
March 2011 division/department question – Standard IIA2d	41
(CTE, Social Science, Student Development, DSPS, MESH, Nursing, Clear Lake Campus, Public Safety)	
April 2011 division/department question – Standard IIA5	45
(Athletics, CTE, Social Science, Language/Fine Arts, MESH, Nursing, Clear Lake Campus, Public Safety, YC Leadership, College Success Center)	
May 2011 committee question – Standard IIA	26
(Bond Steering, SLO, Public Safety, Nursing)	
May 2011 web question – Standard IIA	16
	Total:203

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	6/30/11
Draft posted on YCCD portal	10/7/11
Subcommittee meeting for final draft	7/207/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1	11/29/11 – 1/20/12	4 responses
Draft 2	2/9/12 – 3/30/12	2 responses
Cover-to-cover draft	5/21/12 – 6/4/12	2 responses
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	11/29/11, 12/7/11, 2/9/12, 6/4/12
Curriculum Committee	12/7/11
College Council	
Deans & Directors	
Academic Senate	

Standard IIA: Instructional Programs

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

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

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTION SUMMARY

Yuba College serves a diverse student population, and the college provides a variety of programs and services to meet their needs, as identified through research and articulated within the College's Mission and Vision Statements. The College provides educational programs that prepare students for transferring to baccalaureate-granting institutions, entry into the job market, and/or further career development. General education, vocational education, and degree and certificate programs are available to aid in these primary goals. Student success and individual growth is also facilitated by the college through basic skills courses, developmental education, adult non-credit courses, and English-as-second language courses. All educational programs and student services are systematically assessed and refined through the Institutional Effectiveness (IE) Model, Program Reviews, and Student Learning Outcomes (SLOs) to ensure that they are meeting the mission of the institution and upholding its integrity. (IIA-1, IIA-2, IIA-3, IIA-4)

Yuba College's instructional programs are continually evaluated to assess their relevance and effectiveness in delivering the range and quality of instructional services mandated by the Mission and Vision Statements. As part of the IE Model, all programs offered by the college conduct a full program review every four years, with annual updates, which are used to refine and improve program practices, with the projected outcome of improvements in student achievement and learning. Programs at every site participate in this thorough review process. Student learning is evaluated by designated program and

Standard IIA: Table 1
Survey showing increased use of Program Review

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.					
Senate 2010		3	3	1	
Curriculum Committee 2010	1	4	3	2	
Directors and Deans 2010		3	1	6	1
Total 2010	1 (4%)	10 (36%)	7 (25%)	9 (32%)	1 (4%)
Senate 2011	2		6	1	
Curriculum Committee 2011		2	3	6	1
Directors and Deans 2011			1	9	1
Total 2011	2 (6%)	2 (6%)	10 (31%)	16 (50%)	2 (6%)
Change from 2010 to 2011	+2%	–30%	+6%	+18%	+2%

-If Accreditation Were Today Survey,
October 2011

course appropriate SLOs that are established and assessed on a regular basis for many programs, with a plan in place to ensure all SLOs are evaluated and reviewed in each four- year Program Review cycle. The local demographics, as well as input from all college constituents, is accepted and analyzed to incorporate into the reflective and projective goals of Yuba College, as defined by the Mission and Vision Statements. These processes show a consistent and continuous commitment to improving student learning and educational effectiveness within all planning structures and processes. This process is part of the Yuba College Continuous Improvement Cycle, which is a system of creating annual planning priorities based on assessing and improving the programs and services offered. (IIA-98, IIA-99)

Yuba College works within the Yuba Community College District Institutional Effectiveness (IE) Model to ensure that its programs and services are of high quality and appropriate to an institution of higher education. The IE Model correlates the various branches of shared governance and institutional reviews to ensure that courses, programs, and services are assessed and aligned with institution-wide goals to support and improve student learning. This includes a variety of actions and resources, including academic program reviews, student service program reviews, administrative service reviews, the Planning and Shared Decision Making Model, and their collective external effectiveness measures and reported outcomes (including student learning outcomes). (IIA-6, IIA-7)

In conjunction with outstanding instructors, staff, and administrators, the Yuba College Curriculum Committee plays a large role in creating and maintaining high quality and appropriate courses and programs that address the strategic directions and student learning outcomes of the college. The committee reviews and approves all new and revised courses and programs to ensure "the quality, consistency, integrity, and feasibility of the District's curriculum," as asserted in the committee's purpose statement. The committee also provides instructors with initial training and an overview of course and course review requirements of California State Law Title 5. (IIA-8, IIA-9, IIA-10, IIA-11, IIA-100, IIA-101)

Yuba College works with outside resources to ensure that courses and programs meet the tenets of its mission and the requirements of transferring and accrediting academic and professional organizations. Many courses have specific articulation agreements with the college, which are relayed to students

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...CASE STUDY

Institutional Commitment

At Yuba College, Disabled Students Programs and Services (DSPS) ensures that all students are offered access to education through specialized programs and services. Recent advancements within this department include:

- *Expanding Educational Technology*

- *Increased Staff to serve More Students*

- *Revised Course Outlines for Learning Assistance*

- *Student Satisfaction Surveys (Completed Student Learning Outcome Cycle).*

-Disabled Students Programs and Services Minutes, August 2011

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through the course catalog and individualized counseling sessions. External accreditation reviews are conducted on vocational programs, such as the Nursing, Fire Academy, Early Childhood Education, Veterinary Technology, Automotive Technology, and Administration of Justice. (IIA-12)

In addition to program reviews and resulting actions, qualified and dedicated instructors and staff have resulted in programs, courses, and curricula that are current and meet the needs of the identified student population. The College assesses the needs of its identified student population at all of its sites and uses that information to provide courses and programs that best meet their needs and changes in industries. For example, the Licensed Vocational Nurse (LVN) program did not admit a new class of incoming students during the 2010-2011 school year due to budget shortfalls and the largest local employer no longer hiring LVN's. Alternatively, the veterinarian technician curriculum and hybrid vehicles technician instruction have grown to remain consistent with industry standards and local advisory board recommendations. In addition to large-scale program changes, instructors are able to attend discipline-specific conferences to stay current on new and best practices in their field and applicable teaching methods. As part of the negotiated contract, Yuba College has allocated $20,000 a year for professional development, with each instructor allotted up to $750. The College also has a sabbatical program that encourages instructors to take time to pursue teaching or professional development over an extended period. (IIA-13, IIA-14, IIA-15, IIA-16)

Programs and courses at Yuba College are routinely revitalized. Every five years course outlines are updated to ensure that current courses are teaching the most relevant and current material. This includes a thorough review from the Curriculum Committee. Career and Technical Education courses are reviewed more often through advisory committee input. Additionally, the College evolves through more organic means, such as faculty initiatives, funding changes, and industry changes. Examples of these changes can be seen in the implementation of the Veterinarian Food Inspection Certificate, ad-hoc Reading Task Force recommendations to create a combined Reading-English-ESL Course, and the creation of Green Jobs Training, which was the result of Workforce Investment Act funding. (IIA-17, IIA-18, IIA-19, IIA-102)

SELF EVALUATION

Yuba College has several plans and processes in place to ensure that the courses and programs it offers meet the tenets of its Mission and Vision Statements – in quality and relevancy and at all locations and through all teaching modalities. Every instructional program is reviewed annually to assess the curriculum, staffing, equipment and facilities. The student learning outcomes of over 50 percent of all offered courses have been assessed and the results analyzed as part of the Program Review Process. A plan is in place to ensure that all course and program SLOs are analyzed and drive improvement as part of each four-year Program Review cycle. In 2009, the College hired a Director of Research, Planning, and Student Success, who creates and maintains avenues for assessing and implementing recommendations from program reviews, student learning outcomes, and student demographics. The Director of Research, Planning, and Student Success utilizes TracDat, Datamart, Basic Skills Initiative

Success Reports, and ARCC reporting to provide information for data-driven recommendations for Program Reviews. (IIA-20, IIA-21, IIA-22, IIA-23, IIA-24, IIA-98, IIA-99)

There are aspects of how the college plans that need to be better implemented to be as effective as possible. The Institutional Effectiveness (IE) Model, which was approved by the District in 2006, stipulates a system of productivity and assessment that is not fully integrated into the actions it depicts. For example, how the IE Model correlates with the work of the Curriculum Committee is perceived to be disjoint, with district decisions about faculty staffing levels necessarily driving curricular implications. Another inconsistency in the College's planning processes is evident by district grants that are pursued that are not well coordinated with existing curriculum. These actions, while intended to improve instructional practices, give the perception of district planning without college input. (IIA-103)

Nevertheless, Yuba College meets this standard, and the College will maintain and improve efforts to ensure that all instructional programs meet the tenets of its Mission and Vision Statements.

PLANNING AGENDA

Yuba College has identified and is taking action on several areas where the plans, processes, and shared-governance structures in place should be continued or better implemented. College faculty, staff, and administrators are dedicated to refining key processes and improving student learning through ongoing dialogue concerning student success, which includes accountability measures from student learning outcomes and program reviews. This is evident through ongoing discussions within the Academic Senate and other advisory committees. (IIA-25)

The Curriculum Committee has recently worked toward more guidance from the Academic Senate, especially in regard to program planning, including

the discontinuation of programs. The Program Review process should be better aligned with the IE Model and incorporated into district-level decisions.

Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. However, there is a common sentiment that program review planning is not fully incorporated into budget development even though the program review process has been improved by adding such activities as the Curriculum Committee review in 2004, the Office of the Vice President review in 2009, the production of a more substantial standard set of data elements in 2010, and the implementation of TracDat in 2011. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new District strategic plan based upon the recent Board of Trustees' Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements. (See Comprehensive Planning Agenda #2: Program Review for essential elements to be included in the planning agenda)

> **II.A.1.a.** The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTIVE SUMMARY

Yuba College identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and

the diversity, demographics, and economy of its community. Research and analysis are used to identify student learning needs – from entry through exit – and assess progress toward achieving stated learning outcomes.

As asserted in the Yuba College Mission Statement, "Yuba College values a 'student first' philosophy that emphasizes excellence in student learning and success, develops individual potential, and responds effectively to the diverse educational and economic needs of the community." These objectives are met through a range of educational and vocational learning opportunities, including preparing students for "transfer to baccalaureate-granting institutions, for entry into the job market, or for further career development." These options are availed through classes that address "general education, vocational education, and degree and certificate programs at the lower division level." Additionally, "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." The needs of the community and student population are identified and analyzed, with programs, services, and other actions of the college aiming to address these needs.

> "Student surveys were conducted during our last program review process. (The surveys) reflect the wants and needs of students. Curriculum is developed to reflect those needs."
> -Athletics, Health, Physical Education, and Public Safety

The Yuba College Fact Book is a compilation of local demographics, student demographics, past and projected enrollment, local high school graduation rates, student placement results, and course offerings and enrollments. Yuba College's Director of Research, Planning, and Student Success compiles this information on an annual basis, and the information is used for course, program, and service planning. An assessment report for graduates of all feeder high schools is developed yearly to detail placement test results and persistence notes. This information is requested by and discussed at more than one local school board. (IIA-2, IIA-104, IIA-105)

Several processes in place serve the local community by ensuring that students with diverse needs are assisted with entry into and subsequent successes within Yuba College. The matriculation process

Student Learning Outcomes

BIOL 4 – Human Anatomy	**SLO: Critical Thinking – the structure/function relationship. Students will be able to identify and describe a structure/function relationship involving cells, tissues, organs or systems within the human body.**

Findings from SLO Analysis: The percent of students able to identify and describe the relationship was 48% in spring 2011.

Resulting Changes:

1. I instituted an anatomy model project last term. The results are in the display cabinet in the hallway. Students were asked to pick from a list of structures. Then, they worked to build anatomically correct models and wrote a paper about their experience.

2. I have added the question to each lecture exam as an option for students to write about. This was, it is not the first they have attempted to answer the question formally.

The percent of students satisfactorily identifying and describing structural relationships increased to 78% in fall 2011.

-SLO Assessment, Spring 2012

includes outreach to the local high schools and communities, with materials produced in several languages. Counselors and support staff provide assistance with registration, obtaining financial aid, and other support services through individual sessions and scheduled workshops. The process of entry and integration continues through placement testing, academic counseling, and monitoring students' successes. The Admissions and Records Department work with counselors to evaluate transcripts and review students' appeals. The College Access and Awareness Committee was created to consolidate many separate outreach activities, a need that was articulated in Program Reviews. A Quick Reg program for graduating high school seniors was created so they could visit campus, attend orientation, meet with a counselor, and enroll in courses. Faculty retirements and uncertain budget restrictions have impacted the availability of counseling staff and the level of assistance offered to students. Some of these deficits are addressed through faculty committing class time and office hours to help identify and meet the varied educational needs of students. (IIA-26, IIA-27, IIA-28, IIA-29, IIA-30, IIA-31, IIA-106)

Course specific student learning outcomes have been created, assessed, and analyzed for Yuba College's academic programs, support programs and outreach services. Faculty members work with the college researcher to track student learning through TracDat. After careful analysis, the information is used to implement changes in the curricula and student services to align with institution-wide

goals related to supporting and improving student learning. This process is now formally included in the Program Review and IE Model. For example the Basic Skills Initiative (BSI) Committee recently used ARCC Reports, placement data, and completion reports to reevaluate how developmental reading and writing courses are taught. After careful consideration of college, institution, and national achievement data regarding remediation and retention, the College – driven by the dedication of the English Department – piloted integrated reading and writing courses in fall 2011. Students learning outcomes in these courses will be closely monitored and will result in changes to the curricula and course offerings, as applicable. (IIA-32, IIA-33, IIA-34, IIA-102)

SELF EVALUATION

Yuba College meets this standard through the many plans and processes in place – in addition to the dedicated staff, faculty, and administrators who ensure that students' learning needs and goals are met. The program review process is in place to evaluate the teaching and learning and outreach activities designed to support all Yuba College students.

The Yuba College Educational Master Plan creates areas of emphasis for future planning by researching and analyzing the needs and academic outcomes of the local and student population. This plan works under the Strategic Directions of the Yuba Community College District Board of Trustees, which identify areas for discussion, research, and action

Program Review – Areas for Discussion
- Develop Standardized Responsibilities
  - Review Group
  - Dean – Review/Evaluate/Research/Data
- Vice President Roles/Review
- Curriculum Committee Role
- Vice Chancellor Role
- Board Role/Feedback
- President Role/Feedback
  -Convocation Break-Out Discussion
  August 2011

that the District will address in the scheduled time periods. (IIA, 36, IIA-37, IIA-107)

The District Communication and Consolation Council (DC3), has recently taken the Board's newly adopted Vision as the basis for a strategic plan, which will build upon the existing IE Model.

PLANNING AGENDA

This standard is met, and Yuba College plans to continue placement and course related assessments to ensure that the data available provides the means to make decisions which enhance the progress towards achieving stated learning outcomes.

Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. However, there is a common sentiment that program review planning is not fully incorporated into budget development even though the program review process has been improved by adding such activities as the Curriculum Committee review in 2004, the Office of the Vice President review in 2009, the production of a more substantial standard set of data elements in 2010, and the implementation of TracDat in 2011. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new District strategic plan based upon the recent Board of Trustees' Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements. (See Comprehensive Planning Agenda #2: Program Review for essential elements to be included in the planning agenda)

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY

Yuba College offers a variety of educational modes

and delivery systems to serve the needs of its widespread and diverse student population and as a way of facilitating best practices in andrological instruction techniques and methods. Course delivery methods have evolved with changes in content, technology, and students' needs, however the basis for courses are consistent throughout the college and delivery methods.

Courses are offered in a variety of formats, with technology playing varying roles in course and program offerings, as decided by the instructor, specific program requirements, or the college. Many classes are offered in traditional classrooms, which offer students face to face interaction with their peers and instructor. Measure J, a $190 million dollar bond that was approved by local constituents in 2006, has funded the integration of technological equipment to create "smart classrooms," which offer instructors and students the use of internet, projection systems, document cameras, and other audio-visual needs. Yuba College has developed technology standards for "smart classrooms" and these are installed as construction activities take place. (IIA-38, IIA-39)

How do you personally deliver instruction that is compatible with the objectives of the curriculum?
- Attach syllabi
- List of text books (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
  o Choose appropriate prompt for each level, response to ideas, department decides.
- Division meeting discussions to be reflective in the minutes
- Monthly meetings curriculum is discussed and in the handbook
- Objectives (state-wide) met in curriculum
- SLO assessment linking to the objectives
- Student evaluations
- Debating in Directors and Deans meetings
                                              -All YC Meeting
                                              February 8, 2011

Due to increased demand, Yuba College created a new Dean of Distributive Education (DE) and Media position in 2008. This consolidated many aspects and has created a coherent professional department in terms of training, instructional design, and best andralogical practices in DE teaching. With the assistance and encouragement of the Yuba College

DE Department, many campus-based courses offer online enhancements for students. Through eLearning and Blackboard, students are often able to access lecture notes, assignments, and course-related links for traditional classes through an online format. Discussions, peer reviews, and interaction with the instructor are also available through this enhancement to on-campus courses. Hybrid courses, which dedicate a specific portion of the course to online interactions and assignments, are also offered by Yuba College. Ongoing faculty training on course design and techniques for increasing student engagement are available through DE and flex credit is often offered by the college. (IIA-40, IIA-41, IIA-42, IIA-108, IIA-109)

Other course style and content offering that are created and maintained to meet the needs of the student population and best address the content of individual courses include fully online courses, televised courses (ITV) over two separate channels, accelerated learning courses, work experience for-credit courses, internships, and service learning. Yuba College currently offers 90 online and 13 ITV courses, serving approximately 35 percent of the college's student population. (IIA-43, IIA-44, IIA-45, IIA-46, IIA-47, IIA-48)

Examples of meeting institutional objectives and course related learning outcomes can be seen in current enhancements and changes to curriculum and instructional methods. These enhancements were brought about through the IE Model Program Review process and Basic Skills Committee research of best practices. Recent Service Learning courses offered by the college allowed students to research the impact of the Yuba and Feather Rivers on community and entrepreneurial olive production, which gave students professional work experience and course credits. Other changes to curriculum are directly related to national and local research regarding student retention. The Language Arts Department piloted an accelerated integrated reading and writing course in fall 2011 after researching student remediation and retention rates. Learning Communities were held during the 2009-2010 academic year and these culminated in a student research conference on campus. (IIA-102, IIA-110, IIA-111)

Key processes and committees are in place to create on ongoing and robust dialogue to determine if the delivery of instruction fits the objectives and content within each course and to evaluate key learning outcomes. The Curriculum Committee reviews each

course for appropriate content objectives, SLO's and delivery method. Discussions regarding course offerings and means of delivery are also addressed at the division and department level, as well as amongst faculty on an organic basis.

Faculty expertise is an important element in the evolution of course materials and instructional methods. Flex presentations, conferences, and other professional development activities assist instructors in maintaining best practices – both for the identified population and course content – within the methods of delivery of courses and programs offered. (IIA-49)

Instructional delivery methods are evaluated for effectiveness on an ongoing basis through student evaluations and student learning outcome assessments, both of which are reviewed and reacted to as necessary. Faculty members are evaluated by peers, and the comments are reviewed and integrated into content and delivery methods as appropriate. An analysis of SLO's are formally included in the IE Model and Program Review process.

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard. The College has several processes that assess and refine the modes of and content within instruction. Current SLO cycles aid in enhancing teaching methods by evaluating students' learning. There are ongoing discussions and requirements regarding how class curriculum, as stated in the syllabus, meets the course objectives. However, the curriculum course review and approval process should be reviewed and revamped to be as effective as possible. Specifically, the current Curriculum Committee review process for DE courses, which utilizes a "checkbox" method, is ineffective and more thorough discussions about best practices in online education are needed. Two new software packages have been recently implemented: Curricunet for the Curriculum Committee and TrackDat for both Program Reviews and SLOs. These will allow data to be mined for specific topics related to program improvement. (IIA-50)

There is a widespread dialogue – at the district, college, and division levels – regarding delivery systems and modes of instruction; however, recent budget constraints have limited increasing online course offerings. Yuba College's Director of

Research, Planning, and Student Success is working with faculty to assess the effectiveness of the various delivery systems and modes of instruction offered by the college. (IIA-112)

PLANNING AGENDA

Yuba College recently appointed on SLO Coordinator and this role will lead further discussions regarding instructional delivery occur – specifically within program reviews and related SLOs. Creating a process for evaluating when academic programs should be discontinued should also be developed.

Comparisons of traditional and online versions of the same class are being studied to see if one is more beneficial to student learning, as evaluated through student learning outcomes. This information will be used to create future instructional priorities. Further, the DE Dean is engaged with an Academic senate subcommittee to define the vision of all DE courses (online, ITV, hybrid) that are available to Yuba College students.

Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC "Proficiency Level" rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty members. Ongoing SLO training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes. (See Comprehensive Planning Agenda #6: SLO for essential elements to be included in the planning agenda)

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY

Yuba College has identified college-wide student

learning outcomes (SLOs), and the college is in the process of identifying SLOs for all courses, programs, certificates, and degrees it offers. Yuba College started with identifying eight institutional level SLO's. These were adopted by the Academic Senate and Board of Trustees. (IIA-113, IIA-114)

Yuba College Student Learning Outcomes:
- Communication
- Computation
- Critical Thinking
- Global Awareness
- Information Competency
- Personal and Social Responsibility
- Technological Awareness
- Scientific Awareness.

The College has articulated correlations between disciplines and these college-wide SLOs, and the college is integrating the assessment of courses and programs as part of the Program Review Process. The Yuba College Director of Research, Planning, and Student Success tracks the progress in creating, assessing, and evaluating course and program SLOs, and oversees their analysis in the appropriate part of the IE Model.

In the spring of 2005 the Yuba College Academic Senate developed an SLO purpose statement and created an SLO Project Team that was taksed with developing Institutional Student Learning Outcomes (ILO's)-student learning outcomes that could reasonably be expected for students who graduate from Yuba College. The SLO Project Team identified the eight learning outcomes listed about, which were adopted by the Board of Trustees in November 2005. During convocation in 2006, academic and student support services identified two to three ILO's

that were most indicative of the skills, knowledge, or experiences that students could gain through their program The same year an assessment plan was developed for the ILO's. However, the plan was not piloted until the spring of 2008. Unfortunately, the accredtitation of Woodland Community College, changes to the district Institutional Effectiveness Office, and changes to the membership of the SLO Project Team derailed some of the progress that was made on ILO and program level assessment.

During convocation in 2009 all of the academic programs finalized course level SLO's. The SLO committee spent the next year working with faculty and academic programs to refine their SLO's and create authentic, usable assessments. Since serveral SLO's existed that were vague, pourly written, or lacked assessments. Assessing course SLO's was piloted in the summer of 2010 with Math and English courses, and then in the fall of 2010 assessment began for all courses. During the 2010 year the SLO

Standard IIA: Table 2
Survey showing increased reliance on Program Review

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.					
Senate 2010		4	1	2	
Curriculum Committee 2010		3	5	2	
Directors and Deans 2010		4	3	4	
Total 2010		11 (39%)	9 (32%)	8 (29%)	
Senate 2011	2	4	2	1	
Curriculum Committee 2011		2	4	6	
Directors and Deans 2011		1	5	5	
Total 2011	2 (6%)	7 (23%)	11 (35%)	12 (39%)	
Change from 2010 to 2011	+6%	-16%	+3%	+10%	

-If Accreditation Were Today Survey, October 2011

committee decided that rather than having separate program level assessments of student learning outcomes for most programs, the aggrgate course level SLO's would be sufficient to demonstrate student learning within a program. Some programs- such as Nursing- that had additional program level SLO's, that went beyond course SLO's, would be encouraged to assess those learning outcomes. Further, the SLO process was integrated into the program review process for the first time during the 2010 academic year. (IIA-115, IIA-116)

To date, almost half of the course SLO's have been analyzed with the results discussed as part of programmatic change and the Program Review Process. The Director of Research, Planning, and Student Services works directly with faculty to analyze the outcomes. This information is used by faculty to integrate changes to curricula with the goal of improving SLO outcomes.

Evaluation, Planning, and Improvement

(a) *Needs identification. The Reading Task Force, a cross-disciplinary (ESL, English, Reading, Student Services, full-time faculty, adjunct faculty, classified staff) and inter-collegiate (Yuba, Clear Lake, and Woodland) team who conducted the 2010-11 Reading Program review, obtained data from the institutional researcher, and used this data to identify the following needs:*

- *The data indicated that the Reading Program was only serving approximately 16% of the students identified as needing reading instruction by the ACCUPLACER assessment test*
- *Of the students served by the Reading Program, there was a dire lack of progression to subsequent levels of reading and writing instruction.*

(b) *Plan development. Several of the task force members attended workshops and read prodigious amounts of material about effective, empirically grounded practices in successful reading programs. They shared their findings with the other members of the task force and engaged in lively discussion about both the purpose and future direction of the Yuba College Reading Program, considering various ways to encourage reading instruction among a Yuba College student body that has consistently failed to enroll and advance in reading courses. After several months of research and discussion, the Reading Task Force agreed on several recommendations for change.*

(c) *Result. The Reading Task Force modified the existing Reading Program. It now offers integrated reading instruction recursively throughout a student's college experience in various content courses, starting with the development English and ESL courses. This integration will give students an opportunity to practice reading strategies in authentic, domain-specific contexts over and over again if they so choose. Beginning in fall 2011, the Yuba College Language Arts Division will no longer offer several courses.*

Instead, integrated reading-writing equivalents, each four units, as approved by the Curriculum Committee on December 7, 2010, will be offered. In addition, based on the research of Katie Hern at Chabot College, we will also offer a pilot six-unit accelerated course that combines the former Reading/English 110A and 110B levels into one class.

(d) *Needs fulfillment. The Reading Task Force is currently working in collaboration with the institutional researcher to assess student success using qualitative and quantitative data to determine if the needs identified in (a) are being met.*

-Language Arts Department

SELF EVALUATION

Several District and College-wide plans in place articulate the purpose and process of instituting SLOs throughout all college courses and programs. The Yuba Community College District Long-Range Planning Model, which encompasses the Yuba College Mission and Vision Statements, the Educational Master Plan, the five-year Strategic Plan, and the Institutional Effectiveness (IE) Model, situate SLOs as one of the six areas of emphasis within the college. The Academic Senate is engaged in discussing SLO's as part of its curricular oversight. (IIA-51, IIA-122)

Yuba College has established an institutional framework that identifies the College's Student Learning Outcomes and incorporate the resulting analysis info the IE Model. This includes college-level, program-level, and course SLO development. To date, all eight institutional SLO's have been assessed and most program level SLO's have been analyzed.

Since the fall 2010 semester, 767 courses have been offered and SLO's assessed on 458 sections from 290 courses. The SLO Committee has integrated SLO development, review, and assessment into the formal Program Review process, ensuring that each course and program SLOs are researched and analyzed at least once during the four year program review cycle. It is evident that discussions are occurring at the division level regarding the creation and assessment of SLOs within all courses and programs. (IIA-98, IIA-99)

Student Support Services quickly discovered that traditional service departments were too defined for programmatic SLOs. They divided their departments into service areas (i.e. counseling) which included services from different areas who all provided the same service (i.e. veterans, academic advising, learning disabilities, etc.). Further, Student Services departments went beyond the eight institutional SLOs to create individual SLOs that are pertinent to their own service area. These are currently being

assessed, with results discussed in program review analysis. (IIA-117)

In a report to the Academic Senate and College Council, ongoing discussions from the SLO Committee revolve around placing SLO's on the Course Outline of Record versus redundant systems in the newly acquired TracDat software. A main point of discussion is the validity of allowing different instructors to choose their own SLO assessment for their own section of a common course. The SLO Committee believes that this might be a likely outcome in the future, but for the immediate need, the SLO Committee has left the handbook alone to utilize common SLO assessments for every section of each course taught to gather valid data for departmental decision making. (IIA-118, IIA-119, IIA-120)

Yuba College meets this standard, and the college has processes in place to accomplish meeting this standard. Appropriate resources are being allocated to support student learning outcomes and assessment, including the hiring of a Director of Research, Planning and Student Success in 2009 and identifying a SLO Coordinator during the 2011-12 academic year. (IIA-105, IIA-121)

Yuba College has made progress, adapting an Academic Program Review in 2004 and institution-wide SLOs in See 1B Chart. From the eight broad SLOs, programs and courses have created supporting outcomes. The analysis of SLO's were formally incorporated into the constituent parts of the Institutional Effectiveness (IE) Model in 2010 through required analysis in Academic Program Review, Administrative Review, and Student Services Review in 2011-12. The Academic Senate, departments, student support programs, SLO Committee, and administrator are fully invested in the SLO process.

As self-reported during the survey – If Accreditation Were Today in October 2010 and October 2011 – Yuba College made significant strides and academic leaders feel that the college is at the Proficiency Level for Program Review and Institutional Planning. (IIA-122)

PLANNING AGENDA

Yuba College will need to continue its plan to (a) complete the data collection and analysis on remaining courses, (b) ensure that all courses are evaluated at least once during the four-year program review cycle, and (c) report out improvements based upon the systematic analysis of student learning outcomes.

Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC "Proficiency Level" rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty members. Ongoing SLO training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes. (See Comprehensive Planning Agenda #6: SLO for essential elements to be included in the planning agenda)

Student Learning Outcomes

RADT8 – Radiographic Pathology and Film Critique	SLO: Discriminate the manifestation of pathological conditions and their relevance to radiographic procedures (i.e. additive and subtractive pathologies)

Finding from the SLO Analysis: On individual state level exam questions, students did fine but it was discovered that these was a weak overall understanding of collective pathology.

Resulting Changes: Course discussions now focus on the importance of overall pathology. While technicians cannot diagnose pathologies, it is important for the students to recognize the pathologies present.

-SLO Assessment, Spring 2012

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.[1, 2]

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY

Yuba College, through its qualified and dedicated faculty, staff, and administrators, utilizes and refines established procedures to maintain and improve all instructional courses and programs. All instructional courses and programs offered by the institution, including collegiate, developmental, continuing and community education, short term courses, and special programs are designed, approved, administered, delivered, and evaluated (including student learning outcomes) to improve student achievement and learning.

Utilizing information concerning past, current, and projected students, the Yuba College Director of Research, Planning, and Student Success compiles an annual Fact book that serves as a source for developing and implementing courses and programs that meet its constituents' needs. The needs of the community and student population are identified and analyzed, with programs, services, and other actions of the college aiming to address these needs. For example, current changes implemented in developmental courses at Yuba College are the result of research related to success and retention at the local and national levels. The Yuba College Fact Book is a compilation of local demographics, student demographics, past and projected enrollment, local high school graduation rates, student placement results, and course offerings and enrollments. This information, along with persistence and retention data, serve as measures for adapting and evolving educational resources. The A+ Report tracks incoming students' placement results from all local high schools. (IIA-104, IIA-123, IIA-124)

Yuba College ensures that the instructional courses it offers are of high quality through processes that include the Curriculum Committee, Department and Division program reviews, and evaluations of individual instructors. These processes include representation from all college constituents and are conducted on an ongoing, planned, and continuous basis. The Curriculum Committee provides resources for and conducts a review of all new and revised courses. This Committee also reviews and assists with refining ongoing courses on a regular basis, including the creation and assessment of student

learning outcomes. The Curriculum committee reviews all courses that will be offered over Instructional Television (ITV) or online separately to ensure regular and consistent contact between faculty and student, appropriateness of teaching methods, and methods of communication. Full program reviews are conducted every four years, with annual updates. Faculty members receive reviews from their peers and students on a regular basis, and the information is used to refine course structures and teaching styles. All courses and programs offered by Yuba College have been assessed at several levels, with outcomes for the majority falling in the "high quality" category. (IIA-52)

All courses and programs offered by Yuba College are created and maintained to comply with California State Law Title 5, and this is reviewed and confirmed through evaluations by the Curriculum Committee and faculty and course evaluations. The college determines the appropriate credit type and delivery mode of its courses and programs through the Curriculum Committee review process, which includes working directly with the department and instructors involved in the course or program. An official Course Outline of Record is kept on file for every course offered at Yuba College. This includes: hours (lecture and laboratory), units, credit information, grading method, prerequisites, course objectives, course description, methods of instruction, methods of assessment, applicable types of assignments, teaching materials, evaluation criteria, ADA accommodations, repeatability, and approvals from faculty/dean/vice president/ curriculum committee/articulation/board. Starting in 2007, SLO's were added to the official Course Outline of Record, including the assessment of SLO's. This addition consolidated SLO assessment and validated the SLO process, as it is approved through the established Curriculum Committee process. There has been discussion in recent years to fully move the entire SLO process to TracDat database, but it was decided that the four-year cycle of evaluation should be fully implemented before it is modified. This will certainly be a change in the future as TracDat is ingrained in the operations of Yuba College over the upcoming years.

Courses and programs are continually defined and refined through program reviews and instructor evaluations. Course outlines include the breadth, depth, and rigor of courses. The Curriculum Committee is in the process of transitioning all course outlines to CurricuNet, which is computer based course and program software that will allow for open digital review of outlines. This software will also assist the Curriculum Committee in identifying connections between course programs and aid in improving degree and catalog updates. (IIA-55, IIA-56, IIA-125)

Yuba Community College District (YCCD) had a district-wide Curriculum Committee until 2008, when Woodland Community College (WCC) was granted accreditation status and YCCD transitioned from a single-college district to a multi-college district. The Vice Chancellor for Educational and Planning Services was responsible for oversight of the district curriculum committee, including the WCC subcommittee of the YCCD Curriculum Committee. In 2008 as part of the Multi-College Transition (MCT) Plan, full administrative responsibility for the Yuba College Curriculum Committee was handed over to each college. Later in 2010, a long standing faculty curriculum co-chair retired, further impacting the workload at Yuba College. Finally, the classified position whose sole responsibility was Curriculum Specialist, and who was assigned to Yuba College during the MCT Plan (and housed in the office suite of the president and vice president), was moved to District Services in 2008 without any backfill or consultation regarding the workload impact to Yuba College. This long-standing position that tracked curriculum, submitted state reports, prepared board agenda items for approval, and watched over the catalog process retired in 2010 and was not replaced. After several months of struggling with the workload, some of the duties at the district level were merged with another existing position. As a result, Yuba College has lost more than one position in curricular oversight at the same time that Yuba College has had to assume duties previously completed by the District Office. This has impacted the workload of the curriculum, including its oversight and monitoring of the curricular process, as well as the catalog oversight and preparation. While these actions do not impact the quality of the curriculum, they have certainly impacted the monitoring, tracking, and compliance of the Yuba College Curriculum Committee. (IIA-126, IIA-127, IIA-128, IIA-129, IIA-130, IIA-131)

> 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.
> -Web-Based Question of the Month, May, 2011

The quality of all instructional courses and programs is further evaluated through program reviews, although there is a strong sentiment that the resulting recommendations are not fully utilized in district planning. Program reviews and annual updates are areas where departments and divisions make recommendations for improvements that are discussed, planned, and implemented as resources are available. Each program is on a four-year rotation cycle for a full self-study and provides an annual update as part of the IE Model. Since 2005, Program Reviews have been presented to the Curriculum Committee for each pertinent subcommittee who reviews courses and programs to also comment on related Program Review findings. Beginning in 2009, Program Reviews were incorporated into the Institutional Effectiveness (IE) Model Annual Report. The IE Model is presented to the Yuba Community College Board of Trustees every year. Despite this process, there is some sentiment among faculty and staff that the program reviews are not utilized and suggestions are not considered for implementation in District budget decisions. In reaction to these discussions, TracDat was purchased and the Yuba College Director of Research, Planning, and Student Success developed computerized analysis and feedback loops for program reviews to improve the dissemination and utilization of recommendations regarding all programs and services the college provides. Due to feedback from the Academic Senate and Curriculum Committee, the Vice President started a process of providing a written response to all program reviews, starting in the 2010-11 school year. Further, the Vice President started in 2010 to present Program Review executive summaries to the Academic Senate for their input and suggestions. (IIA-54, IIA-55, IIA-122, IIA-132)

Several District and College-wide plans in place articulate the purpose and process of instituting SLOs throughout all college courses and programs. The Yuba Community College District Long-Range Planning Model, which encompasses the Yuba College Mission and Vision Statements, the Educational Master Plan, the five-year Strategic Plan, and the Institutional Effectiveness (IE) Model, situate SLOs as one of the six areas of emphasis within the college.

Yuba College's college-wide SLOs are Communication, Computation, Critical Thinking, Global Awareness, Information Competency, Personal and Social Responsibility, Technological Awareness, and Scientific Awareness. The College has articulated correlations between disciplines and these college-wide SLOs, and the college has integrated their assessment of these SLOs within specific courses. The Yuba College Director of Research, Planning, and Student Success tracks the progress in creating, assessing, and evaluating course and program SLOs. Assessment of SLOs, as a formal part of the Program Review process, has led to curriculum improvements such as changes in the ESL final examination, emphasis on critical thinking in Culinary Arts, and the interrelation of systems in Anatomy.

SELF EVALUATION

Despite the need for continued application of the established assessment techniques for student learning outcomes of all active courses and programs, Yuba College meets this standard and will continue efforts to meet this standard. The College has several processes in place to ensure that the college, divisions, and faculty work to establish and improve all academic programs provided.

The Yuba Community College District Institutional Effectiveness (IE) Model articulates the relationship between the Academic Senate, Curriculum Committee, and faculty regarding the processes in place for continuous improvement. Faculty members are involved and integral in all aspects of course and program design, approval, delivery, and assessment. The Curriculum Committee serves to assess that faculty driven curriculum is appropriate for college and state standards in regard to depth, rigor, and assessment. (IIA-56)

Yuba College has developed student learning outcomes for the college and all individual programs, with almost 50 percent of the course level learning outcomes assessed and incorporated into the program review evaluation. The Director of Research, Planning, and Student Success is working with the Student Learning Outcome Committee, the Curriculum Committee, and faculty to assess the SLOs in every active course. (IIA-98, IIA-99)

PLANNING AGENDA

Due to the downsizing of both Yuba College full-time faculty and academic support, the Curriculum Committee is struggling with monitoring and oversight issues, along with creating a new tracking program in CurricuNet. The distinction of Yuba College roles and District Services needs to be addressed – from the standpoint of sustainable curriculum support, while also supporting district-

wide core curriculum. (See Planning Agenda #4: Clarification of Roles – Yuba College vs. District Services.)

This formal plan includes a review of all courses over a four-year time period corresponding with a formal review of SLO assessment, as part of the Program Review Process. The expertise of faculty have served as the core component within developing measurable outcomes. (IIA-98, IIA-99)

Yuba College plans to continue assessing student learning outcomes of all active courses, to ensure that they are aligned with the course and the associated degree. Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC "Proficiency Level" rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty members. Ongoing SLO training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes. (See Comprehensive Planning Agenda #6: SLO for essential elements to be included in the planning agenda)

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTIVE SUMMARY

Faculty expertise and correlating advisory committees are essential to identifying the competency levels and measureable student learning outcomes for all courses, certificates, programs, and degrees offered by the college. This process involves accountability at the state, college, and division levels. All Career and Technical Education (CTE) programs have active advisory committees that assist them in

curriculum modifications for certificate and degree programs. The Basic Skills Report is compiled and discussed with the Board of Trustees on an annual basis. Cut Score Validation is used for placement in English, mathematics, and ESL courses, and is assessed through collaborations between the Assessment Office, individual departments, and the Director of Research, Planning, and Student Success. Departments and faculty are responsible for assessing students within classes and courses to ensure that appropriate progress towards articulated learning outcomes is being achieved. One of the four components of the Program Review process is a thorough review of curriculum standards and course offerings. These are formally validated through the IE Model and Program Review process with annual updates and full review every four years. (IIA-57, IIA-58, IIA-59, IIA-60)

Competency levels and measureable student outcomes are set by faculty and departments. Assessments of these levels and outcomes often occur in individual classrooms and occasionally as a collective department. For example, the English Department conducts holistic scoring sessions for all of its composition courses each semester. All faculty are involved in a training process that ensures department-wide concurrence regarding competency levels per course. Competency for Career and Technical Education Courses and Programs is achieved through collaboration between the associated departments, instructors, and industry advisory boards. (IIA-61)

SELF EVALUATION

Yuba College meets this standard and will continue to assesses the achievement and effectiveness of learning at each level – courses, departments, and the college – through grades, assessments of student learning outcomes, retention rates, and faculty and course evaluations.

The Yuba College Catalog provides a clear pathway for students to achieve student learning outcomes required of a course, program degree, or certificate. This is one area that was impacted when the district office moved the Yuba College Curriculum Specialist who was responsible for the catalog oversight to the district offices in 2008, and then did not replace her position when she retired two years later. There has been no consultation as to the impact or workload implications for Yuba College, and the catalog process and oversight has suffered as a result. For example, the catalog formatting should be

standardized, and the computerized degree audit system needs to be used and updated in ways that make it accessible and transfers standardized. The current transition into CurricuNet will assist with these issues; however, a college-level curriculum staff person would be very beneficial to the college in this area. (IIA-128, IIA-129, IIA-130, IIA-131)

PLANNING AGENDA

With the assistance of the Director of Research, Planning, and Student Success, continued efforts will be made by faculty and advisory committees to assess student programs to ensure students are meeting appropriate academic and professional competency levels. This has been formally included in the program review process and IE Model.

Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC "Proficiency Level" rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator

will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty members. Ongoing SLO training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes. (See Comprehensive Planning Agenda #6: SLO for essential elements to be included in the planning agenda)

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTIVE SUMMARY

Yuba College has processes and committees in place to assess that all instructional programs offered by the college are of high-quality, and contain the appropriate breadth, depth, rigor, and sequencing. The time to completion and learning outcomes within all courses and programs are also areas of ongoing analysis at the college, which leads to implementing improved practices.

Beginning with district and college level master plans, including the Yuba Community College District Institutional Effectiveness (IE) Model and the Yuba College Educational Master Plan (EMP), the College evaluates its program and course offerings on a regular and ongoing basis. The Curriculum Committee reviews all course outlines and program requirements to ensure that the official Course Outline of Record includes proper: hours (lecture and laboratory), units, credit information, grading method, prerequisites, course objectives, course description, methods of instruction, methods of assessment, applicable types of assignments, teaching materials, evaluation criteria, ADA accommodations, repeatability, and approvals from the faculty, dean, Vice President, Curriculum Committee, articulation, and Board of Trustees. The sequencing of all courses is determined by departments, approved by the Curriculum Committee and Board of Trustees and scheduled with consultation between the dean

and appropriate faculty members to ensure there is a consistent commitment to improving student learning through appropriately evolving course and program structures. Another assessment of the quality, breadth, depth, rigor, and sequencing of all courses and programs occurs within Academic Program Reviews, which are conducted on a 4-year rotation with annual updates. These processes are evaluated by the College's Director of Research, Planning, and Student Success, who reviews transfer rates, the success of transfer students, student learning outcomes, and the outcomes of articulation agreements. Finally, formal time is set aside throughout the academic year for faculty to discuss academic and departmental matters; a college hour is scheduled on Tuesdays and Thursdays from 12:00 to 1:00 pm, without classes, so faculty can meet as colleagues to discuss professional matters. Also, through regularly scheduled division meetings (4th Tuesday of every month), the Curriculum Committee (1st and 3rd Tuesdays of every month), and the Academic Senate (every Thursday) provide additional opportunities for discussion. Convocation and Flex activities are also programmed around faculty discussions regarding curricular standards. (IIA-132)

PLANNING AGENDA

None.

> **II.A.2.d.** The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTIVE SUMMARY

Yuba College serves a diverse student population – geographically, academically, and social-economically. Over the past 30 years the college has been forward thinking in its continuous commitment to improving student learning and educational effectiveness through providing a range of distributive education modalities, disabled persons services, language learner opportunities, transfer-level, basic skill and community enhancement courses. A variety of teaching methodologies and technological resources are used to provide effective educational opportunities for all students. All of these resources, which are maintained and evolved through dedicated staff, faculty, and administrators, create a foundation for learning and success at Yuba College. The IE Model formally evaluates curricular offerings through the Academic Program Review and different teaching modalities through

> **...CASE STUDY**
>
> *Institutional Commitment*
>
> *"The Fine Arts Division has made changes since 2005 to serve students even more and to help them succeed at Yuba College and beyond. The improved art and theatre facilities and equipment acquired through Measure J provide students with invaluable experiences in performance and creation of art works which prepare them for transfer to baccalaureate granting institutions and for careers in the fine and performing arts. Our division has further strengthened the transferability of fine arts students and their preparedness for future careers by adding a digital media course in photography and by hiring another full-time music faculty to offer courses in vocal and piano music as well as additional general education courses. The unit load of art courses was also modified to ensure course-equivalency for transfer, and a tutoring program in music courses was developed in collaboration with the College Success Center (CSC) to enhance student achievement. These changes were incorporated in the spirit of the "student first" philosophy of Yuba College."*
>
> *-Fine Arts Division*
> *Minutes, August 2011*

both Student Services Reviews and Administrative Services Reviews. (IIA-62, IIA-63, IIA-64, IIA-65, IIA-66, IIA-67)

> 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.
>
> -Clear Lake Council
> If Accreditation Were Today, October, 2011

The Yuba College Testing and Assessment Office offers several different tests of student learning styles, such as the LASSI (Learning and Study Strategies Inventory) to help students evaluate their individual learning. Several departments, such as Counseling, EOP&S, and DSP&S use the LASSI, or other similar tests, to identify specific student needs. In addition, some programs, such as Learning Assistance and Counseling programs, offer students workshops and classes designed to identify their academic strengths, weaknesses, and learning styles.

Faculty and staff assess if they are meeting the

SOCIL2 –Social Problems	SLO: Critical Thinking – to determine whether students demonstrate an ability to analyze the social construction of social problems (i.e. "claimsmaking)
Finding from the SLO Analysis: Here again, the results of the early assessment of this SLO were slightly disappointing, so efforts were made to revise the course. Previously, the culminating assignment for the courses was for students to play the role of "moral entrepreneur," i.e., make a presentation to the class about a social problem of the student's choice, with the goal of persuading classmates of the validity of the presenter's claims about the social problem. But while this assignment let to some creative presentations meant to elicit emotional responses from the audience, it did not allow the students to fully demonstrate their ability analyze the claimsmaking activities of moral entrepreneurs' in the "real" world.	
Resulting Changes: Another assignment has been added, where students must not only analyze the claims made by other moral entrepreneurs, but must also do independent research to find objective data to compare against the claims of moral entrepreneurs. The course has been enriched and improved by the addition of this assignment; a change which resulted from analysis of SLO assessment data.	

-SLO Assessment, Spring 2012

needs and learning styles of their students through reflecting on students' success rates and evaluating the outcomes of teaching materials and methods. Many Yuba College instructors are educated in and utilize best practices for andragogical approaches and materials. Instructors advance their abilities through interactions with and evaluations by other members of their department, through attending discipline and instruction specific conferences, and through flex offerings on campus. Further, performance evaluations are based upon six criteria: (1) acceptance of responsibility; (2) effectiveness of communications; (3) effectiveness of instruction; (4) expertise in subject matter or skill in non-teaching assignment; (5) techniques of instruction/skill in accomplishing non-instructional responsbilities; and (6) participation in other internal and external professional activities that further the image and growth of the college; i.e., participation on college committees. The college supports and facilitates these efforts through providing innovative flex offerings and allocating funding for conferences and travel through the Yuba College Faculty Association contract. One need identified in both the Learning Resource Center and DE-Audio Visual's Program Reviews was for more professional training related to instructional design. In the renovated Learning Resource Center's, set to open in 2013, an Integrated Teaching/Learning Center is planned for faculty to utilize for training, FLEX activities, instructional design, and online best practices workshops. (IIA-108, IIA-134, IIA-135, IIA-136)

Yuba College benefits from a skilled and dedicated assembly of faculty and staff who assess students through a range of methods – each being discipline, course, and concept specific. Individual courses may use several methods, as applicable to the learning situation. Assessments methods can be determined and implemented at the department or instructor level. For example, the Mathematics Department utilizes a common district-wide final examination while the English Department uses holistic scoring to evaluate students' proficiency in composition classes. This assists with ensuring that students have met or surpassed the requirements within each level of the sequence of courses offered. Other methods of evaluation used by the college include Scantron exams, short answer exams, in-class and process writing assignments, group and individual projects, and presentations, to name a few. Faculty and departments determine what constitutes an appropriate method of assessing student learning. Again, this will be improved when the Instructional Teaching/Learning Center opens in the newly remodeled Learning Resource Center. It will serve as a permanent home for instructors' resources.

As noted in a recent college-wide survey, instructional methods used by instructors at Yuba College span andragogical practices and technological techniques. Traditional lectures, fully online instruction, web-enhancements, PowerPoint presentations, case study reviews and replications, group projects, semester projects, and class presentations serve to provide various avenues for student learning. Methodologies are discussed, researched, and refined at the department level

and by individual instructors through content and discipline specific expertise. Organic conversations regarding the relationship between teaching methodologies and student performance occur on a regular and ongoing basis. Beyond that, FLEX workshops, conferences, and department meetings are all times where teaching strategies and students' results are discussed by college constituents. The College Hour is set aside on Tuesdays and Thursdays from 12:00-1:00 pm to allow continual meetings and discussions to occur. Distributive Education (ITV and online) trainings are also offered, as each course must go through a separate DE review by the Curriculum Committee before being offered through online or ITV teaching modalities. Some of the campus facilities allow faculty to expand the technological components of their courses, other areas of the college are in the process of receiving, or are in need of, updates. (IIA-68)

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard. Yuba College has several committees that directly or indirectly evaluate the appropriateness of delivery methods and teaching methodologies for its students. From a curricular standpoint, the Yuba College Curriculum Committee evaluates what methods of delivery are appropriate for different courses. Further, two different committees—the Distributive Education Committee and the YCCD Technology committee—evaluate and develop the tools used for in-class, online, instructional television, and hybrid courses.

Yuba College evaluates the effectiveness of its delivery modes and instructional methodologies through ongoing faculty and course evaluations, assessments of transfer and course completion rates, graduation rates, and grades earned by students. In recent years, interview questions for new faculty applicants have emphasized the need to offer courses in the nontraditional format – either through online, ITV, laboratories, or more creative teaching modalities. (IIA-75, IIA-76)

Several programs and services offered by the college supplement instruction within courses and programs and aid students who need academic or financial assistance to meet their learning goals. The Writing and Language Development Center (WLDC), College Success Center (CSC), Disabled Students Programs and Services (DSPS), Basic Skills Initiative (BSI), California Student Opportunity and Access Program (Cal-SOAP), Extended Opportunity Programs and

Services (EOPS), and Veteran's Services are just a few of the many programs Yuba College provides to meet the diverse needs and learning styles of its student population. (IIA-69, IIA-70, IIA-71, IIA-72, IIA-73, IIA-74)

The Integrated Teaching/Learning Center in the Learning Resource Center will need to develop a plan for staffing, budgeting, and consolidating resources under the supervision of the existing Dean of DE/Media/Library.

PLANNING AGENDA

None.

> **II.A.2.e.** The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

Yuba College evaluates courses and programs through an ongoing and systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and the future needs and plans of the student population. Plans and processes in place at the district, college, department, and instructional levels, which include representation from all college constituents, aid in ensuring desired outcomes in these areas.

All courses and programs have been established to address the needs of the identified population, according to data related to the College's location, resources, role in higher education and the YCCD Board of Trustees' Vision. A "Fact Book" containing demographic information regarding the counties served and past, present, and projected students is compiled annually by the Yuba College Director of Research, Planning, and Student Success. In addition to providing general information regarding the gender, income level, and race of the student population served, this document quantifies the number of students who take courses within each division, which classes students are enrolling in, and how many degrees and certificates are awarded. This information has aided in establishing and refining the goals and actions defined in the Yuba Community College District Institutional Effectiveness (IE) Model and the Yuba College Educational Master Plan (EMP). These are the guiding documents for the college, and program reviews, division meetings, counselor recommendations, Curriculum Committee

recommendations, and faculty participation in professional organizations all provide valuable input to evaluate and maintain effective courses and programs.

The Yuba College Program Growth and Development report also aids in maintaining course and program offerings and ensuring they represent the needs of the identified population served. This document is assembled from analyzing and asking the local population – students and community stakeholders – for projections and recommendations regarding the future of Yuba College. The report findings are compiled from analyzing the local labor market, the directions taken by Yuba College graduates, and surveys of the occupational interests of community stakeholders. Yuba College faculty, staff and students, local business owners and employees, and community members contribute to the report by responding to a survey that is published in multiple forums throughout the community, including the college website, county newspaper, Chamber of Commerce mailers, during the Yuba City Downtown Stroll, at the Career Technical Education Summit, and at the Yuba Community College District Board of Trustees meetings. (IIA-77)

Under the umbrella of the IE Model, the effectiveness of all college courses and programs is determined through curricular components of the program review process, which is designed to "bring about systematic improvements and enhancements in instructional programs," as asserted in the Academic Program Review Purpose Statement. Program reviews also serve as the basis for all program recommendations, including curriculum and student learning outcomes (SLOs), staffing, equipment and technology, and facilities. These criteria generally assess the relevancy, appropriateness, future projections, and currency of courses and programs offered. The standard data set provided to academic departments was widely expanded in 2010 as a result of feedback from the program review process. In 2010, SLOs were added as part of the Program Review Process to enhance the formal review of course and program SLOs, to analyze results, and to implement changes for improvement. The effectiveness of courses and programs is also tracked at the college level through student retention and graduation rates. Students provide comments on faculty evaluations regarding the quality of instruction, the course content, and the methods of instruction. (IIA-78, IIA-137)

Standard IIA: Table 3
Student Learning Outcomes (SLO)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Course student learning outcomes are aligned with degree student learning outcomes.					
Senate 2010		1	2	4	
Curriculum Committee 2010	1	2	3	4	
Directors and Deans 2010	1	3	5	2	
Total 2010	2 (7%)	6 (21%)	10 (36%)	10 (36%)	
Senate 2011		2	3	4	
Curriculum Committee 2011			7	6	
Directors and Deans 2011	1	1	4	2	2
Total 2011	1 (3%)	3 (9%)	14 (44%)	12 (38%)	2 (6%)
Change from 2010 to 2011	-4%	-12%	+8%	+2%	+6%

-If Accreditation Were Today Survey,
October 2011

SELF EVALUATION

Yuba College meets this standard, and the Curriculum Committee is actively evaluating the Program Review process for desired outcomes based upon a standard rubric.

Departments use Program Reviews to make necessary and beneficial changes to courses and programs. These changes occur through department-level discussions of program reviews regarding how to implement improvements. For example, the Library Science 1 – Basic Research Skills, SLO states, "students will be able to draw from a variety of resources to compile an annotated bibliography for their chosen research topic using proper citation format. The instructor found that a pre/post test was not effectively measuring the SLO, but students were actively learning how to do research, use databases, and create working bibliographies. She surveyed other departments and has improved the course to require MLA-style citations for a final assignment. Students in the Radiologic Technology course RADT 8 – Radiographic Pathology and Film Critique, must "discriminate the manifestations of pathological conditions and their relevance to radiographic procedures, i.e. additive and subtractive pathologies." Though a review of the results on standardized examinations, the professors discovered that, "on individual questions the students did fine, but as a collective pathology there was a weak understanding." The program has strengthened the pathology of chest x-rays and while technicians are not qualified to diagnose symptoms, there was a need to increase understanding. These are two examples where SLOs have driven changes to instructional emphasis as a result of Academic Program Review analysis.

The relevancy of courses and programs is determined by researching and responding to the local and student population and assessing current students. Two components of the IE Model specifically address this evaluation: Academic Program Review for individual departments and the District Image/Marketing Review of the local community. Advisory boards also contribute to Career and Technical Education programs. Course and program offering reflection research within the Yuba College Fact Book, the Yuba College Annual Growth and Development Report, and evaluations of student success rates.

Program Reviews are a focal point of several planning guides and procedures at Yuba College, including the Institutional Effectiveness (IE) Model

Outside of Program Review, how does your department systematically review the relevance, appropriateness, achievement of student learning outcomes, currency and future needs and plans?

- Division meetings have been used to review how courses and programs are failing or succeeding
- Consult with counterparts at other colleges and 4-year institutions
- Keep professionally current through membership in professional organizations
- Consult with local employers
- Counseling with local employers
- Counseling issues are discussed at the counselor meetings
- Curriculum Committee Meetings
- Academy students complete end of course evaluation commenting on strengths and weaknesses of the course
- Public Safety
- 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
- Vocational advisory committees

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and Educational Master Plan (EMP). The role of Program Reviews, and through them the courses and programs offered by the college, is not clearly understood in relation to the overall college curriculum. The Curriculum Committee reads all Program Reviews, with new steps in the process of further review by the Academic Senate and written feedback from the Vice President, but the Curriculum Committee is not assigned an active role in regard to the information conveyed within them. (IIA-135, IIA-140, IIA-141)

Requests for new/replacement faculty positions and equipment must be identified in the Program Review recommendations to be considered for potential funding. However, in practice the budget and District Office have directed budget expenditures, so the relationship to planning has been questioned. Yuba College has been hit especially hard over the past four years with 36 faculty members retiring and only two replacements position hired between 2005-12. Woodland Community College has escaped this

level of loss, causing the planning assumptions to be questioned as retirements at Yuba College seem to have funded the district-wide budget reductions over the past few years. (IIA-138, IIA-139)

PLANNING AGENDA

None.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTIVE SUMMARY

Yuba College engages in ongoing, systematic evaluation and integrated planning to assure the currency and measure achievement of its stated learning outcomes for courses, certificates, general and vocational education, and degrees. Processes and plans in place at the District, College, Department, and Committee levels, led by qualified and dedicated faculty, staff, and administrators, are the impetus behind improving all college offerings to improve student learning.

The District and College have several plans and areas for action in place which affirm an understanding of and dedication to ongoing planning. The Yuba Community College District Institutional Effectiveness (IE) Model, Board Strategic Directions and recently adopted Board Vision are examples of district level planning that locate directions for processes that ensure the currency and measure achievement of all programs offered by Yuba College. The Yuba College Educational Master Plan, Long-Range Planning Model, and Continuous Improvement Cycle are all large scale planning systems that encompass

Standard IIA: Table 4
Survey showing Student Learning Outcomes (SLO) development

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Student Learning Outcomes (SLO) and authentic assessment are in place for courses, programs, and degrees.					
Senate 2010	1	3	2	1	
Curriculum Committee 2010	1	3	3	3	
Directors and Deans 2010	1	2	4	4	
Total 2010	3 (11%)	8 (29%)	9 (32%)	8 (29%)	
Senate 2011		3	3	3	
Curriculum Committee 2011		4	1	7	
Directors and Deans 2011		1	2	7	1
Total 2011		8 (30%)	6 (20%)	17 (57%)	1 (3%)
Change from 2010 to 2011	-11%	-1%	-12%	+28%	+3%

-If Accreditation Were Today Survey, October 2011

committee and department level work regarding program currency and assessment. With the hiring of a new Chancellor in 2011, the entire district is currently developing a Strategic Plan based upon the Vision Statement adopted by the Board of Trustees in October, 2011. Professional development FLEX activities must relate to one of the Board of Trustees' Strategic Directions and at least one institutional SLO. Similarly, as outlined in the Yuba College Council Handbook, every committee is aligned with at least one Board Strategic Direction and at least one institutional SLO. As part of the IE Model, full program reviews are conducted on all programs on a rotating four-year schedule with annual updates. Academic Program Reviews are conducted by associated faculty and staff members and reviewed by the Curriculum Committee, Academic Senate, and the Vice President. Recommendations for faculty positions are forwarded to the Faculty Staffing Committee for ranking, recommendations for equipment are forwarded to the Educational Resources Planning Committee for ranking, facilities recommendations are forwarded to Measure J User Groups for individual buildings, and curricular recommendations are initiated at the department level before moving through the curriculum approval process. Despite the several plans and processes in place, there is a general sentiment among college constituents that the purposes of all plans and processes are not integrated into district decisions and are not utilized as much as possible to be fully effective. Shifting district budget priorities, large numbers of retirements at Yuba College without replacement, and a lack of a district working allocation model at the District level have all added to this sentiment at Yuba College. (IIA-132, IIA-141)

SELF EVALUATION

Yuba College meets the standard. Although Yuba College has several plans and processes in place to measure and assess the achievement of its student population, there are some areas where necessary improvements to these systems have been identified through the Continuous Improvement Cycle. As identified in Convocation 2011 activities, the resulting recommendations from program review and district level planning are not seen as integrated from the view point of the College constituents. This is being addressed by the District strategic planning process, and will ultimately fall to the Yuba College Council for oversight. (IIA-107, IIA-141)

Yuba College is in the midst of developing, assessing, interpreting, and improving learning within all courses and programs through student learning outcomes (SLOs). The Director of Research, Planning, and Student Success is working with the Curriculum Committee and faculty and staff to complete this necessary process as the college works through the four year plan for course evaluations as a formal part of the Academic Program Review Process. Program SLOs are evaluated as part of the program review process. However, many academic programs are using combined results from course learning outcomes to evaluate their program SLO's and consequently evaluations are occurring more regularly. Institutional SLOs have been assessed inconsistently since their adoption in 2006. However, using a combination of course and program student learning outcomes and student surveys, institutional learning outcomes are now being assessed on an annual basis. The Student Learning Outcomes Committee will be formally evaluating those assessments during the 2012 academic year. Using the IE Model as a framework with its four-year timeframe, this becomes part of a cycle of implementing and re-evaluating SLOs and adjusting courses and programs accordingly to best meet the needs of the student population. (IIA-98, IIA-99, IIA-118)

Other areas of assessment and evaluation of campus programs include continuous tracking of certificate, degree, and transfer rates. This information is used by the college to plan course offerings and assist in the District Image/Marketing component of the IE Model. Several Career and Technical Education programs earn external accreditation, and the evaluative information is used to further curriculum and program offerings. College committees work to plan improvements for the college, although there is little communication between the various committees, and ideas are often not dispersed or implemented as the plans in place assert. (IIA-6, IIA-141, IIA-142)

PLANNING AGENDA

Yuba College will establish stronger methods of communication to better utilize the systems in place and ongoing efforts of employees. For example, Program Reviews are conducted on an ongoing basis, but there is very little feedback received concerning the information and recommendations within them, which needs to be improved to make this a more purposeful process. The Curriculum Committee is developing a standard rubric to address this issue. The district strategic plan will incorporate the eight planning objects identified from the self evaluation

report.The Student Learning Outcome (SLO) process will be monitored through the required annual reports to both the Academic Senate and College Council as part of the memorandum of understanding for the SLO Cooridinator. This new focus will assist in encouraging faculty to participate in the development, assessment, interpretation, and improvement of SLOs.

Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. However, there is a common sentiment that program review planning is not fully incorporated into budget development even though the program review process has been improved by adding such activities as the Curriculum Committee review in 2004, the Office of the Vice President review in 2009, the production of a more substantial standard set of data elements in 2010, and the implementation of TracDat in 2011. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new District strategic plan based upon the recent Board of Trustees' Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements. (See Comprehensive Planning Agenda #2: Program Review for essential elements to be included in the planning agenda)

Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC "Proficiency Level" rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty members. Ongoing SLO training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes. (See Comprehensive Planning Agenda #6: SLO for essential elements to be included in the planning agenda)

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY

Some disciplines at Yuba College use departmental course and/or program wide examinations to assess student learning. When this process of evaluation is used, several steps are taken to ensure that the assessment method is effective in measuring student learning and that all test biases are minimized.

The Yuba Community College District Testing and Assessment Office, in conjunction with the Planning, Research, and Student Success Offices from both

Yuba College and Woodland Community College, reviews the placement cut score validity on a revolving four year basis. In each year, the validity of one of the four placement areas (English, reading, mathematics, and English-as-a-Second-Language) is assessed using a consequential validity model. The validation study typically occurs in the fall and results are presented to the relevant district-wide faculty during the spring semester.

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard. Disciplines that utilize departmental and program evaluation methods take several steps to ensure that the process lacks bias. For example, student learning in all English department composition courses is assessed through a department wide holistic testing process. Before the exams, all testing materials, which are writing prompts of varied levels of difficulty, are reviewed by faculty from all facets of the department, including college-level, developmental, and English as a second language. This assists with locating testing materials that are fair for the diverse student population served. After all tests are conducted, instructors review the responses and determine what constitutes passing based on the overall achievement for the particular prompts. Through a review and discussion process, the entire department develops "norms" for the scores administered. After this lengthy process all essays are read by two instructors, neither of whom is the semester-long instructor for the student, and a score is determined based on a rubric developed by the department. If there is disagreement regarding whether the essay is passing or failing level, then a third reader reviews and evaluates the student's paper. This lengthy process has proven to be highly effective in assessing the readiness of students to move on to the subsequent level composition course.

Other disciplines on campus, including math, art, health fields, and English as a second language, have also created course and program assessment processes that assess student learning. Each of these programs takes similar strides to ensure that all testing materials and processes are valid and lack biases. Data regarding pass, persistence, and retention rates are used to evaluate these processes.

PLANNING AGENDA

None.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTIVE SUMMARY

Yuba College awards credit based on student achievement of the course's stated learning outcomes, as articulated through course outlines and determined by instructors and/or departments and approved by the Curriculum Committee and Board of Trustees. Units of credit awarded by the college are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education and Yuba College is compliant with California Community College regulations.

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard.

In its catalog, Yuba College publishes the criteria for all grades and symbols awarded by the college, including A, B, C, D, F, Pass (P), Non Pass (NP), Audit (AU), Withdrawal (W), Military Withdrawal (MW), Incomplete (I), In Progress (IP), and Report Delayed (RD). The Academic Employee Handbook also contains this information. The catalog also includes information about how grade point averages are computed, qualifications for honors, policies on prerequisites, and the appeal process. (IIA-79, IIA-143)

All instructors provide course specific syllabi that are distributed during the first week of classes. This serves as a contract between the instructor and students, specifically in relation to the expected student learning outcomes, the methods of evaluation, and the grading criteria. Each instructor creates and maintains their own syllabi, and they are reviewed and retained by the department deans' offices, per discipline. Course syllabi are based upon the required information from the Course Outline of Record, which in turn, is approved by the Curriculum Committee and Board of Trustees in accordance with Title 5 regulations. (IIA-143, IIA-144)

PLANNING AGENDA

None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTIVE SUMMARY

Yuba College awards degrees and certificates based on student achievement of the program's stated learning outcomes. This process involves state, district, college, department, and faculty level requirements that are mainly articulated and assessed by faculty at the course level, departments at the program level, and the college works with district and state requirements – both academic and professional – to determine appropriate learning outcomes and assessment methods for college-wide outcomes.

Yuba College ensures that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates based on coursework completed, overall grade point average (GPA), and any other requirements of the course or program (i.e, work experience, clinical internships, or special projects). Yuba College started to implement a student degree audit system, but it has not been active for the past four years due to a lack of funding. A consultant has been hired to start this process in the fall 2012 semester. (IIA-80)

SELF EVALUATION

Yuba College meets this standard and will continue efforts to meet this standard. As part of the Program Review Process, departments evaluate their programmatic SLOs and analyze the data collected to determine any necessary changes to departmental offerings, degree requirements, or curricular matter. These changes are repeated through the IE Model framework and assessed for quality improvement.

The Curriculum Committee has ongoing dialogue concerning the learning expected of students in order for them to earn a degree or certificate. The Committee has a considerable amount of discussion and debate regarding revised certificates and degrees, although the Committee relies heavily on faculty expertise in determining appropriate guidelines. A public hearing and formal action through the Curriculum Committee must be taken before any graduation or General Education requirements can be added or changed. The registrar determines that courses are completed and consistent with graduation guidelines before awarding a certificate or degree. Technicians are specially trained to evaluate transcripts for graduation verification. (IIA-124, IIA-133, IIA-145)

PLANNING AGENDA

None.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTIVE SUMMARY

Yuba College requires that all of its academic and vocational degree programs pertain to a component of its carefully crafted philosophy regarding the purpose and merits of general education. These tenets are articulated and recognized within each course and program offered by the college through the expertise of faculty and the correlation with college-wide stated learning outcomes. Yuba College Board Policy 4100 and Administrative Policy 4100 further define the requirements for certificates and degrees as "students must also complete the general education residency and competency requirements set forth in Title 5 regulations," which connect the College's requirements to those set forth by the state. (IIA-81, IIA-82)

The basic content and methodology for traditional areas of knowledge in general education are determined by the requirements of Title 5 and are created and maintained at Yuba College through a process that includes the expertise of faculty and careful review and evaluation by the curriculum

> Accomplishments 2010-11 Curriculum Committee
> - Complete required review in a timely manner
> - Assist in transition to CurricuNet
> - Update pre-requisite validation form and instructions
> - Ensure data/forms online are current
> - Start integrating SLOs in curriculum process
> - Assist with institutionalizing program review feedback
> - Discuss what data Curriculum Committee needs/wants to facilitate that discussion
> -Yuba College Curriculum Minutes, May 3, 2011

> **...CASE STUDY**
>
> *Institutional Commitment*
>
> *Yuba College serves a s "gateway to the world," as asserted in its Mission Statement and evidenced in course offerings and content. For example, "The History Department has increased its World History offerings (History 5A and 5B) to mirror the state and national trend of moving away from an emphasis on Western Civilization towards an emphasis on global issues. This is certainly the case at the CSU and UC systems including Chico State, Sacramento State, and UC Davis." Additionally, this change reflects the tenet of the YC Mission Statement regarding preparing student for "transfer to baccalaureate-granting institutions."*
>
> *-History Department Minutes, August 2011*

committee. All general education courses have the same requirements as transferable colleges, as defined in the courses outlines and articulation agreements.

Student learning outcomes are used to analyze courses for possible inclusion into general education through review at the department and division level prior to review by the Curriculum Committee. Courses, and their currency and inclusion in general education, are discussed at the division level on an ongoing and continuous basis. All degrees awarded by the institution require satisfactory completion of general education requirements.

The faculty-developed rationale for general education, which serves as the basis for inclusion of courses as general education, is printed in both the annual Yuba College Catalog and the Curriculum Committee Handbook as follows:

General Education Philosophy Statement

General Education at Yuba College is more than a set of required courses. It is a course of study designed to assist the student in beginning an effective lifelong learning process in which the interrelationships of human knowledge and experience are recognized. Embodied in this design is recognition of the student's need to think and communicate effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained

through experience in thinking about ethical problems; to develop the capacity for self-understanding; and to understand the issues related to and the ways in which health and well-being can be maintained. (IIA-83)

General education courses demonstrate student achievement of comprehensive student learning outcomes as identified and defined by the College within the college-wide student learning outcomes. These include Personal and Social Responsibility, Global Awareness, Technology Awareness, Scientific Awareness, Communication, Information Competency, and Critical Thinking.

General education at Yuba College has comprehensive learning outcomes for the students who complete it, including in the areas of humanities and fine arts, the natural sciences, and the social sciences. Completion of the general education requirements in these areas shows a proficiency in the basic content and methodology in these major areas of knowledge.

The Yuba College General Education requirements also assert that students will meet the criteria in courses that encourage them to be a productive individual and lifelong learner, specifically through proficiency in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis and logical thinking, and the ability to acquire knowledge through a variety of means. Course outlines for these areas, and all others offered by the college, must meet Title 5 requirements to ensure that the credits awarded are consistent with accepted norms in higher education. Other assessments occur through analysis by the College Researcher, Curriculum Committee, and departments by evaluating and discussing students' pass and transfer rates, as well

as success in subsequent courses in progressive classes.

Yuba College has also instituted a Multicultural Graduation Requirement. For a course to be approved to meet the multicultural graduation requirement, it must meet at least one of the following three criteria:

1. At least half of the course content/objectives examine significant aspects of culture, contributions, and social experiences of no less than two different under- represented ethnic/racial minority groups in the United States.
2. At least half of the course content/objectives examine a minimum of three groups one of which may be European-American or European and is comparative in nature.
3. At least half of the course content/objectives include an analysis of ethnicity, ethnocentrism and/or racism, and how these forces shape and explain cultural experience. (IIA-83)

SELF EVALUATION

Yuba College meets this standard. The review of the College's resources has revealed areas for improvement in the articulation of these standards and their purposes. After reviewing the resources available for this standard, the Curriculum Committee noticed that there are no clear statements regarding the purpose and application of these areas within the College's catalog. A summary of each discipline adjacent to individual course descriptions will be developed to assist students in understanding the purpose of and connection between each course and requirement. Further, the Diversity Plan that was adopted by the Board of Trustees in 2011 includes several new initiatives that will necessitate funding once it become available. These items were

identified through the Planning and Shared-Decision Making arm of the IE Model and the Curriculum Committee's yearly review.

Through the plans and actions of the Diversity Committee, and campus courses, clubs, and extracurricular activities, Yuba College clearly shows that the college has recognized, and is working to assist students achieve, a deep and sincere recognition of what it means to be an ethical human being and effective citizen. The College's Student Code of Conduct situates the basic college-wide requirements for behavior, and the Diversity Committee has a college-wide statement of purpose and plans for action. Students' understanding of and commitment to civility and interpersonal skills, respect for cultural diversity, historical and aesthetical sensitivity, and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally is encouraged and assessed through courses, campus elections, and engagement in cultural clubs and activities offered by the college. The Board of Trustees Strategic Directions (2007-12) includes "Community Engagement and Institutional Heritage." (IIA-84, IIA-85, IIA-86, IIA-146)

PLANNING AGENDA

None.

> **II.A.4.** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY

All degree programs offered by Yuba College include focused study in at least one area of inquiry or in an established interdisciplinary core. The College offers both Associate in Arts and Associate in Science degrees. The following programs of study are offered by the college:

Programs of Study Leading to an Associate in Arts Degree:
- English
- Arts and Humanities
- Communications
- Mass Communications
- Music
- Psychology
- Social Science
- Theatre Arts

Programs of Study Leading to an Associate in

Science Degree:
- Communication Studies (Speech)
- Computer Science
- Cosmetology
- Culinary Arts
- Early Childhood Education
- Family and Consumer Science
- Fire Technology
- Social and Behavioral Science
- Natural Science and Mathematics
- General Health
- History
- Human Services
- Chemical Dependency Awareness
- Chemical Dependency Counselor
- Manufacturing Technology-Machining
- Mass Communications
- Mathematics
- Associate Degree Nursing
- Physical Education
- Psychiatric Technician
- Radiologic Technology
- Veterinary Technician
- Welding Technologies

(IIA-87)

Completion of a program of study requires 18 units be completed in a major or area of emphasis with a grade of "C" or better. The Yuba College Curriculum Committee is working towards multiple degree requirements and the Transfer Model Curriculum associated with Senate Bill 1440. However, these will still require at least 18 units in a major or area of emphasis. (IIA-88)

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard.

PLANNING AGENDA

None.

> **II.A.5.** Students completing 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.

DESCRIPTIVE SUMMARY

Yuba College offers several vocational and occupational certificates and degrees, and the college takes several steps to ensure that the program requirements certify students' technical and professional competencies to employment and other applicable standards, including preparation for external licensure and certification.

Courses in all Career and Technical Education classes (CTE) are closely reviewed by both the Curriculum Committee and to Advisory Boards to ensure that they address the requirements of technical standards and industry certifications. Advisory groups work with division faculty on an annual basis to review courses and make recommendations for revisions. Some faculty members conduct interviews with local employers in their technical field to ensure that course outlines and curriculum are aligned with professional applications. This structure ensures that all CTE courses and programs maintain currency with professional procedures and standards. A liaison from the Counseling Department is assigned to each academic division to facilitate communication between CTE requirements and counseling advice for students. College Work Experience and Internships are available for many programs.

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard. Students within many of the CTE programs offered by Yuba College are assessed by national and state standards, and students' performances on these evaluations show that Yuba College students pass national and state examinations at a rate much higher than the average. Some of the culminating experiences required by CTE programs include the National Restaurant Association Test by culinary students, state licensing exams by nursing students, state national certification by welding students,

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?

- Culinary students take a class Serv-Safe Certification exam; they also take a National Restaurant Association Test.
- Water Treatment and Water Distribution – level I & Level II operator exams from the State.
- Feedback from community advisory boards for several of our CTE programs.
- Feedback from local business owners who employ graduates of CTE programs.
- 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.
- ECE has regular advisory committee meetings. Our coordinator stays current in the field by attending regular meetings and conferences and working closely with local agencies and child care providers.
- 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...

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ASE Certification by students in auto programs, CDC standards for Early Childhood Education students, state certification for students in the Water Treatment program, and Industry Certifications (A+, N+) for Information Technology students. (IIA-90)

From licensing and certification pass rates through professional employment, there is ample evidence that Yuba College Career Technical Education (CTE) Program graduates are successful. Yuba College Nursing, Radiologic Technology, Psychiatric Technician and Veterinary Technology Program graduates have consistently achieved a nearly perfect pass rate on licensing exams over the past several years. Community advisory boards, local business owners, and local agencies have provided

positive feedback on graduates of Yuba College CTE courses, perhaps most notably through the many who are hired locally. Veterinary Technology graduates have a hundred percent job placement rate, and several of the Administration of Justice Graduates have achieved high ranking in local and state agencies. (IIA-91)

PLANNING AGENDA

None.

> **II.A.6.** The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.
>
> **II.A.6.a.** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY

Yuba College ensures that that students and prospective students receive clear and accurate information about educational courses, programs, and transfer policies through several resources beginning before entry and continuing through students' academic experience. The offerings and requirements of the college are presented within the matriculation process, the college catalog, the college web site (with links to program specific web sites), brochures for Career and Technical Programs (CTE), Title 5 Course Outline of Record, and syllabi for all courses. Through these resources, the college describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes.

Faculty distribute course syllabi that include the

required components from the official Course Outline of Record. Full time faculty routinely discuss these academic matters at monthly division meetings, the Academic Employee Handbook details syllabi information, and the Course Outline of Record is described in the Curriculum Committee Handbook. However, since they are not part of all departmental meetings, adjunct faculty receive an additional Adjunct Faculty Handbook which includes a sample syllabus. An orientation is held prior to the start of every semester for all adjunct faculty members. Adjunct faculty members are officially represented on the Academic Senate. Course syllabi contain required student learning outcomes and they are maintained within division offices for reference. (IIA-83, IIA-94, IIA-98, IIA-144, IIA-149, IIA-150)

Faculty members work together within their departments to maintain consistency between individual sections of courses and to ensure that all sections adhere to course objectives and learning outcomes. Common final examinations in mathematics, English, and English as a Second Language are developed jointly through departmental meetings. The Academic Program Review, as one part of the IE Model, includes a review of the related curriculum, including SLO assessment data.

Transfer policies are detailed in the college catalog. Individual courses are evaluated by the Admissions and Records office, who employ two higher level technicians specifically trained to evaluate transcripts, courses, and degree requirements. A handbook has been developed for credit transfer evaluation. If the information cannot be determined by this office, appropriate faculty are consulted, with a signature approval form. Transfer courses are evaluated for both degree requirements and prerequisite courses. (IIA-151, IIA-152, IIA-153)

An articulation handbook has been developed where individual faculty members initiate an articulation agreement with other institutions. The Course Outline of Record is compared with external schools for comparable objectives, outcomes, instructional hours, and level of rigor. A final form is developed with signature authority from discipline faculty member, respective academic dean, and the Vice President for Academic and Student Services. Articulations within the University of California and California State University system follow their respective timelines and processes, but they are initiated at the individual faculty or departmental level following a similar process. (IIA-154, IIA-155)

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard. An ongoing dialogue concerning the clarity and accuracy of the program, degree, and certificate learning outcomes relayed within the catalog and other resources is currently underway at the college. As mentioned earlier, Yuba College was impacted from the multi-college transition, and in particular, the movement of a full time Curriculum Specialist to the district office. With the retirement and lack of replacement of this position in 2010, the workload on Yuba College correspondingly increased - the district office currently produces the catalog and schedule of classes for Woodland Community College while Yuba College produces its own. After a few years of lack of clarity regarding roles of district oversight within the catalog, some collateral effects slowly made their way into the catalog. For instance, when the Welding Department changed its name from Metalworking, all degrees that required a Metalworking course were not summarily changed. As a result, it was discovered that the requirements for an Auto Body Certificate still referenced nonexistent Metalworking courses (although the exact course was now called Welding). This came to a head in 2011 when the Deans and Directors, Curriculum Committee, Counseling Department, and the Admissions and Records Office all got together to address the situation. Out of necessity, the general oversight for the catalog was picked up by the Office of the Vice President. The Director for Admissions and Enrollment scrubbed the catalog for potential errors and this process was moved to academic deans for discussions and corrections at the department level. It has been identified that course changes need to be correlated with program and degree changes, as they are listed in the catalog. The current move to CurricuNet and the updated degree audit system will assist with this process. (IIA-128, IIA-129, IIA-130, IIA-131)

PLANNING AGENDA

Yuba College will continue to take responsibility for the catalog production and work with the district office for a clear delineation of roles and the sustainable workload on the college. See Planning Agenda #4: Clarification of Roles – Yuba College vs. District Services.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY

When programs are eliminated or program requirements are significantly changed, Yuba College makes appropriate arrangements to ensure that enrolled students may complete their education in a timely manner with a minimum of disruption. A Program Discontinuance policy and corresponding procedures were updated in 2010 in consultation with the District/College Academic Senate. It is understood that the Academic Senate would play a major role in the discontinuance of any academic program. Administrative Procedure 4021 (Program Discontinuance) states:

> The Program Discontinuance Procedure will be implemented after a program has been identified. It is designed to facilitate the thorough review of the program, make recommendations for improvement and, when necessary to recommend termination. The Educational Master Plan should be used as a resource in making decisions about renewal or termination of a program. For vocational or occupational programs, the Education Code and Title 5 specify that such programs be reviewed every two years to ensure they meet legal standards.

> Vital educational considerations include the following: effects on students, balancing the college curriculum, budget planning, and issues of regional coordination for occupational programs. Qualitative as well as quantitative data need to be used as a result. Qualitative data are less statistical and more value laden. The quality, breadth and depth of the curriculum and the teaching and learning process should be taken into consideration. Student satisfaction and how articulating universities or employing business and industry perceive the program are factors as well. Quantitative data may include the following: weak enrollment trend (e.g., lack of demand); low student participation; poor retention; poor term to term persistence for those in courses in the major; poor rate for student achievement of program goals; lack of demand in the workforce; and/or unavailability of the transfer major.

SELF EVALUATION

Yuba College has not formally discontinued programs using the above process, but retirements and changes in the workforce have impacted programs in a de facto elimination practice. Over the past four years, 36 full time faculty members have retired with only two replacements at Yuba College. In contrast, Woodland Community College has lost only two faculty members without replacement. The common sentiment is that retirements at Yuba College have been used to balance the budget reductions over the past few years. As a result, programs are currently offered without full time faculty leadership in Manufacturing, Mass Communications, Theatre, Drafting, Human Services and Culinary Arts. While these degrees and certificates are still being offered, Yuba College is wary of the severe reduction in courses that usually precedes closing a program due to lack of faculty. This has occurred in Electronics after the faculty member retired in 2004 and courses were not scheduled in subsequent semesters – effectively closing the program due to lack of enrollment without a formal process.

A program elimination procedure is in place to ensure proper attention to students, degree requirements, and other related impacts. More importantly, the budget process and alignment with planning is required to fully discuss the impact to the current list of six healthy academic programs who lack full time faculty leadership from disintegrating into non-existent programs.

PLANNING AGENDA

Even though Yuba College has a discontinuation policy, the district planning, and necessary budget allocation formulas, have impacted several departments on campus. As discussed in Convocation 2011 Break-out Sessions, the results of Yuba College Program Reviews need to be integrated with planning and the budget process. Only through open dialog and careful planning should the fate of these programs be decided, as opposed to the past practice of budgetary neglect until the point of disintegration of said programs. The current Strategic Planning process is congnizant of this need. (See Planning Agenda #3: Planning - Need to connect with Budget Allocations)

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

> **II.A.6.c.** The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY

Yuba College represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those in electronic formats. Additionally, the College regularly reviews institutional policies, procedures, and publications to ensure integrity in all representations about its mission, programs, and services. The College catalog, website, and program brochures are reviewed annually for accuracy and currency. Course outlines are rewritten every five years, or more often if curricular changes are necessary, and course syllabi are revised to correlate with changing course outlines. (IIA-129)

The Board of Trustees reviews and updates Board Policies yearly, with a rotational cycle to ensure that every policy is reviewed over a five year period. Administrative Procedures are correspondingly updated, or more often if necessary. The District Communication and Consultation Council (DC3)is the central point for discussion of Board Policies and Administrative Procedures before they are enacted. The Board of Trustees has official authority over the Board Policies while administration oversees the corresponding procedures. The District/College Academic Senate (DCAS) meetings are where policies and procedures are discussed and consensus is reached for items related to academic and professional matters. Newly adopted policies

and procedures are published on the district website. (IIA-162, IIA-163, IIA-164)

SELF EVALUATION

Yuba College meets this standard, and current changes underway regarding the review process for all publications, and specifically the college catalog, will assist in ensuring that all publications – print and online – provided by the college are as current and accurate as possible.

Currently, the College is evolving its review and revision process through the use of new software programs. The current catalog review process is being changed to include review by each department, a more standardized format, and automated information omitting through CurricuNet and degree audit software. (IIA-92)

PLANNING AGENDA

The College will move forward with plans to improve the review process for its catalogs, statements, and publications.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY

In order to ensure the academic integrity of the teaching-learning process, Yuba College uses and makes public governing board-adopted policies on academic freedom and responsibility and student academic honesty. Board Policy 4025 (Academic Freedom and Responsibility) asserts:

> Academic employees must be free to teach and the students free to learn. Both must have access to the full range of ideas, materials, and options. It is the responsibility of academic employees to encourage students to study varying points of view

In the classroom, how do faculty and staff distinguish the difference between personal conviction and professionally accepted views in the discipline?
- Facilitate dialogue so students' views are exchanged.
- 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 and periodicals

-Division/Department
Question of the Month, February 2011

and to respect the students' right to form, hold, and express judgments, opinions, and beliefs, clearly identifying them as such. The responsibility of protecting academic freedom rests with the Board of Trustees, administration, educational supervisors, and academic employees. Academic employees have a primary responsibility to develop the curriculum and select instructional materials and methods of presentation appropriate to meet the goals of that curriculum. Academic employees, educational supervisors, and administrators may recommend policies for Board consideration when there are criticisms of staff, methods, or materials. Academic employees, educational supervisors, and administrators must develop procedures to implement those Board-adopted policies related to academic freedom. When academic employees are performing their assigned responsibilities, they shall be free to express personal opinions and pursue scholarly, literary, and/or artistic endeavors. (IIA-93)

Academic freedom is also addressed in the faculty contract, citing the above board policy.

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard. Faculty makes a concerted effort to ensure that their personal opinions are separate from professionally accepted views within a discipline and that data and information are offered to students fairly and objectively. Policies regarding academic freedom and the associated responsibilities are published in the Academic Employee Handbook and discussed

within faculty evaluations and tenure review. A Faculty Ethics Statement has been adopted by the Academic Senate which promulgates scholarly behavior by asserting "Faculty develop the critical thinking skills of those in our academic community when they honor dissent predicated on rational thought" and "As part of faculty obligation to infuse the skills of critical thinking, faculty seek to create classroom environments that foster the free exchange of ideas." Additionally, even with policies in place that allow and encourage academic freedom in the classroom, faculty discusses discipline - specific issues in division meetings to determine the best approach on issues as they arise. Some disciplines adopt or are governed by further ethical statements such as in the fields of nursing, veterinary technology, psychiatric technology, fire technology, emergency medical technician, and administration of justice programs. These regulations, combined with best practices for teaching and learning curriculum, are the guiding principles in distinguishing the accepted views in the discipline. (IIA-94, IIA-95, IIA-96, IIA-165)

PLANNING AGENDA

None.

> **II.A.7.b.** The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTIVE SUMMARY

Yuba College has very clear expectations concerning student academic honesty and consequences for dishonesty, which students are informed of through several formats. The Yuba College Student Code of Conduct articulates the rights and responsibilities of students, as well as consequences and courses of action that can occur. This information can be found both online and in the Yuba College Course Catalog. All students are given this information as part of a Student Handbook during orientation activities. In their syllabi, faculty also include a brief overview of their expectations concerning academic honesty and the consequences – both within the course and college. (IIA-97)

SELF EVALUATION

Yuba College meets this standard and will continue efforts to meet this standard. The Vice President of Academic and Student Services maintain files on reported incidence of cheating and other student

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. In all classes we continuously distinguish for the student the difference. A key measure of nursing practice is evidence based on practice and is the guiding principle 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 complete research in every course. We provide the student with acceptable web links for the discipline. We have content experts in each area of nursing in our program whose purpose is to ensure discipline acceptable views and information is utilized.

-Nursing Department
Division/Department Question of the Month,
February 2011

code of conduct violations. By serving as a common, college-wide clearinghouse, this database ensures consistency in application of discipline and identifies students who violate the policy in different subject matters. (IIA-159, IIA-160, IIA-161)

PLANNING AGENDA

None.

> **II.A.7.c.** Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTIVE SUMMARY

As a public institution, all college policies and codes of conduct reflect the Mission, Vision, and Philosophy statements. Yuba College does not seek to instill specific beliefs or world views in its students nor require them of its faculty and staff.

College Board policies, including adherence via the YCCD District website. Students are made aware of the existing Student Code of Conduct through its publication in the college catalog, schedule of classes, and cour syllabi. It is the practice of the Vice President of Academic and Student Services to provide any student alleged to have violated

the Student Code of Conduct with a copy. Faculty members are also informed of college policies and procedures through the above publications, workshops, and Academic Senate meetings.

SELF EVALUATION

The expectations of adhering to codes of conduct are publized in the various college publications. Yuba College widely publicizes the standards of conduct expected of its faculty, staff, and students.

PLANNING AGENDA

None.

II.A.8.a. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.[2]

DESCRIPTIVE SUMMARY

Neither Yuba College nor Yuba Community College District offer curricula in foreign locations to students other than U.S. nationals.

SELF EVALUATION

Yuba College does not offer curricula in foreign locations to students other U.S. nationals.

PLANNING AGENDA

None.

EVIDENCE IIA

IIA-1   YC Mission and Vision Statements
IIA-2   YC 2010 Fact Book
IIA-3   YC Program Review Process
IIA-4   YC Program and Course Student Learning Outcomes
IIA-5   YCCD Continuous Improvement Cycle
IIA-6   YCCD Institutional Effectiveness Model
IIA-7   YCCD Planning and Shared Decision Making Model
IIA-8   YC Curriculum Committee
IIA-9   YC Strategic Directions
IIA-10   YC Student Learning Outcomes
IIA-11   California State Law Title 5
IIA-12   YC Articulation Agreements
IIA-13   Elimination of LVN Program
IIA-14   Curriculum Changes to Vet Tech and Auto Programs
IIA-15   YC Conference Funding
IIA-16   YC Sabbatical Program
IIA-17   Veterinarian Food Inspection Certificate
IIA-18   YC Green Jobs Training
IIA-19   Committee/Project Team/ASYC Question of the Month May 2011
IIA-20   TracDat
IIA-21   Datamart
IIA-22   ARCC Report to the YCCD Board Agenda July 12, 2012
IIA-23   Basic Skills Initiative Success Report
IIA-24   ARCC Reporting
IIA-25   Academic Senate Meeting Minutes April 26, 2011 Regarding Student Learning Outcomes
IIA-26   YC High Outreach Programs
IIA-27   YC Registration Assistance
IIA-28   YC Financial Aid Workshops
IIA-29   YC Academic Counseling
IIA-30   Individual Education Plans (Monitoring Student Success)
IIA-31   Admissions and Records (Transcript Evaluations and Student Appeal Process)
IIA-32   Assesses Student Learning Outcomes for Courses and Programs
IIA-33   Basic Skills Initiative Committee (BSI)
IIA-34   Integrated Reading and Writing Courses
IIA-35   Perkins Funding
IIA-36   YC Educational Master Plan
IIA-37   YCCD Strategic Directions
IIA-38   Measure J
IIA-39   Smart Classroom Overview
IIA-40   YCCD Distributive Education Department
IIA-41   eLearning and Blackboard
IIA-42   YC Faculty Online Course Enhancement Training
IIA-43   Online Course Schedule
IIA-44   YCCD Televised Courses (ITV)
IIA-45   Accelerated Learning Courses
IIA-46   Work Experience Courses
IIA-47   YC Internships
IIA-48   YC Service Learning
IIA-49   Division and Department Question of the Month February 2011
IIA-50   Curriculum Committee Review Process
IIA-51   YCCD Long Range Planning Model
IIA-52   YC Program and Course Assessment Data

IIA-53	YC Course Outlines/CurricuNet
IIA-54	YC Program Review Computer Analysis
IIA-55	Written Responses to Program Reviews from Vice President
IIA-56	YC Curriculum Committee Handbook
IIA-57	YC Accountability Report
IIA-58	YC Career and Technical Education Program Advisory Committees
IIA-59	YC Basic Skills Report
IIA-60	YC Cut Score Validation
IIA-61	YC English Department Holistic Exam
IIA-62	YCCD Distributive Education
IIA-63	YC Disabled Students Programs and Services (DSPS)
IIA-64	YC Language Learner Programs, Courses, and Services
IIA-65	YC Transfer Prepartation
IIA-66	YC Basic Skills Courses
IIA-67	YC Community Enhancement Courses
IIA-68	YC Division and Department Question of the Month (March 2011)
IIA-69	YC Writing and Language Development Center (WLDC)
IIA-70	YC College Success Center (CSC)
IIA-71	YC Basic Skills Initiative (BSI)
IIA-72	YC California Student Opportunity and Access Program (Cal-SOAP)
IIA-73	YC Extended Opportunity Programs and Services (EOPS)
IIA-74	YC Veteran's Services - Student Services Communication
IIA-75	ARCC 2011 Report: College Level Indicators
IIA-76	Graduation Rates
IIA-77	Yuba College Program Growth and Development Report
IIA-78	Academic Program Review Purpose Statement
IIA-79	YC Catalog (Grades and Symbols Awarded)
IIA-80	YC Registrar Grade and Degree Verification Process
IIA-81	YC Board Policy 4100
IIA-82	YC Administrative Policy 4100
IIA-83	YC General Education Philosophy Statement
IIA-84	YC Diversity Committee
IIA-85	YC Student Code of Conduct
IIA-86	YC Cultural Clubs and Activities
IIA-87	Programs of Study Available at YC (A.A. and A.S.)
IIA-88	YC Degree Requirements
IIA-89	Senate Bill 1440
IIA-90	Career and Technical Program Culminating Requirements
IIA-91	Division and Department Question of the Month (April 2011)
IIA-92	YC Catalog Review Catalog Process 2012/13
IIA-93	YC Board Policy 4025 (Academic Freedom and Responsibility)
IIA-94	Faculty Handbook
IIA-95	Faculty Evaluation and Tenure Review
IIA-96	Nursing Practice Act, Title 15, Title 22, California Code of Regulation
IIA-97	Sample Syllabi Academic Dishonesty Statement
IIA-98	YC Course SLO Policy Statement
IIA-99	YC Program SLO Policy Statement
IIA-100	YC Curriculum Committee Minutes, November 15, 2011
IIA-101	YC Curriculum Committee Certification for California Community Colleges Chancellor's Office
IIA-102	Work at YC Reading Task Force 2010-11
IIA-103	YC Academic Senate Minutes March 24, 2011
IIA-104	Assessment and Testing - A+ High School Placement Report, 2010
IIA-105	YC Director, Research, Planning, and Student Success Job Description
IIA-106	YC Quick Reg Informational Flier
IIA-107	YCCD DC3 December 16, 2011 Strategic Planning Session Minutes

IIA-161   YC VP Academic and Student Services - Student Discipline Database
IIA-162   YCCD DC3 Minutes dated 7/18/11
IIA-163   YCCD DCAS Minues dated 11/16/10
IIA-164   YCCD Board of Trustees Minutes dated 7/13/10-7/14/10
IIA-165   YCCD Academic Senate Policy and Procedures dated January 2003

DEVELOPMENT PROCESS
Standard II B
Student Support Services

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	Date(s)
YC Senate Leadership meetings	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College meeting	2/8/11
Convocation	8/10/11
All-YC meeting	9/12/11

Question of the Month Input

Question Date	Responses
January 2011 web	27
January 2011 web - Standard IIB1	26
February 2011 committee	28
(College Council, Clear Lake Campus Council, College Access & Awareness, Curriculum, ASYC, Public Safety)	
March 2011 web	14
March 2011 CSEA meeting	23
April 2011 division/department	34
(Athletics, CTE, Social Science, Fine/Language Arts, MESH, Nursing, Clear Lake Campus, Public Safety, YC Leadership, College Sucess)	
April 2011 all-Yuba College meeting - Standard IIB1	12
May 2011 committee	20
(College Council, Clear Lake Campus Council, College Access & Awareness, Curriculum, ASYC, Public Safety)	
Total:194	

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	6/15/11
Draft posted on YCCD portal	8/4/11
Subcommittee meeting for final draft	7/20/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1 posted	9/30/11 – 11/4/11	17 responses
Draft 2 posted	2/9/12 – 6/4/12	1 responses
Cover-to-cover draft posted	5/21/12 – 6/4/12	3 responses
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	10/6/11, 10/24/11, 2/9/12, 6/4/12
College Council	
Deans & Directors	
Academic Senate	

Standard IIB Student Support Services

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

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Yuba College has several programs and processes to assist students with their initial entry, educational planning, learning progression, and subsequent success within the college and their ensuing career. As a segment of the Yuba College mission states, the goal of the college is "to serve students' educational needs to the extent possible under the State's legal charge and available funding, providing the environment for students and faculty necessary for the pursuit, communication, and interpretation of knowledge, wisdom, and truth." The tenets of this mission are met through the funding that is available for an array of support services that reach students from diverse backgrounds. These programs and services provided are systematically assessed in a variety of ways, including program reviews, student learning outcomes, and surveys of students, staff, and faculty. (IIB-1)

The College Success Center staff meets regularly with faculty to assess department and student needs. The staff also serves on college committees that collect data and determine curriculum in order to provide relevant services.
-College Success Center

Although Yuba College currently has numerous pathways to assist students of diverse backgrounds with achieving their educational goals, many of these programs have been impacted by budget reductions in recent years. Yuba College has tried

to prioritize services essential to student success and these programs are evaluated through program reviews and the Institutional Effectiveness (IE) Model in order to maintain quality.

What college-wide discussions have occurred about student access, progress toward degrees/certificates, learning and success?
- Advisory committee members who employ our students let us know how prepared they are. Our curriculum is certified by many organizations – ASE, ATTS, BAR, NATEF, AWS, etc. (CTE Division)
- Program reviews, SLO development, multi-college transition plan, ARCC, research on persistence and retention. (Clear Lake Council)
- Discussions during formulation of Diversity Plan. (College Success Center)
- Faculty included in articulation agreements and in recent Transfer Model curricula (TMC) discussions. (College Success Center)
- Faculty included in articulation agreements and in recent Transfer Model Curricula (TMC) discussions. (Public Safety Department)
- All Yuba College Meetings. (MESH Division)
- Program Reviews address this in every cycle report. (MESH Division)
- The Faculty Staffing Matrix is changed due to discussions with the Senate. (Leadership Team)

-Division/Department
Question of the Month, April 2011

High School Outreach and Assistance

Several programs are in place to locate and inform students from diverse backgrounds about the educational opportunities available at Yuba College. Upward Bound is a pre-college program at Yuba College that assists high school students from educationally and economically disadvantaged backgrounds in meeting the academic requirements to attend college. This program works with paticipating students to aid them in earning a high school diploma and successfully to a college or univeristy. Upward Bound is primarily conducted through a 6-week summer program within which student obtain the necessary educational guidance to be successful in college. (IIB-2)

High school students are informed about Yuba College on a broader scale through outreach services to local high schools under the oversight of

the College Access and Awareness Committee. For example, through the Quick Reg Program students are brought to the Yuba College campus at the end of their high school career for an overview of the college and campus. High school students may also concurrently enroll in classes at Yuba College as a way to jump start their academic goals. The need for these services was discovered through a Program Review and their effectiveness is analyzed and evaluated through the Institutional Effectiveness (IE) Model and Student Services reviews. (IIB-3, IIB-57, IIB-58)

Community-Based Outreach and Assistance

Community Education programs are available for non-academic students and the community at large. These courses provide skills that correlate with job training and advancement, as well as personal enrichment. Information about these classes and schedules are available through the Community Education office on a walk-in or appointment basis. The Clear Lake Campus and Beale Air Force Base Education Center are also equipped to provide assistance with registration and other counseling services. The Sutter County Campus, which opened in the Fall 2012 semester, is planned to grow into a full-service college center. (IIB-4, IIB-5, IIB-6, IIB-69)

Campus-Based Assessment and Assistance

Student Orientations, which assist students with an awareness of and application for all campus services and requirements, are available online and at the Clear Lake and Yuba College campuses. Additionally, before registering for classes students are assessed to ensure that they register for academically appropriate courses in English, reading and mathematics. Counselors are available on a limited basis to assist students in creating semester schedules and an academic plan that facilitates their academic progression and reaching their goals. Counselors conduct follow up appointments as necessary or requested to adjust each student's Educational Plan, which is retained in a file for review.

Counseling Department Program Reviews have justified the need for additional counselors, but this has not been possible due to funding reductions. (IIB-7, IIB-59)

Several programs are in place to assist students who necessitate supportive services – academic or financial – to progress with their college goals. The Disabled Students Programs and Services (DSPS) office provides all services and equipment necessary for students who qualify. These services include initial assessments, test proctoring, interpretation for hearing or site impaired students, and physical aids. These services act as a vehicle that assist Yuba College in meeting California Education Code, Section 504/508 of the Rehabilitation Act and ADA. Yuba College is compliant with the Americans with Disabilities Act. (IIB-8)

Programs for students who need assistance with obtaining basic skills necessary to succeed in college are also available. The College Success Center (CSC), Writing and Language Development Center (WLDC), Hard Math Cafe (HMC), and Hard Math Cafe Annex provide tutoring in English, math, and other disciplines across the curriculum. Students are directed towards these programs through their test scores, counseling recommendations, instructor recommendations, or self placement. (IIB-9, IIB-10, IIB-11)

Dedicated Counseling for English as a second language (ESL) students was available for those who spoke minimal English, but the ESL counselor has retired and has not been replaced; however, the former ESL counselor does returns on a part time basis to assist students during peak registration periods.

Additionally, student learning is supported

through the availability of several programs that assist disadvantaged students with the materials, assistance, and guidance necessary to succeed at Yuba College. The programs offered are consistent with the needs of the student population, as defined through educational assessments, and evaluations of the diversity, demographics, and economy of the local communities Yuba College serves. The Extended Opportunity Programs and Services (EOPS) provides assistance for low income, underrepresented students. Financial aid is available for students who qualify. In addition, brochures for these services are available in many languages. (IIB-12, IIB-60, IIB-61)

The Mathematics, Engineering, Science, Achievement (MESA) Program provides math, engineering, and science related enrichment to educationally disadvantaged and first-generation students through tutoring, monthly meetings, field trips, and conferences. The goal of MESA is to assist students in transferring to four-year universities in pursuit of earning a degree in a math, science, or engineering related field. This program submits annual reports that oversee the quality of services offered. (IIB-13)

A fulltime staff person is available in the Veteran's Services office to regulate policies and procedures for veterans and their families to receive earned benefits and academic guidance. This full-time staff person is also a Technician for the Career and Transfer Center, thus this full-time staff person is responsible for Veteran's Services, the Transfer Center and the Career Center. This position was one of the highest needs identified through the program review process and budget development in 2011, after the position was vacated by an early retirement. (IIB-62)

> 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 Café. The EOPS and CalWorks programs provide additional support to eligible students. The DSPS program provides additional support to student with documented learning disabilities.
> -Web-based Question of the Month, January 2011

> 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.
> -Web-based Question of the Month, January 2011

Assistance through the Workplace Investment Act program (WIA), which provides displaced homemakers and unemployed students resources to obtain educational and professional skills, is available at Yuba College. Textbooks, school supplies, and financial aid preparation is provided to students who qualify for WIA services. These services have migrated from county services into more interaction with college funded services in recent years. (IIB-14)

A Cal-WORKs Counselor/Coordinator assist Cal-WORKs students in the Cal-WORKs program with their educational plans, obtaining other county resources and as Liaison with Cal-WORKs County Workers. Cal-WORKs provide books, educational supplies and child care for those who are eligible for Cal-WORKs services. In addition, Cal-WORKs provides referrals for Learning Disability Testing. (IIB-15)

The Cooperative Agencies Resources for Education (CARE) provides childcare for students who qualify. Yuba College provides crisis counseling to aid students in crisis through short-term counseling and connecting them with resources within the community for sustained assistance. An annual program review of each of these programs is conducted to assess the level of service provided and the associated student success. (IIB-16)

Counselors follow the progression of students' academic advancement through an ongoing and systematic review of their achievement or lack of achievement. Actions are in place to address either situation, as necessary. A letter is sent to probationary students to let them know they are required to meet with a counselor to discuss academic deficits and issues with personal responsibility and management skills. Academic renewal, which provides a grade point average (GPA) and morale boost, is noted on students' transcripts when earned. Catalog rights

are in place to protect students' pathways into associate degrees, certificates, and transferring to four-year universities. This process is explained to students by counselors and all of the pertinent rules and regulations are available in the print and online versions of the catalog. A maximum unit restriction of 19 units per semester is in place to encourage students to take an achievable amount of classes per semester. This limit has been widely discussed, studied, and was ultimately recommended by the Academic Senate. Surpassing this recommended limit requires meeting with a counselor to review the student's academic performance and educational plan. Lastly, the success of students is acknowledged through graduation ceremonies conducted each spring. (IIB-18, IIB-19, IIB-20, IIB-21)

In Fall 2010, the Yuba College Student Health Center expanded to include mental health services. Since 2007, by contractual agreement between the Harmony Health Medical Clinic and Yuba College, medical services have been provided to students on a part-time basis. By Board approval in September, 2011, a community partnership with the Harmony Health Medical Clinic and Family Resource Center was formed with Yuba College. Under the provisions of a new contract, staff from Harmony Health provides medical services and the full range of mental health services to YC students, including crisis intervention and triage, and individual and group therapies. It is anticipated that these services will continue to be offered in the years to come. The services are funded by the student service fee and there is no additional charge to students. Academic programs, most notably Sociology and Human Services, have identified the need for community partnership to enhance the applied learning. These programs have used Harmony Health Medical Clinic and its associated teen center to supplement classroom lectures. Crisis Counseling started as an identified need from the Counseling Program Review, and was formed through a grass-root effort among faculty and staff to address the mental counseling needs of Yuba College students. (II-B17, IIB-59, IIB-63)

Transfer and career services are provided, but have been reduced due to a lack of funding. The Transfer Center, which used to provide research information to students pursuing a four-year degree, is currently funded on a small scale and services are available upon request. Because of the identified needs, this position was combined with Veteran's Services. However, each student does have an Education Plan that is designed to encourage students to take the necessary courses to transfer to a four-year university. Computers are also available in the counseling area and across the campus for students to track the requirements of California state colleges and universities through an online database.

The Career Center, which used to offer career exploration, testing, classes, resume assistance, job search assistance, and interview skill assistance, has been combined with Veteran's Services and the Transfer Center due to retirements and budget challenges. A career counselor is available for intermittent career related workshops for students. In addition, Counseling Courses are offered to assist students with career exploration. The Job Placement Center, which assisted students who were seeking employment while attending Yuba College, is currently unfunded, although some job related information is available through the career counselor. (IIB-22, IIB-23)

Distance education, counseling classes, work experience, and social organizations and events are also offered to support the personal and academic needs of students at Yuba College. Distributive Education offers television or internet based classes to meet the needs of distance students. Counseling classes are offered to assist students with the personal and professional growth necessary to succeed in college. Work experience can be gained in conjunction with course units through Cooperative Work Experiences courses, which are available during regular and summer semesters. Several organizations and social clubs, as well as college-wide weekly events, are available for students to gain personal enrichment and make college and career connections. (IIB-24, IIB-25, IIB-26, IIB-27)

Ongoing and Widespread Assessment Procedures

Many processes are in place to review the collective student services offerings and each individual program and/or counselor. Annual program reviews are conducted by staff directly involved with each of the programs offered as part of the Institutional Effectiveness (IE) Model and Planning Process. Faculty

Counselors are evaluated every year until they earn tenure, after which they are evaluated every three years. Student input and faculty observations are included in these evaluations. Campus wide surveys are available for students to participate in evaluating student services in their entirety, and individual evaluations are conducted of each program by the student population they serve. Statistics regarding retention rates of students utilizing the services available are collected and publicized. Additionally, these assessments results are used to develop the topics for workshops provided annually for the student support staff training during convocation. As one component of the overall IE Model, Student Services Reviews are used to maintain valuable services through systematic evaluation and planning to refine key processes and improve student learning through offering support service for the diverse students the college serves. (IIB-59, IIB-29, IIB-30, IIB-31, IIB- 32)

> As a substitute teacher in Yuba County, in addition to being employed as an Adjunct Faculty for YCCD, I have met YCCD recruiters at various campuses. The student population of Yuba County, Lindhurst High School in particular, is highly diverse.   The recruiters are out there meeting with high school students and encouraging them to consider a community college as a step towards a better job opportunity.
> -Web-based Question of the Month, January 2011

SELF EVALUATION

Yuba College meets this standard following its mission statement, which asserts that the goal of the college is "to serve students' educational needs to the extent possible under the State's legal charge and available funding, providing the environment for students and faculty necessary for the pursuit, communication, and interpretation of knowledge, wisdom, and truth." The tenets of this mission are met through the funding and staffing that is available. (IIB-1)

Yuba College offers several programs and support services to assist students of diverse backgrounds in obtaining access, progressing academically, learning appropriate skills, and being successful. These services span from pre-entry into the college, through each individual's academic career, and into movement towards further education or career opportunities.

> 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 student from underrepresented groups. Finally, our grant funded, pre-college programs expose underrepresented students to college in general, and Yuba College in particular.
> -Web-based Question of the Month, January 2011

Yuba College does provide student support services within the means of the funding and staffing available. Some programs and services have been limited or suspended due to a lack of funding and staffing. While unpopular, budget reductions were prioritized that preserved essential student services at levels that did not impact the quality of service available, albeit the quality of services has been reduced. Documented needs have been indentified to retain programs and the quantity of services offered, and these will be added as funding allows. Annual Program Reviews are monitored to ensure the quality of services to students. The Yuba College counseling staff has been severely depleted due to budget cuts and positions left vacant due to a lack of funding. For example, there used to be seven counselors and now there are 3.6 (based on load) counselors, resulting in fewer hours available for students to make an appointment with a counselor to receive the academic guidance and support services they need. Additionally, the lack of personnel has resulted in less student services and resources. Some programs have only one fulltime staff member and some programs have no staff members due to budget cuts. (IIB-59, IIB-64, IIB-65)

Many processes are in place to review the collective student services offerings and each individual program and/or counselor. The IE model provides the framework where strengths and weaknesses of each program are assessed and correlated with student retention and success rates. Improvement plans for insufficient areas within each program are recommended and amendments are implemented as finances allow. These processes are used to maintain valuable services through systematic evaluation and planning to refine key processes and

improve student learning through offering support service for the diverse students the college serves. Student Learning Outcomes are incorporated into the Program Review to measure effectiveness and quality. (IIB-57)

PLANNING AGENDA

None. Program expansions will be prioritized based upon Program Review recommendations and Strategic Planning as funding becomes available.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information
- Official Name, Address(es), Telephone Numbers, and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

II.B.2.b. Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

II.B.2.c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

IIB.2.d Locations or publications where other policies may be found.

DESCRIPTIVE SUMMARY

The catalog is reviewed and published yearly. Yuba College publishes print copies of its catalog that are available to students, staff, or community members without cost. The complete catalog is also available for perusal on the Yuba College website, in the library, and in all counseling offices. Feeder high schools in the service area also receive a copy of the catalog. Information about the campus, mission statement, Student Learning Outcomes, programs and services, general requirements, and major policies are all published within the catalog. (IIB-20)

Additionally, the Yuba College catalog contains the calendar, map, and organizational information for the college and district; accreditation and general information; an explanation of assistance related programs and services; admission and registration procedures; an overview of fees, expenses, and financial aid; course and program information; transfer, certificate, and graduation information; names and degrees of staff, faculty, administrators; and a list of governing board members.

Policies regarding the mission of the school and expectations for student conduct, grievance and complaint procedures, refund of fees, and sexual harassment procedures are also included in the catalog. The Yuba College mission statement and vision; academic freedom statement; academic regulations, including academic honesty; diversity and nondiscrimination statement; and intended student learning outcomes are included as well.

Other major policies regarding Yuba College may be found within the class schedule and handbooks for classified, faculty, and administrative staff. District level board policies and Administrative procedures are available on the website.

SELF EVALUATION

Yuba College meets this standard; however, a more thorough review process was established in 2011 to produce a user-friendly catalog that is easy to read. Yuba College is still dealing with the decision from the District office to move all curriculum and catalog responsibilities to the College in 2008, to move the classified support curriculum specialist to the District office in 2008, and to not refill this position upon retirement in 2010. These decisions were enacted without consultation with Yuba College nor a discussion of the workload impact. A more accurate catalog could be produced if staff, directors, and deans of all programs and departments had time to peruse and edit the catalog before the manuscript is submitted for printing.

The Curriculum Committee establishes deadlines for curriculum approval and this drives the publication date of the catalog. However, due to counselors requests, the publication date has been moved

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTIVE SUMMARY

Yuba College assures equitable access to all of its students by providing appropriate, comprehensive, reliable services that support the learning needs of its student population. The span of these services is formulated within the Yuba College Educational Master Plan (EMP). An area of emphasis within the EMP is the Student Success Plan, which gives background and sets goals for how student services will assist students in attaining their academic pursuits. The programs and services provided include pre-college outreach and advising functions, matriculation services (testing, orientations, advising, financial aid, and registration), assistance with career planning, academic and personal counseling, and academic support services. These services have been formed to meet the needs of potential and current students of Yuba College, and they are assessed and maintained according to students' needs, as identified through various appropriate methods including student demographics, program reviews, and annual faculty and student surveys. The EMP was prepared in 2010-11 and will be updated annually based upon the Board of Trustees' Vision that was adopted in 2011 and the DC3 Strategic Plan that is currently being created. (IIB- 33, IIB-34, IIB-67, IIB-68)

Several programs and services are identified in the Educational Master Plan as being essential for students' success, and are considered imperative at each college site. They include outreach and high school community liaison programs and activities; orientation, admission, and records functions; assessment and placement services; financial aid assistance; academic, personal, and career counseling; transfer advising; special population services (EOP&S, DSPS, Veteran's

earlier to allow counselors and students significant lead time prior to registration dates. A significant amount of time and energy has recently been put in to the Yuba College catalog to create a document that is current, complete, clear, easy to understand, easy to use, and well-structured; however, there are still several areas where improvement is necessary. Each department is responsible for the information pertaining to their department to ensure it is as complete and correct as possible. Yuba College is working to expand standard course descriptions to include details about each degree, with the hope that this additional information will be beneficial to students. (IIB-66)

PLANNING AGENDA

Yuba College will create a more thorough review process for providing accurate information within its catalog. This process will be coordinated with Woodland Community College to provide standard district-level information while maintaining Yuba College specifics where necessary. Yuba College is concerned about district coordination of curriculum and catalog efforts as differing levels of support exist between Yuba and Woodland Community Colleges.   Discussions are currently underway to create a permanent committee to provide better coordination and a dispersed workload for the annual updating of the catalog.

Room 701 at the 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.

Affairs, and CalWORKs); library, learning center, and tutoring services; and student success courses and workshops. Math, writing, and general tutoring; student clubs and activities; and an on-site child development center are also considered part of the student success plan. Student learning is supported through the availability of several programs that assist disadvantaged students with the materials, assistance, and guidance necessary to succeed at Yuba College, as asserted within the College's mission statement. The main campus is Marysville and the Clear Lake Campus all possess these services. The Beale AFB Center and the Sutter County Educational Center (opened August 2012), both offer student services functions with limited extra support programs. (IIB-69)

High School Outreach and Assistance

Several programs are in place to locate and inform students from diverse backgrounds about the educational opportunities available at Yuba College. Upward Bound is a pre-college program Yuba College participates in that assists high school students from educationally and economically disadvantaged backgrounds in meeting the academic requirements to attend college. This program works with students to aid them in earning a high school diploma and successfully matriculating to a college or university This program includes a 6-week summer program within which students enroll in college-level courses and learn study skills. (IIB-2)

High school students are informed about Yuba College on a broader scale through outreach services to local high schools. A campus recruiter provides consistent contact with all local high schools. The College Access and Awareness (CAA) Committee is charged with maintaining liaisons and outreach activities to the local community and high schools in the service area. Through the Quick Reg Program, students are brought to the Yuba College campus at the end of their high school career for an overview of the college and campus. High school students may also concurrently enroll in classes at Yuba College as a way to jump start their academic goals. (IIB-57, IIB-70, IIB-71)

Community-Based Outreach and Assistance

Community Education programs are available for non-academic students and the community at large. These courses provide skills that correlate with job training and advancement, as well as personal enrichment. Information about these classes and

schedules are available through the Community Education office on a walk-in or appointment basis. The Clear Lake Campus and Beale Air Force Base Campus also are equipped with outreach centers that provide assistance with registration and other counseling services. (IIB-4, IIB-5, IIB-6)

Campus-Based and Online Orientations

Student Orientations, which assist students with an awareness of and application for all campus services and requirements, are available online and at the Clear Lake and Yuba College campuses. The orientation program covers four main topics: district policies and procedures that students need to know to accomplish their goals and avoid mistakes that may add one or more semesters to their educational plan; support services available; rights and responsibilities of students; and optional activities that are available to enhance students' college experience. Campus-based orientations are offered through one-hour orientation workshops conducted by counselors, followed by small group breakout sessions wherein students work with a counselor to develop a personalized schedule of classes for the semester, or students can partake in an online orientation that requires passing a subsequent orientation quiz. First-time college students are required to see a counselor, and all other students

are encouraged to meet with a counselor if they have questions about course selections. (IIB-7)

Admissions and Records

The Yuba College Admissions and Records Office assists students with registration and record related needs. This includes registering, adding/dropping classes, paying for tuition, verifying grades, ordering transcripts, and changing personal information. The college has and will continue to move towards paperless registration, which means that now many of these services can be completed online. Students are encouraged to use the online avenues for completing these tasks; however, they may also complete them in person at the admissions and records office of any of the campuses or educational centers. (IIB-35)

Placement Exams and Registration Options

Before registering for classes, students are assessed to ensure that they register for academically appropriate courses. Placement exams locate each student's skill level in mathematics, reading, and writing. Counselors are available to assist students in creating semester schedules and an academic plan that facilitates their academic progression and reaching their goals. Counselors conduct follow up appointments as necessary or requested to adjust each student's Educational Plan, Assessment examinations and counselors are available from Marysville, Clear Lake Campus, Beale AFB, and the Sutter County Center. (IIB-29, IIB-36)

A complete overview of the registration process is available within the Yuba College catalog, which is available in print or online. Currently there are varied ways a perspective or current student may register. Students may register on any campus with limited registration in person or online. Students who lack access to computers are negatively impacted by the current registration system, which opens enrollment

at midnight. Yuba College is strongly considering moving the opening registration times to when campus-based computer labs are open, as a way to ensure equal access to courses. At the same time, the registration office is moving to processes which minimize the number of students who have to stand in line to speak to a registration clerk. (i.e. drop/adds, waitlist, pay as you register).

Financial Aid

Financial aid is available for students who qualify. The role of the Financial Aid Office is to help eligible students in meeting the cost of attending college. The Financial Aid Office attempts to fill the financial gap that may exist between the cost of education and the money available to students from family, employment, savings and other resources. Assistance is provided through federal, state, and institutional grants; scholarships; the Federal Stafford Loan program; and work study awards. (IIB-37)

Counseling Services (Academic, Personal, Career, and Transfer)

Yuba College counselors at all sites provide multiple options for students' counseling needs, including academic, transfer plan, career, progress probation, personal, educational plan, drop-in, and veteran's evaluation counseling. The frequency and duration of counseling sessions varies according to the category of service being provided. Students are strongly encouraged to see their counselor at least twice a semester to confer on their academic and/or career progress and goals. Students may also meet their counseling needs through an online counseling option available. Counseling for English as a second language (ESL) students is available on a limited basis for students who speak minimal English. Yuba College provides crisis counseling to aid students in crisis through short-term counseling and connecting them with resources within the community for sustained assistance. Despite the number of counseling options available, the diminished number of counselors, down to 3.8 from the previous seven at Yuba College, has made it difficult for the remaining counselors to provide services to the extent needed and required by the student population and as evidenced in the Program Review. (IIB-38, IIB-63)

Extended Opportunity Programs and Services (EOP&S)

The Extended Opportunity Programs and Services

(EOP&S) provides assistance for low-income, underrepresented students. The program includes intensive supportive services which enhance the potential for student retention, successful completion of academic and vocational programs, and transfer to other educational facilities. Yuba College has a large and active EOP&S student population, and each participant has multiple resources to help meet their college goals. Some of the services offered include career planning, academic and transfer counseling, tutoring, peer support, and advising. Counselors, specialists, and peers are available on a regular and ongoing basis to assist with students' success. Students meet with a counselor and specialist twice a semester, weekly with their peer advisor, and as needed on a drop-in basis. Additionally, bi-monthly workshops on college success skills are available to all EOP&S students. (IIB-12)

Cooperative Agencies Resources for Education (CARE)

The Cooperative Agencies Resources for Education (CARE) provides childcare for students who qualify. CARE is a state-funded program developed to provide education opportunities for people receiving TANF benefits; to provide support for their retention and academic success; to assist them in their academic or vocational objectives; and to assist them in breaking away from welfare. The program provides academic, vocational, and personal counseling; financial assistance, assistance with books, childcare, transportation, and group support; tutoring; peer counseling; seminars on career awareness and decision-making skills; and referral services. CARE works collaboratively with EOP&S to collectively serve the needs of Yuba College students. In addition to the EOP&S counseling students receive, each participant of CARE meets with a program specific specialist twice a semester. Additionally, there are monthly workshops specific to the needs of CARE recipients, which cover parenting related topics. Special events are provided for CARE supported students and their children, including a Winterfest party and Spring Picnic. (IIB-16)

Disabled Students Programs and Services (DSPS)

Several programs are in place to assist students who necessitate support services – academic or financial – to progress with their college goals. The Disabled Students Programs and Services (DSPS) office provides all services and equipment necessary for students who qualify. These services include initial assessments, test proctoring, interpretation for

hearing or site impaired students, and physical aids, to list just a few of the resources available. Additional resources provided by DSPS at Yuba College are priority registration, disability management, empowerment strategies, academic counseling, and interpreter services. Auxiliary aids provided include wheelchairs, scooters, walkers, tape recorders, supportive furniture, listening devices, and course-based tools. These services and materials assist Yuba College in being fully compliant with the Americans with Disabilities Act (ADA). (IIB-8, IIB-72)

Veteran's Affairs (VA)

A fulltime staff person is available in the Veteran's Services office to regulate policies and procedures for veterans and their families to receive earned benefits and academic guidance. Services available at the Yuba College VA Office include: on-line and hard copy applications for education benefit processing, certification of benefits for pay, counselor referral, financial aid information, fee waiver and deferral help, work study opportunities and other services to help students achieve their educational goals. Yuba College also publishes a quarterly newsletter, the **Vetgazette**, to inform veterans about changes in policies, benefits, or services, among other veteran related content. (IIB-39, IIB-73)

CalWORKs

CalWORKs stands for California Work Opportunity and Responsibility to Kids, which is California's welfare reform program designed to help families become self-sufficient through a variety of educational and work-related activities, including attendance at Yuba College. A Yuba College counselor coordinator work with CalWORKs to assist students in this program with their educational plans and obtaining other county resources. CalWORKs support and services are designed to assist students with completing their educational goals and succeed in finding

employment within their chosen field. Academic and career counseling and hands on subsidized work experience are provided for students being served by this program. (IIB-15)

Library

The Yuba College Library personnel and collection provide services and materials to improve student learning and research related needs. The Yuba College Library offers online and print resources that represent the requests of students, staff, and faculty. Print volumes are purchased and purged as necessary to maintain a relevant catalog. Online e-books, databases, and resources are consistently reviewed and purchased to meet the needs of the campus population. This movement towards online texts enhances the ability for the library to meet the needs of a wider range of students (traditional, online, distance, part-time and night students). Students, staff, and faculty have several avenues for receiving answers to research related questions, including in-person, online, or by phone. Beale AFB, Marysville and Clear Lake Campus have full service libraries while the Sutter County Campus houses a technology focused service library. (IIB-40)

Tutoring/Learning Centers

Programs for students who need assistance with obtaining basic skills necessary to succeed in college are available on a voluntary or recommended basis. The College Success Center (CSC), Writing and Language Development Center (WLDC), and Hard Math Café Annex provide tutoring in English, math, and other disciplines across the curriculum. Both the Clear Lake Campus and Sutter County Campus have smaller learning/tutoring centers. (IIB-9, IIB-10, IIB-11, IIB-74, IIB-75)

Student Success Courses and Workshops

Yuba College offers multiple courses and workshops throughout each semester to assist students in excelling in their college courses and educational pathways. Midterm and final preparation sessions are provided for several subjects and courses within the College Success Center (CSC). The Writing and Language Development Center (WLDC) provides ongoing grammar and writing related workshops, as well as midterm and final preparation sessions to prepare students for timed writing exams. The Mathematics, Engineering, Science and Achievement (MESA) program provides several Academic Excellence Workshops throughout the semester for participants of the program. A range of counseling courses are offered each semester and cover topics such as "college success" and "problem management." The Learning Assistance Department also offers courses to facilitate student success. These courses are available to all students and are offered for day, evening, and online students. (IIB-50, IIB-51, IIB-52, IIB-53, IIB-54, IIB-93)

Student Clubs and Activities

Yuba College has an estimated 25 student clubs per school year and each club is structured around a specific interest. Clubs provide an organized avenue for students to voice concerns and seek the support of fellow students. Campus Life supervises and assists college clubs and organizations in the planning of educational, social and cultural activities. Any group composed of college students which uses the name, funds, materials or services of the college is a campus organization. (IIB-76)

Concerts, plays, sporting events, and other campus-wide activities are offered on a regular basis throughout the year to encourage active participation and community within the Yuba College student population. Dates and times of events and activities are posted around the campus and on the campus website and portal. (IIB-41, IIB-78)

Child Development Center

The Child Development Center at Yuba College is accredited by NAEYC, the largest and most widely recognized accreditation system for all types of early childhood programs. The center is open to students and the public, and it offers childcare for children ranging from one to five years old. Indoor and outdoor play, learning activities, meal, and naps are provided to participants and fees are based on

family size and income. The center also provides a state funded preschool program that is available to families that qualify. (IIB-42, IIB-77)

The utilization and success of students within each of these programs is tracked and assessed internally through departments and within Datatel, Yuba College's information system program. When students complete department requirements and Yuba College degree requirements the success is documented within these resources. Further, Student Learning Outcomes (SLOs) are developed and assessed for each student support program and then used as one component of the Administrative Review or Student Services Review, both of which are parts of the overall Institutional Effectiveness (IE) and Planning Model.

SELF EVALUATION

Yuba College meets this standard of providing appropriate, comprehensive, and reliable services to students. The overall scope and quality of student support services has been impacted by the steady erosion of staffing and operational resources resulting from California Community College budget reductions. The counseling staff has been reduced from seven to 3.8 fulltime counselors; two fulltime support positions for Veterans Affairs and the Transfer/Career Center have merged into one position; and despite a 60 percent increase in utilization, a fulltime tutoring center specialist has been laid off in the College Success Center (CSC). Basic Skill Initiative (BSI) funding has offset some of these losses by providing computers in the Hard Math Café Annex; equipment and staff in the Writing and Language Development Center (WLDC); and expanding tutoring services and computer equipment available in the College Success Center (CSC), but staffing shortages do limit the services available to students. (IIB – 55)

PLANNING AGENDA

Reductions in staffing have reduced the availability of services and the quantity of counseling appointments. Yuba College will continue to evaluate the needs through Program Reviews, and the IE Model will feed the YCCD Strategic Plan to identify and fund top priorities. Yuba College has spent a considerable amount of the planning budget for services at the new Sutter County Campus. amd this impact to an already thin budget is not yet determined as of this meeting.

Yuba College has the framework for many programs

> **...CASE STUDY**
> *Evaluation, Planning and Improvement*
>
> *A need for additional space in the Hard Math Cafe was identified by students and within the Math Department's Program Review. Faculty within the math department met to make a plan to find space on campus and people to work with students. Locating and discussing this need led to the creation of the Hard Math Café Annex, which offers drop-in math assistance from faculty and student tutors.*
>
> *-Math Department*

and service in place; however, additional staff is necessary to fully provide these services to the student population, including students served by the expansion of the Sutter County Campus. The Yuba College Council will monitor both the budget development and its impact on Student Services as it works with the DC3 Committee to develop a district staffing plan.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTIVE SUMMARY

Yuba College offers several avenues for students to engage in clubs, classes, and events that encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development.

Yuba College has an estimated 25 students clubs per school year and each club is structured around a specific interest. Clubs provide an organized avenue for students to voice concerns and seek the support of fellow students. Campus Life supervises and assists college clubs and organizations in the planning of educational, social and cultural activities. Any group composed of college students which uses the name, funds, materials or services of the college is a campus organization. (IIB-76)

Each fall, student clubs must complete a Club Charter Packet, which lists the stated purpose of the club, membership and a club constitution. Approved clubs may use Yuba College facilities free of charge. Club activities and meetings must be approved through Campus Life at Yuba College, and the Administration Office at the Clear Lake Campus. Following campus specific guidelines, banners and fliers may be posted on district property. Budget

classes, and programs without regard to national origin, religion, age, sex (gender), race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because a person is perceived to have one or more of the foregoing characteristics." The Code of Conduct articulates what constitutes free speech and hate speech and offers avenues for students to recognize and utilize their rights within the former and rights to, as well as disciplinary actions for, the latter. Students may post materials and distribute pamphlets or flyers within designated areas of the campus and with permission by Campus Life personnel. (IIB-43)

planning, preparation, and training are available through Campus Life. (IIB-79, IIB-80)

Current Yuba College Clubs are the Auto Club, Black Students' Union, CARE Club, Chess Club, Christians in Action Club, Students Association of Future Academic Development Club, Student Organization for the Development of the Arts, Computer Club, Cunning Culinarians Student Association, Earth Explorers, Latter-day Saint Student Association, Licensed Vocational Nursing, M.E.Ch.A de Yuba College, Mass Communications Club, Photo Guild, Punjubi Student Association, Rotaract Club, Society of Hispanic Professional Engineers, Spanish Organization of Yuba, Student Support Services Student Club, Veterinary Technology Student Club, and the Yuba College Historical Student Association.

Yuba College also has an Associated Students Organization (ASYC), which encourages opportunities to enhance the development of students through leadership, participation, community service, social interaction and the development of individual attitudes and values. The Student Council is the governing body which represents students' views to the administration and Board of Trustees through participation on the Governing Board and college committees.

The Yuba Community College District Code of Conduct, which is recognized by Yuba College, states that the college will "provides access to its services,

SELF EVALUATION

Yuba College meets this standard. Yuba College offers many avenues for student to develop in the form of clubs, activities, and Campus Life. Further, an environment that promotes the free exchange of ideas is evident.

The Campus Life Coordinator position was eliminated during the 2010-2011 academic year, which has resulted in a reduced amount of activities on campus, including the "First Thursday of the Month" program, which consisted of a variety of events that were held on the campus quad at noon on the first Thursday of each month. However, alternate activities have been increased, such as the Noon Recital Series, Crossing Borders – Building Bridges lecture series, and Student Talent Show. All of these activities have been manifested in the Yuba College Diversity Plan that included student participation in its development. (IIB-44, IIB-78, IIB-81, IIB-82)

PLANNING AGENDA

None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY

Yuba College counselors provide multiple options for students' counseling needs, including academic, transfer plan, career, progress probation, personal, educational plan, drop-in, and veteran's evaluation counseling. Students are strongly encouraged to see their counselor at least twice a semester to confer on their academic and/or career progress and goals. Students may also meet their counseling needs through an online counseling option available. Counseling for English as a second language (ESL) students was available for students who spoke minimal English, but the full time ESL counselor retired and services are now available on scheduled days, mostly during peak registration periods. Yuba College provides crisis counseling to aid students in crisis through short-term counseling, on-campus group counseling sessions, and connecting them with resources within the community for sustained assistance. Despite the number of counseling options required and available, the diminished number of counselors has made it difficult to provide the quantity of appointments for the increasing student population.

Counselors at Yuba College participate in ongoing dialogue and training through biweekly staff meetings. Faculty from various disciplines are invited to make presentations on upcoming changes in their curriculum or program prerequisites; division deans are invited to discuss course scheduling proposals and to receive feedback/suggestions regarding course scheduling from counselors; regional university representatives are invited to provide updates on transfer requirements and changes to academic programs; and support service staff provide updates on services (e.g. financial aid requirements). Due to the retirement and lack of replacement of the Student Development Dean, the Financial Aid Dean has consolidated EOP&S, Financial Aid, and Counseling into one department, for these meetings. (IIB-84, IIB-85)

Each counselor is assigned as a departmental liaison

to one or more academic divisions. In this role the counselor attends monthly academic division meetings and keeps the counseling department informed about any pending curricular changes. The Counseling Department maintains a Policy/Procedures and Resource Manual for each counselor. The manual includes updated information on the curriculum, program prerequisites, course equivalencies with local community colleges, and transfer requirements. This manual is used to train new counselors.

During the first week of August all college counselors participate in a College Counselor In-Service. The agenda includes updates on college support services, updates from regional university representatives, and breakout sessions to review departmental and counseling course SLO's. In previous years most counselors participated in transfer-related conferences sponsored by either the California State University System or the University of California System. More recently, reductions in travel budgets have resulted in only one or two counselors being able to attend these conferences. (IIB-87)

SELF EVALUATION

Yuba College meets this standard. Each counselor

is evaluated on a three-year cycle, in accordance with the faculty contract. Additionally, as part of the program review process and Institutional Effectiveness (IE) Model the Counseling Department is evaluated every three years through a campus wide survey administered in a random selection of classes. The quality of advising is routinely rated good to excellent while an identified need is the availability of counseling appointments. (IIB-59)

PLANNING AGENDA

None.

> **II.B.3.d.** The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTIVE SUMMARY

Yuba College has a comprehensive Diversity Plan that is an "open-ended, evolving document" that aims to "promote a learning environment that is diverse and inclusive, accessible and student oriented; a positive and welcoming campus climate; faculty, administrative and staff recruitment processes that are open to applicants of diverse backgrounds; curricula that promote understanding

of diversity; programs and services that support diverse populations, and; a system of commitment and accountability in support of diversity". A framework with ten individual statements and sets of goals is articulated to address these tenets. The diversity framework was adopted by the Board of Trustees in 2009. Within the frameworks the goals, necessary actions, timeline, and responsible parties are identified. (IIB-44, IIB-83)

Using this framework, a Yuba College Diversity Project Team created the Diversity Plan which was board adopted in 2010-11. The framework includes: develop and/or review statements that incorporate the values of human dignity, equity, and community; embrace diversity and institutional transformation in a broad and comprehensive manner, which responds to changing demographics in our community and to the needs of underrepresented and/or disenfranchised groups; conduct a critical review of practices that may limit access and success; promote the recruitment and retention of faculty, staff, administrators, and students of diverse backgrounds; facilitate communication and raise public awareness; create opportunities for individuals to build cross-cultural relationships with others who think and believe differently; incorporate training and professional development activities to increase the awareness and understanding of diverse populations and to develop cultural competence; encourage, support and recognize participation in community events, programs, and service organizations; provide strong, ongoing, and visible leadership, support, and resources to develop and/or enhance cultural competency through diversity education and training, and; assess the College's commitment to diversity. (IIB-83, IIB-88)

Yuba College offers multiple presentations and discussions of varied cultural beliefs, aesthetics, and issues through the "Crossing Borders and Building Bridges" event series for students, staff, faculty, and community members. "Crossing Borders and Building Bridges" has been one of the most longstanding series of multi-cultural programs established at Yuba College and it was the recipient of the California Community College Chancellor's Office John W. Rice Diversity Award in July 2008. The purpose of the program is "for enlightenment, the furtherance of inter-cultural understanding, and formal classroom education." This program has achieved 100% of its support from donors and has continued to do so for over nine years – a testimony to the quality of the programming provided. (IIB-45, IIB-82)

SELF EVALUATION

Yuba College exceeds this standard by providing multiple avenues for multicultural education. All Yuba College associate's degrees, except for state-mandated Transfer Model Curriculum (SB 1440) degrees, require a Multi-cultural graduation requirement. The curriculum requires that students take at least on courses that:

1. At least half of the course content/objectives examine significant aspects of culture, contributions and social experiences of no less than two different under-represented ethnic/racial minority groups in the United States.
2. At least half of the course content/objectives examine a minimum of three groups one of which may be European-American or European and is comparative in nature.
3. At least half of the course content/objectives include an analysis of ethnicity, ethnocentrism and/or racism, and how these forces shape and explain cultural experience.

The Diversity Plan has influenced College Curriculum matters, hiring criteria, interview questions, an campus presentations - making this document a true integral part of the campus culture. The Yuba Community College Diversity Plan is adhered to within all district policies, resources, and documents. The Yuba College Diversity Committee meets on a regular and ongoing basis to ensure that the appropriate measures are taken to implement the Diversity Plan within college resources and cultural events. (IIB-56)

PLANNING AGENDA

None.

> **II.B.3.e.** The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY

Yuba College complies with placement instruments and practices as mandated by the Chancellor of California Community Colleges (CCC), which are updated at least annually. Per the requirements of approved CCC assessments tools, the goal is to minimize or eliminate cultural or linguistic bias, be normed on the appropriate populations, yield valid and reliable information, identify the learning needs of students, make efficient use of student

...CASE STUDY

Institutional Commitment

With the 'Student First' philosophy in mind, the Spanish Department has made significant changes to enhance student learning and success. We have established a tutoring program through the CSC for elementary and advanced levels of Spanish. In the fall of 2009, the Spanish Club (SOY-Spanish Organization of Yuba College) was established so students can practice the language in an informal setting and participate in cultural activities. SOY has sponsored excursions to museums in San Francisco, attendance at performances in the Mondavi Center at UC Davis, visits to Spanish Radio Stations, and many other activities on campus and throughout the community. The tutoring program and SOY have been a tremendous asset to students in promoting language acquisition and global awareness.

–Spanish Department

and staff time, and otherwise be consistent with the educational and psychological testing standards of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (Section 555524). The Yuba College Board and the CCC Chancellor's Office handle the validation of these processes.

As an open access institution, Yuba College does not use an assessment for admissions. The College does use Accuplacer testing program from the College Board for assessing and placing students in appropriate English, reading, and math courses. Students may take the assessment at any Yuba College Campus, Beale AFB Center, and at select local high schools. Additionally, if a student requires accommodations they may take their exam at the Disabled Students Programs and Services (DSPS) office.

SELF EVALUATION

Yuba College meets this standard. In accordance with the system's Chancellor Office policies, cut score validation studies are conducted on a three-year cycle. Feedback via classroom administered surveys from both faculty and students regarding the accuracy of students' placements are compiled, reviewed, and based on this review recommendations are generated for any adjustments in cut scores. These recommendations are discussed with discipline faculty, who provide final approval

regarding changes. In February 2012, Yuba College
was selected to participate in a cultural bias sample
test analysis by the College Board Company, a
further testimony to the efforts taken to minimize
test bias. (IIB-46, IIB-47)

Historically ESL placements were determined by
a paper and pencil CELSA test. Because many ESL
classes did not have official course prerequisites,
placement cut score validations studies could not be
completed. Recently the ESL department undertook
a major revision of the ESL curriculum based upon
Program Review recommendations, which included
the establishment of prerequisites. Moreover, ESL
faculty requested that the Assessment Center adopt
the College Board's Levels of English Proficiency
(LOEP) computerized placement test for ESL
placements. Initial cut scores were established,
utilizing existing cut scores from another California
community college that employs the LOEP for ESL
placements. However ESL faculty continues to make
adjustments in course placements utilizing non
standard multiple measures. As a result, a viable cut
score validation study cannot be completed until
there is more standardization of the application of
multiple measures. (IIB-94)

PLANNING AGENDA

None.

II.B.3.f. The institution maintains student records
permanently, securely, and confidentially, with
provision for secure backup of all files, regardless
of the form in which those files are maintained.
The institution publishes and follows established
policies for release of student records.

DESCRIPTIVE SUMMARY

Yuba Community College District's administrative
procedures govern the maintenance of Yuba
College students' records permanently, securely,
and confidentially by following Title 5 Federal Rules
of Civil Procedure (AP 3310, Records Retention
and Destruction) and processes established by the
district and college. An auxiliary generator and
battery backup system was installed in 2009-10 to
protect district computer servers from failing due
to power shortages. Records are divided into four
classes that determine how they are dealt with and
where they are located. (IIB-48)

Class One records, which are pre-1983, are held in
a secure vault at Yuba College, although many of
the hard copy records of individuals who continued
their enrollment beyond the early 1980's have
subsequently been archived in the Yuba College
document imaging system. These documents consist
of students' transcripts; course-by-course listings
with grades and units earned; graduation data by
students; class rosters with instructor information;
actual enrollments; and grades issued by courses.

Class Two records, which consist of newer academic
records, are maintained in the Yuba College database.
These records include all enrollment history, including
grades and units earned; graduation data; class
rosters; and instructor information. This data can be
produced in various reports, including by student,
by class, and by division. Regular system backups
are conducted to ensure that the information is
recoverable in the event of an unforeseen incident.
Disposable records have been held within Yuba
College's document imaging system, ImageNow,
since 2010. These records include add/drop cards,
application forms, address change requests, pass/
no pass requests, audit requests, registration forms,
and other forms regularly utilized by Admissions and
Records. These forms previously had a three year
retention cycle when they were stored as original
paper documents; however, due to the enhanced

capacity to store the documents securely and efficiently in ImageNow, Yuba College plans to push the retention cycle out much further. At this time a destruction cycle has not been established, and the intention is to keep all documents until there is a need to consider destroying documents. Yuba College Admissions and Records retain documents far longer than previously maintained and also beyond what is required by legal and professional standards. Additionally, all records are secure and regular backups are performed to ensure all data is recoverable if necessary.

Class Four records are saved for a maximum of one year. When these documents are destroyed it is facilitated by two high capacity paper shredders.

Yuba College follows Educational Code and YCCD AP 5040, which mandate the guidelines for releasing students' information; the Family and Educational Rights and Privacy Act (FERPA, Public Law 93-380); and AP 5035, which defines the right for the college to withhold records due to non-payment. (IIB-89, IIB-90)

Information outlining the release of transcripts is published in each Yuba College Catalog, which is available in print, online, and in the Student Handbook.

SELF EVALUATION

Yuba College meets this standard. Records are shared securely and released according to published policy. Board Policies and Administrative Procedures follow Federal and State guidelines.

PLANNING AGENDA

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

Yuba College has several processes in place to evaluate its student support services and their adequacy in meeting identified student needs. The

Standard IIB: Table 1

Improvements in Integrated Planning Perception					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There is ongoing review and adaption of evaluation and planning processes.					
Senate 2010	0	2	3	2	0
Curriculum Committee 2010	2	0	6	2	0
Directors and Deans 2010	0	5	3	3	0
Total 2010	2 (7%)	7 (25%)	12 (43%)	7 (25%)	0
Senate 2011	1	0	5	2	0
Curriculum Committee 2011	0	2	5	5	0
Directors and Deans 2011	0	2	4	5	0
Total 2011	1 (3%)	4 (13%)	14 (45%)	12 (39%)	0
Change from 2010 to 2011	-4%	-12%	+2%	+14%	0

-If Accreditation Were Today Survey

SLO Improvement

DSPS SLO: Identify and apply compensatory strategies for effective learning in order to fully participate in social settings in school, work, family, and community.

DSPS SLO: Take personal responsibility for and maintain motivation for lifelong learning as a self-actualized individual personally, economically, and socially.

Last year, the DSPS Satisfaction Survey asked students to indicate how their participation in DSPS services motivated them to use compensatory strategies and study skills to improve college success and take responsibility for lifelong learning as a way to improve life. Sixty-nine to 76% of the 71 students who completed the survey responded favorably and 24-31% of students either didn't respond or did not have an opinion.

Changes:
- *Revision of eligibility forms – required by Title 5*
- *An "Individualized Prescription for College Success" for DSPS student success was initiated*
- *A pre-semester DSPS Orientation was initiated for all new and continuing DSPS students*
- *A "Mid-Semester Progress Report" has been initiated to provide input from professors to the student and DSPS faculty regarding student academic performance.*

college uses these evaluations to make changes within their support services, to improve the existing processes, and to assess how they are contributing to the achievement of student learning outcomes.

Student Services are reviewed by facilitators, participants, faculty, and students to ensure that students' needs are addressed as well as possible. Within each service or program annual program reviews are conducted, and the results are reviewed to locate weaknesses and dissatisfaction with the current programs and processes. These program reviews are administered within all classes, and they ask students about their awareness of the services available, if they have used the services, and how useful the services are (if applicable). Faculty, staff, and administrators also respond to surveys and are involved in discussions at department and division meetings to assess the effectiveness of student services offered. A functional part of the Institutional Effectiveness (IE) Model, program reviews within student services are incorporated into the annual planning and budget process. (IIB-49)

SELF EVALUATION

Yuba College meets this standard. Support provided by student services is evidenced by enhanced communication and interaction between students and staff and among student support services staff and other departments. Recent changes to

increase the level of support provided by student services are substantiated by the additional use of technology and the created and maintained resources. For example, SLOs in Admissions and Records analyzed, students' frequency and ability regarding their use of online registration tools. The results showed weaknesses in information conveyed to students, which yielded a specific communication strategy for the change in the payment policy, stated to start in the Spring 2012 semester. In-service training for student services staff also assists in advancing the level of support provided. Case studies, appointments between students and staff, and other point of service contacts also show the effectiveness of the services provided. Despite a reduced amount of counselors and support staff, Yuba College Student Services personnel serve the student population to the extent possible with the resources available. (IIB-91, IIB-92)

PLANNING AGENDA

None.

EVIDENCE IIB

IIB-1	YC Mission Statement
IIB-2	Upward Bound Staff Handbook Summer 2011
IIB-3	High School Students' Orientation and Tour Schedule
IIB-4	Community Education Schedule
IIB-5	Clear Lake Campus Outreach Center
IIB-6	Beale Air Force Base Outreach Center
IIB-7	Online Yuba College Orientation
IIB-8	YC Disabled Students Programs and Services
IIB-9	College Success Center (CSC)
IIB-10	Writing and Language Development Center (WLDC)
IIB-11	Hard Math Café (HMC)
IIB-12	Extended Opportunity Programs and Services (EOPS)
IIB-13	YC MESA Program
IIB-14	Workplace Investment Act (WIA) program
IIB-15	CalWorks
IIB-16	Cooperative Agencies Resources for Education (CARE)
IIB-17	YC Crisis Counseling Procedures
IIB-18	Sample Probation Letter
IIB-19	Sample Transcript with Academic Renewal
IIB-20	YC Catalog
IIB-21	Commencement Program 2011
IIB-22	Sample Student Education Plan
IIB-23	UC and CSU Transfer Assistance
IIB-24	Distributive Education Schedule
IIB-25	Schedule of Counseling Classes
IIB-26	Sample Cooperative Work Experience
IIB-27	List of Organizations and Social Club
IIB-28	Sample Student Ed Plan
IIB-29	Sample Counselor Evaluation
IIB-30	Campus Wide Surveys Conducted Fall 2011
IIB-31	Student Statistics
IIB-32	Campus Wide Surveys Conducted Fall 2011
IIB-33	YC Educational Master Plan
IIB-34	YC Program Growth and Development 2011
IIB-35	YC Online Registration
IIB-36	YC Placement Exams
IIB-37	Online Free Application for Federal Student Aid (FASFA)
IIB-38	YC Counseling Services Website
IIB-39	YC Veteran's Affairs
IIB-40	YC Library
IIB-41	YC Clubs Website
IIB-42	YC Child Development Center Website
IIB-43	YCCD Student Code of Conduct
IIB-44	YC Diversity Plan
IIB-45	Crossing Borders and Building Bridges Schedule
IIB-46	Chancellor of California Community College Placement Guidelines
IIB-47	YC Assessment Program (Accuplacer)
IIB-48	YCCD AP 3310 – Records Retention and Destruction
IIB-49	Question of the Month Division/Department March 2011
IIB-50	College Success Center Workshop and Final Prep Schedules
IIB-51	Writing and Language Development Center Workshop and Final Prep Schedules

DEVELOPMENT PROCESS
Standard II C
Library and Learning Support Services

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	Date(s)
YC Senate Leadership	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College	2/8/11
Convocation	8/10/11
All-Yuba College	9/12/11

Question of the Month Input

Question Date	Responses
February 2011 division/department-Standard IIC1a	19
(College Council, Clear Lake Campus Council, College Access & Awareness, Curriculum, ASYC, Public Safety)	
March 2011 CSEA	25
March 2011 CSEA	43
March 2011 division/department-Standard IIC2	27
(CTE, Social Science, Student Development, DSPS, MESH, Nursing, Clear Lake Campus, Public Safety)	
April 2011 web - Standard IIC1b	10
May 2011 web	26
	Total:150

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	5/15/11
Draft posted on YCCD portal	6/30/11
Subcommittee meeting for final draft	7/20/11, 8/11/11, 8/25/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1 posted	10/24/11 – 12/16/11	4 responses
Draft 2 posted	2/9/12 – 6/4/12	2 responses
Cover-to-cover draft posted	5/21/12 – 6/4/12	2 responses
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	10/24/11, 12/7/11, 2/9/12, 6/4/12
College Council	
Deans & Directors	
Academic Senate	

Standard IIC:
Library Learning Support Services

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

II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the institution.

DESCRIPTIVE SUMMARY

The Library and student support services are essential at Yuba College. During a continuous quality improvement survey in the Fall 2011 semester, this study was conducted as part of the Institutional Effectiveness (IE) Model. Students rated tutoring

(51%) and the Library (49%) as the second and third highest factors respectively to their overall success.
Library Collections

The Yuba College Library collection is maintained and enhanced through ongoing consultations between library personnel and faculty, staff, and students. The Yuba College Library Mission Statement asserts, "Yuba College Library's central mission is to support the culturally diverse needs of our students and employees. As such, we are continually updating our holdings in the library and through our subscription databases, and following current and future trends, so that our students will be best served in a changing economic and technological world." The tenets of this mission are met through the knowledge and expertise of the Librarian, who attends division meetings, holds student and faculty orientations, and solicits recommendations to maintain an ongoing dialogue with professors, staff, and students regarding the need for new acquisitions – both print materials and online databases. The Yuba College Library is housed within the Learning Resource Center (LRC) at the Marysville campus, which is also the location for the College Success Center, Open Media Lab, and upon completion of the renovation currently underway, the Writing and Language Development Center. Due to a planned renovation of the LRC during 2012-13, the library has created the 49'er Library Connex and LRC Café to temporarily meet the needs of students during the remodel project. The Clear Lake Campus Library is at Yuba College's Clear Lake Campus, which is going through its own remodel project from 2011-2013. (IIC-1, IIC-2)

Recommendations for materials are evaluated and implemented through an ongoing review and adoption process. For example, due to changes in technology, the library print collections are currently

Standard IIC: Table 1

Web-based Question of the Month, May 2011						
	Excellent Access	Good Access	Neutral	Poor Access	Extremely Poor Access	No Response
Tutoring	30.8%	50%	11.5%	0%	0%	7.7%
Library and Library Services	23.1%	57.7%	3.8%	15.4%	0%	0%
Media Services	7.7%	57.7%	15.4%	0%	0%	19.2%
Open Media Lab/Open Computer Lab	11.5%	42.3%	23.1%	7.7%	7.7%	7.7%
Hours of operations for Learning Resources	0%	38.5%	30.8%	23.1%	0%	7.7%
Online access to Learning Resources	23.1%	26.9%	23.1%	3.8%	0%	23.1%
Availability at all Yuba College locations	3.8%	11.5%	38.5%	15.4%	0%	30.8%

Standard IIC: Table 2						
Library Usage Statistics						
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Number of Databases	4	4	4	7	16	20
Print books volumes	65,344	66,125	68,370	67,985	63,559	35,271
Ebooks	0	0	0	2,682	5,856	32,847
Patron count	235,392	214,183	248,170	282,158	295,925	236,903

being "weeded" to reduce the number of unused and outdated materials. Yuba College's Marysville Library collection of print volumes is being decreased from 60,000 to 30,000, utilizing the assistance and recommendations of faculty and staff. The Clear Lake Campus Library collection has been reduced by half, which equates to around 2,000 print texts. This action draws directly from changes in technology and the subsequent needs of the faculty and students. Analyzing the data from checked-out books, it was decided to collaborate with academic faculty to purge most volumes that had not been borrowed over the past ten year period. Additionally, Program Review recommendations and usage data demonstrated a need to increase the availability of electronic collections. Approximately 40,000 E-books from NetLibrary and e-brary have been purchased to accommodate distance learners, Clear Lake Campus students, and to meet the needs of students beyond traditional library hours. Additionally, the number of online databases, which have been more frequently requested by faculty, staff, and students, has been increased by 500 percent, from four databases during the 2005/2006 school year to 20 databases during the 2010/2011 school year. (IIC-3, IIC-4, IIC-51)

The Yuba College Library collections evolve through ongoing and systematic interactions between the library staff and faculty and students, with the key emphasis on supplying materials and services to improve student learning. To locate materials that are most applicable to the course offerings, and therefore needs of the faculty and students, trial databases are made available to faculty for evaluation and feedback before they are purchased. The Librarian is also included in the workflow for ImageNow curriculum software, where she is able to review new and revised California Title 5 Course Outline of Records as they are approved through the Curriculum Committee from across the disciplines. Information drawn from these documents is used to build an appropriate collection of resources to best meet the needs of students and staff. Students are included in the library collection process through surveys and a review of frequently used search terms on the library databases. Careful consideration of all of these factors is taken to create and maintain a library collection that enhances teaching and learning opportunities.

Library Equipment

The Yuba College Open Media Lab (OML), located in the temporary 49'er Connex Library during the LRC remodel project, has 42 public access computers. This includes two work stations designed for students with disabilities who are served through the Disabled Students Programs and Services (DSPS). Prior to remodeling, the library had 234 open seats for students and no group study rooms. There were 11 computers and 30 additional seats available for orientations, presentations, video-conferencing, and classes in the orientation classroom, which was

"All support materials decisions are made by the full faculty. We bring such decisions making to our monthly staff meeting for discussion and adoption. 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 a recommendation of a given piece of equipment to the entire department. 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."

-Nursing Department
Question of the Month, March 2011

"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."

-Clear Lake Campus
Question of the Month, March 2011

| Standard IIC: Table 3 | | | | | | | |
| Audio-Visual/Media Staffing & Budget | | | | | | | |
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Administrators	0.4	0.5	0	0	1	1	1
Telecom Specialist	2	2	1	1	2	2	2
Library/Media Specialist	2	2	1	1	2	2	2
Supply Budget	$44,079	$46,499	$19,225	$18,225	$23,603	$23,603	$23,603

available for faculty or staff through a signup system. These functions are temporarily housed in the 49'er Library Connex during a remodel of the LRC. The OML is planned to expand to over 100 computers with an overflow/orientation room adding another 24 computers for student use when the remodel project is complete.

The Clear Lake Campus Library currently has five public access computers, which includes one that is accessible for students with physical disabilities, and one Online Public Access Catalog (OPAC) station. The study area provides seating for 14-16 students, and wireless internet access is available throughout.

Both library locations are in the process of major renovation projects that are funded by Measure J. These construction projects will result in addressing the shortage of seating, group study rooms, Internet connectivity, and work stations for laptops in the libraries. The Yuba College Marysville Campus Library renovation is slated to be completed by May 2013, and the Clear Lake Campus renovation is slated to be completed by January 2013. The overall direction for all Measure J renovation projects were established through the collaborative development of the Facilities Master Plan, which was adopted by the Board of Trustees in 2006. (IIC-5, IIC-52, IIC-53)

the Measure J project list and they are implemented with the correlating construction projects. Media Services has created district standards for educational technology equipment, which include improving energy efficiency and streamlining labor costs. Each piece of equipment and the installation date is registered in the library catalog (Polaris), which helps identify the age of each material. Having a cataloged list of equipment through Polaris allows for a systematic review process, which is used to maintain and replace equipment as funding allows and is an integral part of the program review process and Institutional Effectiveness (IE) Model. (IIC-7, IIC-54, IIC-55)

College Success Center

The College Success Center (CSC), located in the Learning Resource Center, provides services that contribute to students' learning and college success. Through a non-credit course (Learning Assistance 590), a for-credit course (Learning Assistance 283R), drop-in or scheduled tutoring sessions, and available instructional materials, students receive assistance with their college courses. Nearly 4,300 students a year utilize the tutoring, computer and internet access, examination preparation sessions, and group study spaces. These services are

| Standard IIC: Table 4 | | | | | | |
| College Success Center Data | | | | | | |
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Students Served	896	1,150	1,635	1,969	2,256	2,322
Student Hours	14,270	14,770	25,861	38,249	47,015	49,064

The Dean of Distributive Education and Media Services is responsible for coordinating the implementation, repurposing, and repairs for audiovisual equipment throughout the campuses. This includes classroom equipment, the Instructional Television (ITV) network, transmission facilities, and repeater stations. Reductions in funding and staff have directly impacted the services and equipment available within the audiovisual department. Statewide Instructional Equipment funds, which used to pay for some of the media equipment, have been suspended since 2009. Requests for new equipment are now prioritized by their placement on

facilitated by two fulltime Instructional Associates, two part-time desk staff, and 50-60 student tutors. Due to budget reductions, a third clerical support position was reduced in 2011-11. These personnel work with a faculty coordinator and the Director of Research, Planning and Student Success to review and maintain the services and resources through regularly scheduled meetings. Attendance records have been integrated to track student success, request additional financial support for extended tutor hours, plan for improved services, and advertise the success of students who use the CSC. Since 2005, the number of students using the CSC

has grown from 896 to 2,322. The College Success Center is temporarily located in an academic classroom building during the LRC Remodel Project. (IIC-28, IIC-29, IIC-30)

Hard Math Café

The Yuba College Hard Math Café and closely associated Hard Math Café Annex provide both faculty and peer supported tutoring for all levels of mathematics courses. Fulltime faculty members hold their office hours in these centers, and peer tutors, who are recommended by their instructors, are available for one-on-one and group sessions with students. Students may work on their math homework by using the four computers and wireless connectivity available. The need for the Hard Math Café Annex had consistently been a top recommendation of the Math Department Program Review and this project was funded in 2008-09.

Writing and Language Development Center

The English Department had consistently identified the need for a campus Writing Center through the Program Review and Institutional Effectiveness (IE) Model planning process. Beginning in 2008, the Basic Skills Initiative Committee analyzed success rates of developmental level students, and then created a response to serve the needs of these entry level students. The Yuba College Writing and Language Development Center (WLDC) serves the reading, writing, and language acquisition needs of students studying content across the disciplines. Its mission statement reflects these objectives: "To assist students in all aspects of language and writing development, helping them to become independent, lifelong learners, empowered to achieve their educational and life goals." Utilizing the expertise of a faculty coordinator, volunteer faculty members, fulltime instructional assistants, and trained peer tutors, the center provides a variety of services to assist students in their learning outcomes. WLDC personnel are continually seeking information regarding best practices for learning centers and implementing teaching strategies and student resources to improve student learning and educational effectiveness. Follow up analysis of student success is used to improve the services in the WLDC and to plan upcoming workshops for students. For example, the hours of operations were amended in 2010-11 due to an identified need of serving evening students. (IIC-15, IIC-55, IIC-57, IIC-58)

Utilizing appropriate technological equipment and student-centered learning spaces is an important element of the Center's success. To support students, the WLDC has ten computers available on a drop-in basis, and two computer equipped stations serve the needs of adjunct faculty and overflow students. Kurzweil 3000 reading and writing assistance software and complementary hardware is available to all students, although the use of this sophisticated learning aid is limited due to lack of technical support and maintenance from Instructional Technology support staff (IT). Additional equipment includes a large LCD screen, which allows for formal presentations and for students and instructors to view instructional materials.

The formation of non-technological materials also support student learning. Five semi-private cubicles are available for group collaboration, six round tables seat small groups and tutoring sessions, and two large conference tables seat up to 16 people. Other resources include six white boards (one portable and five stationary), which are used for instructional support sessions. An expansive collection of language arts informational sheets is available as reference materials for students, tutors, and faculty. Instructional Assistants also maintain a web site with the current workshop schedule, WLDC hours of operation, and downloadable language arts informational sheets. To reach an even wider range of students, this information is available on the Yuba College Portal site. The student usage has dramatically increased since the 2008 creation of the WLDC. (IIC-16, IIC-17, IIC-18)

SELF EVALUATION

The standard is met for each of the areas identified. Yuba College is committed to providing strong instructional support services through updating and maintaining appropriate resources for students, staff, and faculty. Current budgetary deficits have limited this commitment, but projects funded under Measure J and the Basic Skill Initiative (BSI) have assisted in maintaining and improving the facilities and resources.

Library

The Yuba College Library meets this standard based on data obtained from the National Center for Educational Statistics (NCES). For 2008, Yuba College's library expenditures on resources are equivalent to other community colleges with comparable FTES; however, the level of staffing, specifically librarians, is around 25 percent of the

average (1.26 at Yuba, 4.02 at comparable schools). (IIC-8)

The Yuba College Library offers online and print resources that represent the requests of students, staff, and faculty. Print volumes are purchased and purged as necessary to maintain a relevant catalog. Online e-books, databases, and resources are consistently reviewed and purchased to meet the needs of the campus population. This movement towards online texts enhances the ability for the library to meet the needs of a wider range of students (traditional, online, distance, part-time and night students).

According to statistical comparisons through the National Center for Educational Statistics (NCES) data surveys, the Library funding for books, periodical subscriptions, and databases is lower than comparable community colleges by approximately 25 percent. After the loss of state-provided Telecommunications and Technology Infrastructure Program Funding (TTIP) in 2009, the college provided the library with an additional $50,000 annually to maintain and increase access to online databases, which have been requested by students, staff, and faculty. The library staff utilizes and evaluates the resources on an ongoing basis through personal usage, references, instruction, and interactions with students and faculty. Annual updates are made to the program review, and a complete program review is conducted every four years as part of the IE Model. The results of these ongoing reviews are used to recurrently refine and improve program practices with the intended aim of improving student achievement and learning. (IIC-9)

Currently, the library is being remodeled to improve computer access, Internet connectivity, laptop stations, group study rooms, and seating availability. The project is funded by Measure J and will result in 80 more computer stations, stronger Internet capabilities, 10 group study rooms, and 100 additional seats within student study areas. These changes will result in a highly functional and well equiped library for students, staff, and faculty to utilize. However, with the increased services, better availability to Instructional Technology (IT) Staff is needed to assist in resolving technical issues in a timely manner.

The Library's Media Services Department (MS), which maintains all audiovisual (AV) materials, would benefit from an increase in support staff that can assist in AV training, help desk support, classroom repairs, special events and creating a MS website to coordinate and streamline the assistance processes. Due to the lack of support from IT staff, along with unclear delineation of duties for Yuba College Media Services staff and District IT staff, response times for repairs have been impacted and service times reduced. The Library and OML computers, faxes, and other equipment are maintained by the district Information Technology support staff. Typically, the response time to repair and maintain equipment is slow. For example, repairs requested for the Catalog computers at Yuba College's Library in January 2011 had not been implemented by April 2011, which hindered the ability of library staff to supply necessary resources to faculty and students. (IIC-6)

College Success Center

The College Success Center (CSC) has seen a 60 percent increase in demand for services since fall 2008 and a 28 percent reduction in funding, which has resulted in reduced staffing. The physical facility is too small, the furniture is worn, and 20 percent of the computers are commonly inoperative. The facility based deficiencies are scheduled to be improved through a current Measure J construction project; however, a fulltime tutoring specialist position that was eliminated in 2010-11 as part of a college wide downsizing is not currently slated to be replaced. The need for increased space, including individual study rooms, and the replacement of the tutoring specialist position have consistently been noted in the Program Review as part of the IE Model for planning.

Surplus materials from other areas of the campus have been relocated to the CSC and old and inoperative computers were replaced in 2011. The CSC remodel project currently underway will increase the size and improve the configuration of the center. These changes will allow for a more efficient use of the space and emphasize the emerging technology available. Academic faculty offices will be moved out of the LRC while the WLDC will move into the LRC building across from the CSC. The remodel project is designed to consolidate student tutoring support functions near the LRC entrance and "this area needs to provide a non-intimidating comfortable environment for students, less formal than the Student Success Center." (IIC-32, IIC-59, IIC-60, IIC-62)

Data from the CSC has been tracked since 2002 when the Center was developed in its current format. Examples include:

- Success rate of students by individual tutor
- Comparison of the number of visits versus success rates
- Content tutoring by subject
- Success rates by course for students who utilize the CSC
- Analysis of supplemental reading instruction on Biology 15 students

However, perhaps the most sophisticated analysis and subsequent decision came when the CSC had to move due to the remodel project. Available swing space was two-thirds the size of the existing CSC so the usage, efficiency, and success rates were analyzed to determine the services which would be offered in the temporary, but smaller, College Success Center starting Spring 2012 semester.

Hard Math Café

The Hard Math Café and Hard Math Café provide faculty and peer supported tutoring services that result in attendees having a higher success rate, increasing self confidence, and having a more positive attitude within their math classes, according to informal feedback. Beginning in fall 2011, an official tracking system was used to monitor students' usage, and official faculty and student surveys of the center are now conducted each semester. During this time, 114 students logged 561 hours, although it was discovered that enforcing student log-in needed to be improved for better tracking. This information will be used to review and refine available resources for student learning and achievement.

Writing and Language Development Center

The Writing and Language Development Center, which was created in 2008 due to identified student demand through the Basic Skills Initiative Committee, assists the college in meeting and exceeding this standard. Trained staff and applicable resources are used to address the writing, reading, and language acquisition needs of students.

Increased assistance from Institutional Technical (IT) support staff would assist the Writing and Language Development Center in continuing to utilize the computers and software it possesses to serve students.

PLANNING AGENDA

The standard is met and the services are resources are

being improved upon through ongoing, systematic reviews conducted by associated staff for each facility and Measure J funding where applicable. The college will continue efforts that support meeting and exceeding the standard.

II.C.1.b   The institution provides ongoing instruction for users of library and other support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY

Library Reference/Information Assistance

The librarian and support staff (including professional and student staff) field approximately 2,300 reference questions a year, based on statistics representing the 2005/2006 through 2010/11 school years. The librarian is available to students and faculty for research questions via email, SMS, or private research appointments. Because only 1.26 fulltime staff librarians are employed at the college, the majority of research assistance takes place through scheduled appointments. Having a highly qualified librarian has proven to be a valuable resource, both for staff training and enhancing avenues for providing necessary reference information to students and faculty, as evidenced by student surveys and program review documents.

Surveys from 2008-2011 regarding library resources show that the majority of students "agree" or "strongly agree" that "the library staff helped [them] learn how to find credible information in the library, on the Internet, or using other sources." Likewise, student surveys purport students "agree" and "strongly agree" that "the library provides sufficient

"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."

-Web-based Response
Question of the Month, April 2011

educational equipment to support student research and learning, when asked to "consider computer workstations, printer, microfilm, photocopier, and scanner." A recent survey of student interest assessed that approximately 65 percent of students consider "Help with Research" and "Access to Online Databases" to be "very important" components of the library. (IIC-10, IIC-11, IIC-12)

Library Instruction Sessions

Library orientation sessions are available for all courses and are recommended and encouraged by the librarian. Additionally, the librarian takes the time to review the course and/or assignment objectives before each orientation, which leads to individually tailored presentations. Instructors can schedule orientations for their classes by phone, email, or in person. Based on 2008-2011 data, an average of 40 formal orientations are provided a year, serving approximately 1200 students annually. Additionally, students are served on a one-on-one basis through impromptu orientations and private research sessions as their research needs arise, although this service is limited due to a lack of available staff.

Through these class and individual instruction periods, students gain information competency skills needed for completing their course requirements. The content of library orientations also focuses on more general learning skills, including critical thinking, evaluating information, comprehensive research, and technical accuracy. Students have access to ongoing, formal assistance in library research through a one-unit Library Science course on basic research skills. Additionally, a weekly blog alerts faculty, staff, and students to additions and changes within the library. A library support link is built into every Distributive Education course shell, allowing online students easy access to library services. (IIC-9, IIC-24, IIC-31, IIC-43)

The library staff has been involved in the LRC building remodel planning, which is supported through the Measure J local bond and the State of California construction matching funds. Student surveys and program review documents pointed to the need for a classroom in the LRC to be utilized for orientation sessions and for teaching student how to access to online databases. Building upon the need identified in the Open Media Lab (OML) Program Review, a flexible classroom will be a part of the remodel project, which will provide a learning environment for library orientation sessions and additional capacity for the OML during peak usage

times. (IIC-10, IIC-11, IIC-12)

Online Assistance

The librarian responds to emails and SMS from faculty, students, and staff regarding research and other library related needs through the "Ask a Librarian" link on the Library's web site and through her personal email. Informal and formal instruction takes place via social networks, including the library blog, Facebook, and Twitter. A library support link is built into every Distributive Education course shell, allowing online students easy access to library services. (IIC-20, IIC-21, IIC-22, IIC-23)

> "Professor 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."
>
> -Question of the Month, April 2011

Distance Education

The librarian contacts instructors of online courses, encouraging them to include a research assistance link and/or library handout in their classes that will require research. A live link to library resources and "Ask A Librarian" links are included for all Distributive Education online course websites.

Staff Development

Flex workshops are available to faculty throughout the year as a way of introducing new library resources. Ideas for creating effective assignments that encourage information literacy are available for faculty on a library web page. Information regarding library instruction sessions is also conveyed to new and returning adjunct faculty at the bi-annual adjunct faculty convocations. Offerings for the Flex Program are a responsibility of the Academic Senate; consequently, the planning and direction is

> "The 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."
>
> -Nursing Department
> Question of the Month, March 2011

guided by faculty members based upon identified needs. Further, starting in 2010, Flex workshops were required to fit into one of the eight institutional SLO's and one of the nine Board of Trustees' Strategic Directions. 52 faculty participated in 128 Flex activities related to Technological Awareness. During the 2009-10 Administrative Services Review, it was discovered that 68% of faculty would like to see more Flex activities related to technology, the largest need identified. (IIC-13, IIC-14, IIC-19, IIC-61)

Open Computer Lab

The Open Media Lab (OML) is staffed by one fulltime Library Media Specialist and between one and five student assistants, while the library is open. Because of the often limited staff, students are often not able to receive assistance with computer related questions. Instructions on printing are posted, and when available, student assistants from the media desk offer basic troubleshooting (login, printing, power, basic Windows programs), but they do not have formal training on the use of computers or software programs.

Media Services

Some training for using the audiovisual (AV) equipment is available, but the training is not formalized and a staff member is not designated for this training. A PowerPoint presentation detailing step-by-step instructions for AV use was created and posted in classrooms. Information and tutorials about instructional television (ITV) and Blackboard are available for students and staff on the BlackBoard website. Students can contact the Support Specialist for assistance with ITV issues.

Learning Center

The College Success Center (CSC) provides individualized assistance and support for students utilizing services and completing academic tasks that require information competency. This includes, but is not limited to, academic research (both traditional and online), distance education, accessing course software, research papers and projects, class assignments, and personal growth. CSC staff and peer tutors also assist students in obtaining competency in basic skills, including reading and math, as an avenue into information competency. (IIC-29, IIC-30, IIC-34, IIC-35)

Writing Center

The Writing and Language Development Center (WLDC), which serves approximately 600 students every semester, offers weekly peer tutoring sessions for English, English as a second language (ESL), and reading students. Drop-in tutoring and technical assistance are available for reading and writing assignments across the curriculum during all 44 hours the WLDC is open. Conversation groups for four levels of ESL are available on a weekly basis. Reading competency is encouraged and rewarded through the WLDC's engagement with the Townsend Press "Reading Incentive Scholarship Program," which offers monetary rewards to developmental students who participate. Students are introduced to all of these offerings through orientations at the beginning of every semester. The physical location will be moved to the LRC to co-locate the WLDC with the College Success Center upon completion of the LRC remodel project. (IIC-24, IIC-25, IIC-26, IIC-27, IIC-61)

SELF EVALUATION

The college meets this standard. Nevertheless, staffing shortages in nearly all areas may result in a less than satisfactory availability of services. For instance, because only 1.26 librarians are employed by the college, the majority of research assistance takes place by appointment. If the librarian is unavailable for any reason students must wait for assistance at a later time. Formal library assistance is provided for all student and faculty requests, but it is not always available in as timely a manner as desired because of staffing shortages. Media Services offers instructors training for the classroom audiovisual equipment as time allows, but this training is not formalized or regularly offered. (IIC-33)

Comments conveyed within an anonymous survey available to faculty, staff, and students referred to classroom instruction and learning resources as areas where information competencies are taught and developed. In 2010-14, 52 faculty participated in Flex activities related to the SLO: Technology Awareness. "Computer and information technology courses are being offered to students. Trainings and orientations on how to access online courses through Blackboard are being shared to students as well." Another comment addresses how teaching information competencies are available through learning resources: "Tutoring center staff (WLDC and CSC), teachers, and the Yuba College librarian all teach information literacy in both formal and

informal settings." Due to the student success and identified needs through the IE Model, both the WLDC and CSC are included in the LRC remodel as expanded learning centers placed directly inside the front entrance to the building, but they will be separate functions as they serve different populations. (IIC-29, IIC-30, IIC-38, IIC-57, IIC-61, IIC-63)

PLANNING AGENDA

The standard is met in all areas. However, as FTEs levels permit, research courses should be offered on a regular basis to cultivate students' Information Competencies (college level SLO).

> **IIC.1.c** The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY

Library Collection Campus Access

The Yuba College Library is available to anyone on campus during its scheduled hours of operation. During fall and spring semesters the Yuba College library is open 49.5 hours per week (Monday-Thursday, 7:45 a.m. - 8:00 p.m.; Friday, 7:45 a.m. - 4:30 p.m., and closed weekends). The Clear Lake Campus Library is open on Monday-Thursday from 8:00 a.m. - 7:00 p.m. and Friday from 8:00 a.m. -4:30 p.m.. During summer session the library is open Monday, Wednesday, and Thursday, from 7:30 a.m. - 5:00 p.m. and Tuesday from 7:30 a.m. -7:00 p.m.. During the summer the library is closed on Fridays and weekends, which are days when no classes are offered. Students and faculty have repetitively asked for the library to be open for longer evening hours and on the weekends. (IIC-11, IIC-35)

> "The library has a survey posted at its entrance. Its webpage and Facebook page provide links from feedback. Library presentations include short evaluations for faculty to submit. Book weeding as a Flex activity allow faculty to have a direct impact on which books are provided via our library."
>
> -Fine Arts/Language Arts Division, Question of the Month, March 2011

Library Collection Online Access

The Yuba College Library offers online access to 40,000 e-books and 20 databases, 24 hours a day, seven days a week. Online assistance from the librarian is available through e-mail, phone-based support, and request forms. All students and faculty can access the online library materials from any Internet connection – on or off campus. The library online collection is accessible through the Yuba College MyCampus Portal. The librarian has enlisted graduate students for internships to assist with available online access for students.

Learning Centers

The College Success Center (CSC) is located in the Learning Resource Center (LRC), which provides a central location for students' educational resource needs. The CSC is open from Monday through Friday from 8:00 a.m. to 5:00 p.m. during spring and fall semesters, and is occasionally open until 6:00 p.m.. Summer hours for the CSC are from 8:00 a.m. to 4:00 p.m. on Monday through Thursday, and it is closed Friday through Sunday. Online assistance for math courses is available through three web sites Yuba provides access to: Hawkes Learning Systems, the Yuba College MESA Program, and CCC Confer. (IIC-37)

Currently available resources do not meet the demand during peak hours (Monday through Thursday, 10:00 a.m. - 3:00 p.m.). Access is also limited by the hours of operation of the LRC; on some days, the LRC closes and locks the doors to the main entrance (which also services the CSC) before the CSC is scheduled to close. Additionally, students have requested that the CSC be open later to meet their academic needs. This need will be met through the LRC remodel project scheduled for completion in 2013. The CSC does not provide online tutoring to students, although it does provide access to online tutoring resources.

The Hard Math Café Annex is open from 8:00 a.m. to 5:00 p.m., Monday through Friday during fall and spring semesters. Online and summer tutoring is not available at the HMC so students are referred to the CSC.

Writing and Language Development Center

The Writing and Language Development Center (WLDC) serves the reading, writing, and language acquisition needs of students through tutoring and

available resources. It is open a combined total of 44 hours a week (Monday through Thursday 8:00 a.m. to 6:00 p.m. and Friday 9:00 a.m. to 1:00 p.m.) throughout the spring and fall semesters. It is closed during the winter break and during the summer (including during scheduled summer school sessions). A faculty coordinator (with 40 percent fall/spring release time) oversees and supports the day to day operations, and clerical needs are met by a student assistant. The WLDC is staffed by two fulltime instructional associates and volunteer faculty members who supervise, troubleshoot, and provide expert assistance during their office hours and other times. Trained peer tutors are available to assist students on a drop-in or scheduled basis. The WLDC will be relocated to the remodeled LRC in 2013, providing a central, student accessible tutoring area.

An expansive collection of language arts informational sheets are available in the center and online as reference materials for students, tutors, and faculty. Instructional Assistants also maintain a web site with the current workshop schedule, WLDC hours of operation, and downloadable informational sheets. To reach an even wider range of students, this information is available on the Yuba College Portal site.

Computer Lab

The Open Media Lab (OML) has 42 public access computers, including two computers and surrounding work areas for students with disabilities. During the fall and spring semesters the OML is available for 55.25 hours between Monday and Friday. During summer session the OML is available for 36 hours between Monday and Thursday. Students have repeatedly asked for the OML to be open later in the evenings and on weekends. Over 100 computers and additional space is planned for the LRC remodel.

Because of the limited staff available, students are often not able to receive assistance with computer related questions. Instructions on printing are posted, and when available, student assistants from the media desk offer basic troubleshooting (login, printing, power, basic Windows programs), but they do not have formal training on the use of computers or software programs.

SELF EVALUATION

The college meets this standard. The hours of

operation of the library, learning centers (College Success Center, and Writing and Language Development Center), and Open Media Lab adequately address the academic needs of faculty, staff, and students. Online access to library resources aid faculty, staff, and students during times the physical library and learning resources are closed. Online tutorials and informational handouts also assist in off-campus learning. The LRC remodel will increase the space for the WLDC and the OML. Access to the building will change, allowing different areas to remain open while the remainder of the building can be closed.

Library

Library hours and resources (print and online) are available and accessible for students; however, faculty, students, and staff have repeatedly asked for the library to be open during more evening and weekend hours.

The renovation the library is currently undergoing will make it fully compliant with the American with Disabilities Act (ADA). Universal wireless internet access will also be addressed by the renovation. Several small group study rooms are also planned as part of the LRC renovation to meet an identified need from student surveys. All of these recommendations stem from the Library Program Review and Media Services Administrative Review. (IIC-5, IIC-12)

Learning Centers

The available resources of the College Success Center (CSC) do not meet the demand during peak hours (Monday through Thursday, 10:00 a.m. to 3:00 p.m.). Access is also limited by the hours of operation of the Learning Resource Center (LRC); on some days, the LRC closes and locks the doors to the main entrance (which also services the CSC) before the CSC is scheduled to close. Additionally, students have requested that the CSC be open later to meet their academic needs. The CSC does not provide online tutoring to students; however, online learning programs and informational guides are available. The Measure J remodel will expand the CSC and make it more functional to address these needs. CSC staff have been involved with the LRC remodel User Group from its inception. Due to the remodel design, after-hours access to the CSC will be available without opening up the entire library. (IIC-61, IIC-62, IIC-63)

Computer Lab

The Open Media Lab (OML) has 42 public access computers, including two computers and surrounding work areas for students with disabilities. Students have repeatedly asked for the OML to be open later in the evening and on weekends. Student surveys and Program Review documents pointed to the need for a classroom in the LRC to be utilized for orientation sessions and teaching computer access to online databases. Building upon the need identified in the Open Media Lab (OML) Program Review, a flexible classroom will be a part of the remodel project that will provide a learning environment for library orientation sessions and additional capacity for the OML during peak usage times. (IIC-39)

Because of the limited staff available, students are often not able to receive assistance with computer related questions. Instructions on printing are posted, and when available, student assistants from the media desk offer basic troubleshooting (login, printing, power, basic Windows programs), but they do not have formal training on the use of computers or software programs. Lack of support from District IT services and unclear roles/responsibilities has compounded this issue and impacted services.

PLANNING AGENDA

The college meets this standard. However, regular formal training on the use of computers or software programs should be offered in the computer lab to students and faculty if and when staffing and funding permits.

The district Technology Committee, along with the Yuba College DE Subcommittee, will develop appropriate roles for district and college staff regarding technology responsibilities. Yuba College, through the leadership of the College Council and the Academic Senate, will clearly define a role at Yuba College for technology that is not DE specific. That is, the role, training, and use of technology specifically related to teaching will be developed.

Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricuNet, etc.). The Information Systems Department will

survey and prioritize a list of training needs for all Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees. (See Comprehensive Planning Agenda #5: Technology for essential elements to be included in the planning agenda for technology service, access and training for Yuba College employees)

IIC.1.d The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY

Resources within the Learning Resource Center (Library, College Success Center, and Open Media Lab) are maintained and secured on a regular basis to provide a clean, safe, and secure environment for faculty, staff, and students. However, access to Instructional Technology support (IT) is limited, which often results in lengthy waits or inadequate service regarding necessary repairs for library and learning resource equipment.

Library Security and Maintenance

The Library is equipped with a 3M anti-theft security system at the entrance to the library, and books and magazines are tagged with security strips to prevent theft. Minor behavioral disruptions are handled by library staff and the campus police are available as needed for larger incidents. The Library building is undergoing a renovation to alleviate current issues, including infrastructure updates.

The Library computers, faxes, and other equipment are maintained by the District Instructional Technology (IT) support staff. Typically, the response time to repair and maintain equipment is slow. For example, repairs requested for the Library Catalog computers in January 2011 had not been implemented by April 2011, which hindered the ability of library staff to supply necessary resources to faculty and students. Additionally, minor updates could be performed by library staff if given proper

access and training. Library staff does not even have access to passwords that would allow them to update the home pages of the library research computer. (IIC-6)

Computer Lab

The Open Media Lab (OML) has custodial service five nights a week, and the Yuba College Maintenance and Grounds department is responsible for ongoing maintenance, repairs, and updates to the non-technological resources. Minor behavioral disruptions are handled by classified staff and the campus police are available as needed.

Media equipment is maintained and preventative measures are taken by media services staff and Instructional Technology (IT) support staff. Media services staff fixes equipment as needed, and IT is contacted for technical issues. All equipment has a barcode and is secured by the library anti-theft system. Cables and equipment are locked down to prevent theft.

College Success Center

The College Success Center (CSC) has custodial service five nights a week, and the Yuba College Maintenance and Grounds department is responsible for the ongoing maintenance, repairs, and updates to the non-technological resources. Minor disruptions are handled by classified staff and the campus police are available as needed.

Writing and Language Development Center

The Writing and Language Development Center will be relocating to the renovated library, upon its completion. The current facility was slated for demolition before the Basic Skills Initiative Committee proposed the creation of the WLDC through the IE Model Planning Process. Due to Measure J construction on campus, swing space for relocation is extremely limited and as a result the WLDC is located in a building that is less than ideal. These issues will be fixed upon renovation of the LRC in 2012-13, which include a permanent home for the WLDC. Nevertheless, it is a testament to the dedication of the staff to student success to move forward with creating such a center during the exact timeframe when building construction was just beginning. The WLDC proved to be so successful in assisting students that it was assimilated into the LRC remodel project just a few short years after its creation.

SELF EVALUATION

The college meets this standard. With the Measure J Remodel project, the Library and other support services will be more operational for students and security will be enhanced.

PLANNING AGENDA

Taking current structural improvements under way into consideration, the college meets this standard. Increased access to maintenance and technical support would improve the ability to provide clean, well-functioning resources to faculty, students, and staff.

The college needs to evaluate the efficiency of the Maintenance and Grounds Department and the Instructional Technology support staff. From this, a plan to develop, coordinate, and implement methods to create cleaner and better functioning learning support services should be developed. The appropriate roles of District vs. College technical support will be developed through the consultative process and the decision will be evaluated through the Planning and Shared Decision-Making Model as part of the IE Model.

The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee

"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 & Progressive 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."

-Nursing Department,
Question of the Month, March 2011

for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

> **IIC.1.e.** When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY

Library

The Yuba College library has contracts with several database vendors, the Integrated Library System, Blackboard, Turnitin, and OCLC Cataloging First Search, which all contribute to providing relevant and accessible library services. As a member of the Council of Chief Librarians (CCL), the college is able to purchase databases at a discounted rate. Each database and resource is studied annually for effectiveness, which is determined by usage and evaluate as part of the Program Review Process. Access to all databases and resources is managed by the librarian, who works with vendors and the district webmaster on a continuous basis. All contracts are reviewed and approved by the Yuba College president, per a required contract submission process. (IIC-40)

Due to staffing layoffs and resulting shortages, the Yuba College Marysville Library currently does not provide interlibrary loan assistances. Faculty and students are referred to local public libraries with their interlibrary loan requests. The Clear Lake Library continues to provide interlibrary loan services. This decision will continue to be monitored through the self-evaluation process. (IIC-41)

SELF EVALUATION

The College meets this standard, although increased staffing for the Yuba College Marysville Library location would allow faculty, staff, and students access to interlibrary loan materials.

PLANNING AGENDA

None.

> **IIC.2** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

Yuba College has defined an institutional-level student learning outcome for Information Competency. In 2008, the following SLO and assessment was approved:

Information Competency: conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
a. Use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information.

   Assessment: This will be done through a research paper in the English IA class. A rubric has been developed and was piloted in spring 2008.

b. Understand the ethical, social, and legal issues surrounding the use of information.

   Assessment: Through the use of the pre- and post-test being piloted, students will demonstrate that they are able to 1) define and classify types of intellectual property, 2) explain the ethical and legal ramifications of plagiarism, 3) discuss how social issues of privacy relate to gathering and using certain information, and 4) explain the reasons for knowing who funds studies, surveys, and other data collection and how such funding can produce a conflict of interest in gathering information.

Writing & Language Development Center Usage										
	Spring 2009		Fall 2009		Spring 2010		Fall 2010		Spring 2011	
Peer Tutor payroll	$11,934		$10,405		$11,198		$10,796		$8,863	
Unclaimed FTE*	$28,118		$29,734		$31,964		$33,484		$36,360	
Number of students/visits	560/4,706		557/5,190		513/5,190		586/5,807		602/6,162	
Number of student hours	4,569		4,832		5,193		5,441		5,907	
Student Success comparison for all	WLDC	Non-WLDC	WLDC	Non-WLDC	WLDC	Non-WLDC	WLDC	Non-WLDC	WLDC	Non-WLDC
English, reading and ESL classes	64.71%	62.61%	69.79%	62.57%	61.29%	60.34%	70.99%	62.35%	71.00%	60.93%

Library

Library research presentations that are designed to address the requirements of individual courses contribute to meeting the identified and asserted Student Learning Outcome of Information Competency. To assess the effectiveness of these presentations, faculty members complete an evaluation form after each orientation session. The goal is to collect over 90% of evaluations with 100% faculty satisfaction rate. This information is used to refine and improve orientations to best meet the student learning outcomes (SLOs) for information competency needs within each course. Additionally, the library conducts a program review every four years with annual updates as part of the IE Model; has an annual survey of students; and has a suggestion box at the Circulation and Media Services desks. Informal feedback may also be submitted through e-mail, on Facebook, or in person. The Yuba College Librarian works with instructors and students to assist in providing the resources and skills necessary for students to meet course based Student Learning Outcomes (SLOs). (IIC-50)

College Success Center

Regular evaluations of the College Success Center (CSC) are conducted to ensure its adequacy in meeting identified student needs. Each semester, two student surveys are conducted to measure established Student Learning Outcomes (SLOs). One survey measures the satisfaction students feel regarding the services provided by the CSC, and the second survey measures the effectiveness of the study skills instruction provided by the Center. The college Director of Research, Planning and Student Success also provides reports the measure the success of CSC attendees and provide a compatible resource for evaluating student learning outcomes. The CSC is evaluated in regard to the quantification of student learning outcomes. The findings from surveys, reports, and feedback have assisted in building a strong correlation between the needs of students served by CSC and the resources provided. The CSC continues to modify its program to meet students' needs. (IIC-44, IIC-45, IIC-46, IIC-47, IIC-48, IIC-49)

"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 services, how do they evaluate the effectiveness of that survey."

-Student Development Division, Question of the Month, March 2011

Writing and Language Development Center

The Writing and Language Development Center (WLDC) works with campus and regional programs and institutions to improve and advance its instructional effectiveness. The faculty coordinator serves on the board of the Northern California Writing Center Association. Staff of the WLDC works with the Yuba College researcher to evaluate the WLDC's success, which has been measured by increased usage and higher pass rates for attendees (Accutrack, Datatel). WLDC staff also posts information about local community college writing centers and adult literacy programs throughout the facility. Reaching beyond its on-campus commitments, the WLDC collaborates with local high schools to embed tutoring programs for high school students. The Writing and Language Development Center tracks and measures the success of students that are supported by its services through pass rates in classes, which are 10-20 percent higher than students who do not receive WLDC learning assistance. (IIC-27, IIC-42, IIC-57)

SELF EVALUATION

Yuba College meets this standard Library, computer labs and the various tutoring centers are evaluated through the Institutional Effectiveness (IE) Model as they integrated with two of its components: Academic Program Review and Student Services Review.

PLANNING AGENDA

None.

EVIDENCE IIC

IIC-1   YC Library Mission Statement
IIC-2   Faculty Library Orientation Handout
IIC-3   Library Online Recommendation Form
IIC-4   Online Library Resources Spring 2011
IIC-5   YCCD Facilities Master Plan (2006)
IIC-6   Emails from the Librarian to IT Concerning Necessary Repair
IIC-7   YCCD Media Services Audiovisual Design Standards
IIC-8   National Center for Education Statistics, Yuba College
IIC-9   California Community College Library/Learning Resources Survey Data Results
IIC-10 LRC Statistical Information 2005-2011
IIC-11 YC Library Student Surveys Fall 2008 Spring 2010
IIC-12 YC Library 2.0 Survey
IIC-13 Flex Calendars (Library Offerings)
IIC-14 Adjunct Faculty Convocation Handouts
IIC-15 Writing and Language Development Center Mission Statement
IIC-16 Picture of the Writing and Language Development Center
IIC-17 Writing and Language Development Center Portal Page
IIC-18 Writing and Language Development Center Website
IIC-19 Web Page for Faculty "Information Literacy" Assignment Suggestions
IIC-20 Ask a Librarian
IIC-21 Library News Blog
IIC-22 Library Facebook Page
IIC-23 Library Twitter Account
IIC-24 College Success Center Request for Services (RFS) Form
IIC-25 Townsend Press Program Advertisements
IIC-26 Writing and Language Development Center Orientation Email and Flyers
IIC-27 Writing and Language Development Center Pass Rate Records Funding Student Success
IIC-28 Learning Assistance 590 Syllabi
IIC-29 College Success Center Student Usage Fall 2011
IIC-30 College Success Center Newsletter, May 8, 2009
IIC-31 YC Library Facebook Page
IIC-32 College Success Center Budget
IIC-33 Librarian's Calendar with Research Appointments and Other College Commitments
IIC-34 College Success Center Informational Handout
IIC-35 YC College Success Center Tutor Training and Orientation Manuals
IIC-36 All Classified Meeting March 4, 2011
IIC-37 YC Success Center Online Math Assistance
IIC-38 General "Question of the Month" – April 2011
IIC-39 Open Media Lab (OML) Computer Usage Data
IIC-40 Library Database, Integrated Library System, Blackboard/Turnitin/OCLC FirstSearch Contracts
IIC-41 Email announcing Interlibrary Loan Discontinuation at the Yuba College Library
IIC-42 Writing and Language Development Center Pass Rate Records Funding Student Success
IIC-43 Library Newsletter
IIC-44 YCCD Assessment Plan YC College Success Center SLOs
IIC-45 College Success Center Student Survey Spring 2012
IIC-46 College Success Center Student Survey Spring 2012
IIC-47 YCCD Assessment College Success Center Program Recommendation
IIC-48 College Success Center Success Rates Fall 2011
IIC-49 Director of Research CSC Success Reports
IIC-50 Instructor Evaluation of Library Research Presentation, Including Student Learning Outcomes
IIC-51 Library Program Review
IIC-52 Clear Lake Campus Library User Group Purpose Statement

Standard III
Resources

DEVELOPMENT PROCESS
Standard III A
Human Resources

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	Date(s)
YC Senate Leadership	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College	2/8/11
Convocation	8/10/11
All-Yuba College	9/12/11

Question of the Month Input

Question Date	Responses
January 2011 web- Standard IIIA4	19
April 2011 committee question	36
(College Council, Clear Lake Campus Council, Curriculum, Bond Steering, SLO, ASYC, College Access & Awareness, Public Safety)	
April 2011 web	14
April 2011 web	14
	Total: 83

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	6/30/11
Draft posted on YCCD portal	12/15/11
Subcommittee meeting for final draft	7/27/11, 8/4/11, 8/12/11, 8/29/11, 8/30/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1 posted	12/28/11 – 2/15/12	1 responses
Draft 2 posted	3/30/12 – 6/4/12	1 response
Cover-to-cover draft posted	5/21/12 – 6/4/12	2 responses
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	12/28/11, 1/3/12, 2/9/12, 6/4/12
College Council	
Deans & Directors	
Academic Senate	

Standard IIIA: Human Resources

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

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

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

DESCRIPTIVE SUMMARY

Yuba College has several plans and processes in place to ensure that qualified personnel are employed to support student learning programs offered by the college and improve institutional effectiveness. District-wide, college based, and department specific policies and measures are utilized within the guidelines and processes that determine the appropriate education, training, and experience needed to sufficiently staff the programs and services available at Yuba College. (IIA-1, IIIA-2)

At the district level, staffing needs are articulated in the Institutional Effectiveness Model (IE) Model, which situates the structure of analysis and discussion related to reviewing academic programs, student services, student learning outcomes, and administrative services. This structure is reinforced in Board Policy 3250 (Institutional Planning). At the college level, Five-year Faculty Staffing and Five-year Management and Classified Staffing Plans

were created in 2007 to form the basis for the staffing needs of Yuba College as part of a multi-college district to meet the intended aims within programs and services offered, and both are directly connected to the goals asserted within the Yuba College Educational Master Plan. (IIIA-3, IIIA-4, IIIA-5, IIIA-6, IIIA-7)

Standard IIIA – Table 1

Yuba College staff and administrators have appropriate academic preparation and experience to provide the necessary administrative support of our mission?

	Response Percent
Strongly Agree	29%
Agree	43%
Neutral	29%
Disagree	0%
Strongly Disagree	0%

-Web Based Question of the Month
April 2011

The integrity and quality of Yuba College programs and services is ensured through the employee screening and selection process, which has several steps to ensure that qualified management, faculty, and staff are hired. The District Human Resources Development and Personnel Services Department is responsible for generating and revising hiring policies and procedures through consultation with appropriate groups, and they work closely with Hiring Committees to ensure the integrity of the process and that procedures are followed. The employee hiring process is guided by clear policies and procedures addressing employee selection. The criteria for faculty and administrator job qualifications, education, training, and experience are established through state regulations, as these minimum qualifications are provided by the Academic Senate of California Community Colleges and adopted by the YCCD Board of Trustees with additional criteria placed for faculty members in reading, statistics, mathematics, and computer science. Skill specific job descriptions are utilized for classified staff depending upon the position being hired. These guidelines are defined in Board Policy and Administrative Procedure 7110 (Delegation of Authority), Board Policy and Administrative Procedure 7120 (Recruitment and Hiring), and articulated in the Academic Hiring Manual. Individual departments determine the specific needs and develop the work assignment and preferred qualifications for each job

announcement. An Equal Employment Opportunity monitor is part of each search committee. (IIIA-9, IIIA-10, IIIA-11, IIIA-12, IIIA-13)

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard. However, due to state-wide budgetary constraints, the staffing needs asserted within these plans have not been realized since they were developed in preparation for the multi-college transition. Instead, duties have been stretched and redistributed among managers and classified staff to support the programs and services offered by the college with limited personnel. Some measures have been taken to continue to provide the range and quality of services with a limited staff. For example, to decrease the impact on students, faculty has allowed more than the established student cap into their classes. However, this does not fully diminish the impact of a reduction of three deans and administrators, 34 faculty members, and 16.9 classified staff between 2008 and the current academic year. These separations were mostly due to retirements and this loss of personnel disproportionately impacted operations at Yuba College compared to Woodland Community College and District Services. (IIIA-8)

A recent example of how the hiring policies and procedures are followed can be seen in the hiring process of a new Chancellor in summer 2011. The Yuba Community College District's Chancellor search and hiring process included all-campus meetings to offer input into the job description, followed by a nation-wide position announcement. The Board, as the direct supervisor for the position, determined selection criteria and interview questions. They also conducted multi-campus forums for final candidates to gather public input as they made their final decision. (IIIA-14)

Yuba College's personnel are evaluated regularly and systematically to ensure they are qualified which guarantees the integrity of the programs and services offered. Opportunities are provided for professional development activities to ensure that staff, faculty, and programs remain consistent with evolving professional standards and the needs of the students served. (IIIA-15, IIIA-16)

PLANNING AGENDA

None.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTIVE SUMMARY

Yuba College has several processes in place to ensure that the criteria, qualifications, and procedures utilized for selecting personnel are clearly and publicly stated, that job descriptions are directly related to the District's and College's Mission Statements and goals, and that all appropriate measures of capability are evaluated. Additionally, a range of Yuba College's constituents are involved in the hiring process – including, but not limited to, current faculty two of whom are subject matter experts and two additional committee members who represent the Academic Senate.

At the district level, the Board of Trustees delegate authority to the Chancellor to authorize employment, create job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed, which is subject to confirmation by the Board. At Yuba College, the District Director of Human Resources Development and Personnel Services is delegated responsibility from the Chancellor to recommend employment, develop job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations, Board Policies, and Administrative Procedures are followed. Jobs available at Yuba College are advertised through the District's website and multiple sources, including discipline specific publications when appropriate. YCCD also publishes all openings in the California Community College Registry. (IIIA-17)

Hiring criteria is determined at the college through a clearly defined process wherein academic

and student service departments submit well documented requests for faculty staffing positions to the Faculty Staffing Committee. The Committee reviews the requests and ranks the positions based on a predetermined matrix that was developed by the Faculty Staffing Committee in consultation with the Yuba College Academic Senate and College President. The Faculty Staffing Committee then submits the list to the Yuba College President for the final selection and approval. Once the top positions have been identified, the hiring process begins through the formation of hiring committees, the composition of which is determined by faculty contractual agreements and the Academic Senate Hiring Handbook. Hiring committees consist of dean/supervisor, vice president/administrative delegate, two tenured representatives from the department (or division) with subject matter expertise, two faculty representatives appointed by the Academic Senate from outside the division, and an Equal Employment Opportunity representative. Screening committees develop screening criteria, interview questions, and/or teaching or other demonstrations, as appropriate to the position prior to any knowledge of potential candidates to eliminate bias from the process. All faculty interviews involve a teaching demonstration on a predetermined topic. The purpose is to evaluate the candidate's effectiveness in teaching and the topics stretch the candidate's abilities to integrate the teaching demonstration into the larger subject matter as well as critical thinking, multicultural aspects, and other related disciplines. Two recent examples include describing the impact of the Bracero Program on modern agriculture (during a history interview) and the differences between Italian regional cuisines (during a culinary interview). Every hiring committee must include an Equal Employment Opportunity (EEO) representative and is co-chaired by an administrator and faculty senate representative. (IIIA-13, IIIA-18, IIIA-19, IIIA-20)

SELF EVALUATION

Yuba College meets this standard. All candidates considered must meet the minimum qualifications required for the position and must have the required education, training, and/or experience. This is determined through a pre-screening process conducted by the Human Resources Office. The Academic Senate oversees the equivalency procedure for those who do not specifically meet minimum qualifications, whereby all applicants who seek equivalency must be evaluated by academic faculty members from across the District and approved by the Academic Senate leadership based

upon the recommendation provided from subject matter experts. Once a candidate meets minimum qualifications or equivalency, the interview and hiring committees conduct the selection of interviewees from the qualified pool of applicants based on the previously agreed-upon screening criteria and utilizing a point-value system. The selection of final candidates is agreed upon by the committee through a final committee assessment and discussion process, following which selected applicants are interviewed and chosen finalists are recommended for a second and/or final interview with the College President. Background checks and reference checks are conducted by the co-chairs of the hiring committee, one being the supervisor and the other co-chair representing the Academic Senate. Final selection decisions are made by the College President and must be approved by the Board of Trustees.

As one of the five components of the Institutional Effectiveness (IE) Model, a Shared Decision Making Survey is given to all Yuba College Committee and Project Teams. The Faculty Staffing Committee has one of the highest satisfaction rates of any Yuba College Committee, with 86% responding "very satisfied" or "satisfied" to each of the following statements:

- I believe the committee met its goals, or is making significant progress;
- There is sufficient communication within this committee to effectively address goal/purpose attainment.

Additionally, over 57% of members said they completed an orientation upon joining the Faculty Staffing Committee. This survey validates the Faculty Staffing Committee process and is used for continous improvement in the hiring process.

PLANNING AGENDA

None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTIVE SUMMARY

Yuba College has written procedures and structured employee evaluation processes in place to assure the effectiveness of its management, faculty, and staff. As identified by the District's policies, Yuba College's Human Resources Development and Personnel Services is the primary department responsible for triggering and tracking the employee evaluation process.

Based upon the guidelines of Board Policy 7151 (Evaluation), evaluations are conducted on an ongoing basis and serve to facilitate the improvement of individual's job performance and through this improve institutional effectiveness. There are set processes in place for adjunct faculty, full time faculty, management, and classified staff, which are each designed to assess and provide feedback on job specific skills and responsibilities. Faculty evaluations are conducted by teams of deans/directors and other tenured faculty members, utilizing a standardized form that includes students' feedback and classroom observations for teaching faculty. The result of the evaluation, classroom observation, and student feedback is shared with the faculty member as a means for personal reflection and action. In the event of an unsatisfactory evaluation or needs improvement rating, the evaluation process may include a follow-up improvement plan with an extended evaluation period, or a recommendation not to re-hire. Multiple trainings and discussions have occurred to standardize the faculty evaluation process, including a focused meeting between the Academic Senate, academic administrators, and all faculty participating in a session on faculty evaluations during the 2010 Convocation week. (IIIA-21, IIIA-22, IIIA-65, IIIA-76)

Tenured faculty members are evaluated on a three-year cycle, and non-tenure track faculty are evaluated annually for four years until they reach tenure status. The Academic Senate reviews all fourth-year evaluations and deliberates on tenure recommendations to the Board of Trustees. Adjunct faculty evaluations are conducted for three semesters of consecutive teaching, and they may be evaluated by a full-time faculty member rather than a dean or director. The faculty evaluation form includes six components to measure the total contribution of the faculty as a member of the college staff. These areas of evaluation include an acceptance of responsibility, the faculty member's effectiveness of communication, effectiveness of instruction, expertise in subject matter, techniques of instruction, and participation in other internal and external professional activities that further the image and growth of the college, such as participation in college committees. (IIIA-23, IIIA-24, IIIA-67)

Management and classified staff are evaluated on an annual basis by immediate supervisors. For management this evaluation includes a self-evaluation and goal setting component that correlates with the College's Mission Statement and the Board's identified Strategic Goals. Specific criteria used for management evaluations include Position Responsibilities; Contributions to Achieving the District and College Strategic Plan; Leadership, Management, and Operations; and Additional Performance Measures. Classified positions are evaluated upon Quality of Work; Productivity; Dependability; Initiative; Job-Related Characteristics; and Leadership Skills.

SELF EVALUATION

Yuba College meets this standard. Policies are in place and they are followed. They evaluate all employees in a timely manner and according to established criteria. (IIIA-70, IIIA-71)

Due to the fact that a primary faculty member responsibility is oversight of all constituent parts of the curriculum, Student Learning Outcomes (SLO's) are included as part of a faculty member's evaluation in the areas of acceptance of responsibility and professional activities. The Vice President of

Academic and Student Services provides the final signature authority for faculty evaluations. The evaluation process is formal, timely, and documented by Human Resources Development and Personnel Services. (IIIA-66)

PLANNING AGENDA

None.

> **III.A.1.c.** Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY

Yuba College administrators, faculty, and staff have been involved in the development of student learning outcomes by divisions, departments, programs, and courses. There are several processes in place regarding developing, implementing, and assessing Student Learning Outcomes (SLOs), which include all college constituents. Individuals responsible for SLO achievement have relevant components as part of their regular evaluations.

Faculty are required to develop SLOs as part of their professional responsibilities, and three out of the six areas assessed in faculty evaluations specifically address SLOs. These include acceptance of responsibility, effectiveness of instruction, and skill in accomplishing non-instructional responsibilities. The Curriculum Committee has discussed the leadership role of faculty in the development, ownership, and maintenance of the curriculum, including SLO oversight, as a primary responsibility of faculty members, who in turn, are evaluated based upon acceptance of responsibility and professional activities. In support of this, the Yuba College Faculty Association Executive Board (YCFA) stated: "YCFA supports the ideal that faculty members are responsible for oversight of the curriculum as mandated in Title 5 of the California Code of Regulations and as outlined in the Academic Employee Handbook, and this includes responsibility for the "Course Outlines of Records." The Yuba College Curriculum Committee added, "Faculty are responsible for development, creation, and authority of curriculum" and "SLOs are definitely a faculty driven process." Requirements regarding SLOs have evolved through the Board's adoption, to the Academic Senate, to YCFA as part of faculty members professional responsibility. (IIIA-27,

IIIA-67, IIIA-72, IIIA-73)

SELF EVALUATION

Yuba College meets this standard. Faculty are responsible for maintaining the curriculum. SLO's and data analysis are part of the curriculm process. Facutly are evaluated "acceptance of responsibility" and "effectiveness in instruction," both of which include SLO analysis as part of the curriculum process and its necessary Program Review. Therefore, part of a faculty member evaluation includes oversight and ownership for the SLO process.

Going through the first full round of SLO assessments has yielded recommendations from the Program Review process. It will take more than one cycle of analysis to fully realize major changes to the curriculum as SLOs are tracked over multiple years. However, some departments have already made significant changes based upon such analysis. The English Department realized that confusion over writing prompts probably led to lower SLO achievement and they have since developed college-wide standards for holistically-scored rubrics, training, and the adoption of standard questions on the final exam. The History Department evaluated their curriculum based upon Western Civilization History and incorporated multi-cultural elements to introductory history classes that are based upon World Civilizations. Because of individual evaluations that incorporate professional responsibilities, these advances in curriculum and SLO attainment are a necessary part of the evaluation process. (IIIA-74, IIIA-75)

PLANNING AGENDA

Per the current requirements, the standard is met. Yuba College will continue efforts to develop, implement, and assess SLOs within all courses and programs, and require that those responsible for overseeing academic programs are responsible for the SLO development and assessment. Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC "Proficiency Level" rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator

will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty members. Ongoing SLO training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes. (See Comprehensive Planning Agenda #6: SLO for essential elements to be included in the planning agenda)

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTIVE SUMMARY

At Yuba College, beginning with the Equal Employment Opportunity (EEO) recruitment process, and up to and until a letter of retirement/resignation, all employees are tasked with the responsibility to follow, within a participatory governance institution, the guidelines set forth in Administrative Procedure 3050 (Institutional Code of Ethics). It asserts the following responsibilities:

The following statements are intended as guidelines:
1. With respect to students:
   - Remain continuously informed of characteristics, preferences, and educational needs of the local community.
   - Provide and protect student access to educational resources of the District.
   - Protect human dignity and individual freedom, and assure that students are respected as individuals, as learners, and as independent decision-makers.
   - Invite students to contribute to the District decisions and directions.
   - Protect students from disparagement, embarrassment, or capricious judgment.
   - Keep foremost in mind at all times that the District exists to serve students.
2. With respect to colleagues and staff:
   - Develop a climate of trust and mutual support through the governance process characterized by participation of the people affected; focus on objectives rather than personalities; respect for reason, freedom of expression, and right to dissent.
   - Foster openness by encouraging and maintaining two-way communication.
   - Encourage, support, and abide by written policies and procedures and to communicate clearly to new staff members the conditions of employment, work expectations, and

evaluation procedures.
   - Provide opportunities for professional growth.
   - Provide due process with opportunity for appeal and review of employee evaluation.
3. With respect to the Board of Trustees:
   - Keep the Board informed so it can act in the best interests of the District and the public.
   - Act in the best interest of the District even when that action conflicts with an interest of an administrator or individual colleagues.
   - Be guided by the principles and policies established by the Board of Trustees.

This policy was adopted by the Board of Trustees during the summer of 2004 and last revised in the winter of 2006. (IIIA-28, IIIA-29)

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to meet this standard. The Academic Senate has also adopted its own Faculty Ethics Statement. This information is included in the Yuba College Academic Senate Handbook that is distributed to all elected senators at the beginning of each academic year. The statement includes:

"Contractual obligations require faculty to meet classes, keep office hours, and perhaps to serve on committees. These are ethical as well as contractual obligations. Less obvious is the responsibility to exercise due diligence in monitoring the integrity of the institution as is applies to the condition of their workplace." (IIIA-76)

PLANNING AGENDA

None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

DESCRIPTIVE SUMMARY

Yuba College has plans in place to ensure adequate levels of qualified full-time faculty, staff, and administrators to support its mission and purposes. However, due to state-wide budgetary constraints,

limited hiring has taken place and the plans are currently not fulfilled. The number of fulltime faculty members has been reduced by 27 percent since 2008. There are currently 16.9 staff, 34 faculty members, and 3 administrator positions who retired, resigned, or were laid off since 2008 without replacement. It is precisely this loss of faculty, and the resultant reduction in programs and services, that formed the main basis for the 2011 Educational Master Plan. As noted in the EMP, Yuba College ended 2010 with roughly the same number of academic personnel as it started the decade with (2000), while student demand and headcount have both increased. The 2011 EMP lays out a plan to rebuild Yuba College to previous service levels once State funding is restored. (IIIA-7, IIIA-8, IIIA-30)

Despite reduced faculty, staff, and administrators, Yuba College's dedicated personnel have worked diligently to provide quality programs and services; however, the widespread loss of expertise and lack of training has negatively affected processes and programs on campus. For example, there are currently six programs (drafting, theatre, mass communications, culinary arts, reading, and machine shop) that have lost full time faculty leadership since 2007 and rely on part time adjunct faculty for programmatic leadership, ordering supplies, laboratory preparation, and equipment oversight. Needless to say, these programs have begun to slip behind in technology, recruiting, and up-to-date curriculum, and predictably, the number of classes offered has decreased along with student enrollment. Retirements in other programs have impacted student access even with programs that retained full time faculty: the Vocational Nursing Program stopped admitting students, the Registered Nursing Program decreased the number of incoming students, the Psychiatric Technician Program reduced the number of incoming students, and the Automotive Technology Program will not be able to maintain its recently acquired NATEF Certification with only one remaining full time faculty member. Even as recent as 2011, several full sections of mathematics classes have been cancelled due to lack of faculty availability. This strain on Yuba College Staffing levels is occurring at the exactly the same time that the Sutter County Educational Center is being completed, further exacerbating the staffing issue.

The reduced numbers since 2008 have impacted classified staff and administrative support as well. Additional responsibilities previously performed by District Office personnel have been driven down to

Yuba College during the Multi-College transition without consultation regarding the resulting workload. These areas include the FLEX Program, curriculum oversight, cashier office, transportation, and facilities usage. The largest academic division with over 40 full time faculty, has not had a dean in over three years. Instead, a recent retiree has been working a few hours a week to schedule classes and deal with student concerns as needed. Other academic divisions have been forced to share secretarial support, closing division offices and consolidating other office locations.

SELF EVALUATION

Standard IIIA – Table 2

Yuba College has a sufficient number of staff and administrators to provide the administrative services necessary to support our mission.

	Response Percent
Strongly Agree	7%
Agree	43%
Neutral	7%
Disagree	36%
Strongly Disagree	7%

-Web Based Question of the Month
April 2011

Yuba College is working with the District to reorganize functions and centralize administrative structures. Streamlinging and prioritizing services and programs. This is in response to the loss of full time faculty members decreased from 126 in 2008 to 92 in 2012. A plan to hire up to 17 full time faculty members in the spring of 2011 was underway with interviews taking place, until the statewide budget predictions derailed these plans and the interview process was stopped, some on the day of scheduled interviews as plans were scrapped and interviewees were sent home. The enormous amount of time spent on planning, creating committees, reading application packets, and interviewing candidates, which resulted in only hiring one of the 17 faculty planned replacements further strained morale at Yuba College. Staffing levels will have to be evaluated to determine if Yuba College can continue to offer the level of services it currently offers and has the physical structure in place. Further complicating the situation is the opening of the Sutter Educational Center in 2012 which will move, relocate, or add

additional courses to this 18-classroom facility less than 10 miles from the Yuba College campus. Related, the number of administrators supporting programs has been stretched and the structure will have to be reexamined in light of new state and federal regulations, additional education sites, and decreased faculty levels for primary curricular leadership. This has been a recent topic of discussion at the District Consultation and Communication Council (DC3) as it embarks on a Strategic Planning process. (IIIA-77)

Several changes have been made to compensate for the loss of full-time faculty, staff, and administrators. For example, duties have been stretched and redistributed among managers and classified staff. Additionally, Educational Administrators in Instruction and Student Services have been assigned to cover areas out of their scope of expertise. To meet the needs of more students, faculty have increased the number of students allowed in their classrooms beyond the established student caps. However, additional timelines and deadlines that are placed on the reduced numbers of staff are often difficult to meet due to individuals being overburdened with tasks and projects. Besides the lack of faculty to effectively cover all of the programs offered at Yuba College, Program Reviews in academic areas, student support services, and administration have pointed to the need to replace deans and directors, as well as classified support positions, to effectively offer the full slate of programs at Yuba College. The Planning from these component of the IE Model have not been funded due to budget shortfalls. (IIIA-31)

On the contrary, Yuba Community College District has been able to reach its state funding levels for full time equivalent students (FTES), especially as the reduced workload has been implemented to cut the number of students served. Yuba College has struggled with its facilities renovation, severe reductions in staffing levels, additional workload from District services, and the multi-college conversion. At the same time, statewide funding levels have been reached, with 673 extra unfunded FTES in 2009-10, thus demonstrating that Yuba College has earned the maximum funding levels from the state. It is incumbent upon Yuba College, District Services, and the Board of Trustees to define the levels of services, within funding levels that are offered at Yuba College for its students. It is a common sentiment that Yuba College is able to meet the needs of students, but resources are stretched thin and programmatic quality has suffered.

PLANNING AGENDA

Yuba College will have to rely on its EMP and the DC3 Strategic Plan to develop staffing plans and related service levels of Yuba College with a centralized administrative support and streamlined process. The Resource Allocation Model will need to be finalized and implemented as part of these plans.

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY

The Yuba Community College District utilizes the Policies and Procedures Model generated by the Community College League of California to review, update, and redevelop a comprehensive District Board Policy (BP) and Administrative Procedures (AP) Manual. The Manual is comprised of seven categories: 1) District Affairs, 2) The District and Board of Trustees, 3) General Institution, 4) Academic Affairs, 5) Student Services, 6) Business and Fiscal Services, and 7) Human Resources. These Policies and Procedures are posted on the District's website and hard copies are available in the Office of Human Resources and are accessible to all staff. Policies and Procedures are reviewed on a five-year cycle, or as changes are necessary, by the District Consultation and Communication Council (DC3), before being forwarded to the Board of Trustees for ultimate approval. (IIIA-32, IIIA-33)

Yuba College adheres to written policies and procedures in all employment practices, including Board Policy and Administrative Procedure 7120 (Recruitment/Hiring), the Academic Hiring Manual, YCFA Collective Bargaining Agreement (CBA) – Article 8, and YC- AFT CBA – Article 4. These policies and procedures are posted on the District's website, they have been distributed to all administrators, and they are made available to faculty, students, and staff through the website. There are several components of the hiring process that work to ensure fairness in all employment procedures, including a focused meeting during 2010 Convocation between the Academic Senate and academic managers to discuss evaluation expectations. (IIIA-34, IIIA-35, IIIA-78)

Specific guidelines are followed for hiring practices in every classification of employee based on contractual agreements and/or institutional policies. Every hiring committee consists of an Equal Employment Opportunity (EEO) Representative, and faculty hiring committees are co-chaired by an administrator and an Academic Senate representative. Hiring committees also include subject matter experts from within the division and peers from outside the division to maintain consistency across all hiring committees.

All prospective hires must meet the minimum qualifications required for the position and must have the required education, training, and/or experience. The minimum qualification pre-screening is conducted by Human Resources Development and Personnel Services. The interview and hiring committee selects interviewees based on the agreed-upon screening criteria, utilizing a point-value system. Both screening criteria and interview questions are determined prior to evaluating application packets in order to eliminate bias in these areas. Selected applicants are interviewed and chosen finalists are recommended for a second and/or final interview with the College President. The selection of final candidates is agreed upon by the committee through a final committee assessment and discussion process. Final selection decisions are made by the College President and confirmed by the Board of Trustees.

Yuba College makes provision for the security and confidentiality of personnel records, and each employee has access to his/her personnel records in accordance with law. These policies and procedures are articulated within Administrative Procedure 7145 (Personnel Files) and Administrative Procedure 4500 (Academic Employee Handbook), as well as in collective bargaining agreements and the Management Handbook. (IIIA-36, IIIA-37, IIIA-79, IIIA-80)

Personnel files are securely maintained and kept in locked files in a separately locked room within the office of Human Resources Development and Personnel Services. Files are available for inspection to the employee and appropriate management employees of the District when necessary in the administration of the District's affairs or supervision of the employee.

SELF EVALUATION

Yuba College meet these standards through its adoption and adherence to Board Policies and Administrative Procedures that delineate specific personnel functions.

PLANNING AGNEDA

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTIVE SUMMARY

Yuba College enjoys an extremely diverse population, and the District and College value the diversity of students, faculty, staff, and other college constituents who contribute to a unique learning atmosphere. The District and College demonstrate through policies and practices an understanding of and concern for issues of equity and diversity; furthermore, the District and College are dedicated to utilizing these resources to provide a multicultural education that prepares students for a global society. Many plans and policies articulate, initiate, and demonstrate a standard and culture of diversity within the Yuba Community College District and Yuba College. Board Policy and Administrative Procedure 1300 (Diversity Policy and Procedure) and Board Policy 7100 (Commitment to Diversity) are key directional elements for setting actionable plans at the district and college levels. (IIIA-38, IIIA-39)

> 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.
> -Web-Based Question of the Month, January 2011

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to enjoy and enhance its diverse population. In 2008, Yuba College formulated a Diversity Committee, which was tasked with developing the Yuba College Diversity Plan. This plan was devised through collaborative efforts that included all college constituents – both directly and through the review process. In developing the Yuba College Diversity Plan, the Diversity Committee used the District's Diversity Framework for Institutional Transformation and Cultural Competency as well as the Board of Trustees' Strategic Directions for 2007-2011, which are all plans that assist the District and College in carrying out their Vision and Mission Statements. (IIIA-40, IIIA-41, IIIA-42, IIIA-43)

The purpose of the Yuba College Diversity Plan is to outline various strategies to create an inclusive climate; recruit and retain faculty, staff, and students of diverse backgrounds; develop curricula to promote understanding of diversity; design programs and services to support new and diverse populations, and to create a system of commitment and accountability in support of diversity. In setting the Plan's goals and activities, the Committee engaged in a positive, philosophical, and ideological, yet realistic, dialogue to assess the best approach for carrying out the goals included in the plan. The IE Model evaluates the planning and shared decision making effectiveness of the Diversity Committee through a four-year cycle.

A participatory approach to presenting the Diversity Plan was used to ensure that all college constituents were able to offer feedback, which was then reviewed and incorporated as appropriate. Presentations were given to the Yuba College Academic Senate, the Yuba College Council, the Deans and Directors, and classified staff. These presentations included an initial overview of the Plan, followed by a second meeting to receive input and feedback, answer question, and listen to recommendations. Through a series of participatory presentations and drafts, the Committee incorporated feedback and suggestions to the final version of the current Yuba College Diversity Plan, which was adopted by the Board of Trustees in 2011. Yuba College constituents are currently focusing on the ambitious goals and activities agenda; however, it is noted that these plans are the ideal and the budget realities will impact overall college-decisions toward funding all of the recommendations. (IIIA-44)

Current changes to the hiring screening criteria, weighting, and interview questions have been implemented since 2008. While it may not be attributable to these policies, when Yuba College was hiring faculty from 2005-2008, the diversity of hires was evident including three full time faculty who received at least part of their postsecondary education from outside of the United States of America. The Academic Senate has reported to the Board of Trustees that faculty hiring at Yuba College is even more diverse than the student population.

PLANNING AGENDA

None.

> **III.A.4.a.** The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTIVE SUMMARY

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.

Yuba College is deeply committed to creating and providing programs, practices, and services that support its diverse personnel. The creation of the Diversity Committee in 2008 and the Diversity Plan are evidence of this strong commitment. Additionally, many plans at the District and College levels articulate a dedication to providing appropriate programs, practices, and services to support their diverse personnel.

The Yuba Community College District (YCCD) Strategic Directions, the YCCD Diversity Plan, the Yuba College Diversity Committee, the Yuba College Student Equity Plan, the Yuba College FLEX Program, and the Yuba College Curriculum Committee are all areas where constituents collectively determine and design programs and services to provide for the diverse personnel within the District and College. (IIIA-41, IIIA-42, IIIA-43, IIIA-45, IIIA-46)

The Yuba College Diversity Committee was created to promote a learning environment that is diverse and inclusive; accessible and student oriented; a positive and welcoming campus climate; faculty, staff, and administrative recruitment processes that are open to applicants of diverse backgrounds; curricula that promotes understanding of diversity; programs and services that support diverse populations, and a system of commitment and accountability in support of diversity. (IIIA-40)

Yuba College maintains a Multicultural Graduation Requirement (MGR) which requires all graduates successfully complete three or more from an approved list of courses. The MGR requirements state:

For a course to be approved to meet the Multicultural Graduation Requirement, it must meet at least one of the following three criteria:
- At least half of the course content/objectives examine significant aspects of culture, contributions, and social experiences of no less than two different under – represented ethic/racial minority groups in the United States.
- At least half of the course content/objectives examine a minimum of three groups one of which may be European-American or European and is comparative in nature.
- At least half of the course content/objectives include an analysis of ethnicity, ethnocentrism

and/or racism, and how these forces shape and explain cultural experience.

For the student to meet the multicultural graduation requirement, the course must be on the approved list when completed by the student. (IIIA-81)

SELF EVALUATION

Yuba College meets this standard. The College and District have procedures, programs, and services to support their diverse personnel. The District has developed and implemented strategic objectives through its Strategic Plan, and subsequent Board Vision. Additionally, the District provides Disability Discrimination training to stress sensitivity, prevent discrimination, as well as provide knowledge regarding regulatory compliance in interacting with people with disabilities. Several actions regarding diversity are also taken at the college level. The hiring practices at Yuba College value diversity, which is evident through the required Diversity Statement within the faculty application process. There is also a diversity criteria requirement in the application screening process and a diversity question in the interview proceedings. Other activities at Yuba College that are evidence of a strong commitment to supporting programs that promote an awareness of and appreciation for diversity are the Crossing Borders and Building Bridges lecture series and ongoing multicultural forums. In 2008, Professor Neelam Canto-Lugo was awarded the California Community College Chancellor's Office John W. Rice Equity and Diversity Award. (IIIA-47, IIIA-48, IIIA-82)

PLANNING AGENDA

None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTIVE SUMMARY

Within the Yuba Community College District and at Yuba College, processes are in place to ensure and evaluate records regarding employment equity and diversity, as consistent with the District's and College's Mission Statements.

Board Policy 1300 (Diversity Policy) asserts the District's definition of and commitment to creating and maintaining diverse campus communities. Through the Administrative Services Review

Process, as one component of the overall IE Model for planning, the District assesses its record in employment equity and diversity to ensure it is consistent with its mission. The Equal Employment Opportunity (EEO) Plan was adopted by the Board in 2009 and EEO hiring practices are followed on a consistent and ongoing basis.

SELF EVALUATION

Yuba College meets this standard through its policies and practices. For example, the Office of Matriculation and School Relation was responsible for the Student Equity Plan, which included data gathering and report preparation. This information was submitted to the State Chancellor's Office as a means of evaluating the District's and College's diversity, gender, and ethnic distribution. With the passage of Proposition 209 (California Civil Rights Act) in 1996, reporting of this data was discontinued. Diversity data is still collected through the Yuba College Research Office and was added in 2010 as part of the Program Review standard data that is supplied to individual departments for their decision-making. (IIIA-49, IIIA-50, IIIA-51)

PLANNING AGENDA

None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTIVE SUMMARY

Through its policies and procedures, the Yuba College office of Human Resources Development and Personnel Services promotes fair treatment of its employees and students. The College subscribes to, advocates, and demonstrates integrity in the treatment of its administrators, faculty, staff, and students, per chapter seven of the District's Board Policies and Administrative Procedures, the Collective Bargaining Agreement, and the Management Handbook. (IIIA-52)

Policies and procedures address hiring, sexual harassment, and equal employment opportunities. Employee agreements with various employee units include a grievance process and the Yuba College Catalog describes the process for students to file a grievance or complaint. Additionally, the Management Handbook provides management with a process for dealing with conflict resolution.

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.
-Web-Base Question of the Month, January 2011

A clear process exists for reporting complaints and resolving grievances. These proactive trainings and processes for incidents that may occur are evidence of how the district and college ensure that their personnel are treated fairly. (IIIA-53, IIIA-54, IIIA-55)

SELF EVALUATION

Yuba College meets this standard. Student discipline is handled through the Student Code of Conduct. Faculty report violations to their respective dean or director for initial resolution. The Vice President of Academic and Student Services formally corresponds with all students who violate the Student Code of Conduct. Due to increased workload on the Office of the Vice President with the decrease in staffing levels since 2008, the Yuba College President has taken on approximately half of the discipline cases at Yuba College. A database is maintained in the Vice President's Office to ensure consistency in the application of the discipline process. (IIIA-83)

Harassment and discrimination complaints are handled through the office of Human Resources who keep their own tracking database.

PLANNING AGENDA

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

The Yuba Community College District and Yuba College provide all personnel with appropriate opportunities for continued professional development, consistent with their Mission Statements and based on identified teaching and learning needs. District sponsored Staff Development activities include retraining and attendance to professional workshops and conferences. The College provides Flex activities, workshops, and sabbatical leaves. Such activities are evaluated through the IE Model and specifically by the Administrative Review process. (IIIA-56)

Through the Yuba College Faculty Association agreement, faculty members are able to participate in sabbatical leaves for professional development purposes. After a sabbatical leave, faculty members are required to submit documentation that the sabbatical was completed, and prepare a presentation to be delivered to the Faculty Senate summarizing the results of their professional development experience. Employees may also participate in off-campus and on-campus professional conferences and workshops, and a limited amount of funding is available through provisions in collective bargaining agreements. (IIIA-59, IIIA-85)

Additional professional development opportunities include $20,000 that is available annually as part of the Yuba College Faculty Association contract for conference travel. Classified staff members are encouraged to further their education through scholarship opportunities and flexible work schedules. Management have a limited sabbatical leave opportunity, which was most recently used in 2009 by one director who used the leave to complete her Doctorate degree.

SELF EVALUATION

Yuba College meets this standard. The College uses program reviews, flex activity evaluations, sabbatical reports, and BSI surveys to conduct meaningful evaluations of professional development activities. This includes reflecting on and analyzing the impact the activities have on improving teaching and learning within the institution. Additionally, the College's office of Human Resources Development and Personnel Services uses evaluations from participants as a resource for continuous improvement in District sponsored activities, including new employee orientations, career development workshops, and opening day activities.

Formal planning and evaluations are completed through the IE Model which form the structure for continuous improvement and obtainment of student learning outcomes. (IIIA-60, IIIA-61, IIIA-62, IIIA-63)

Flex activities are formulated by the Yuba College Flex Committee, and they offer fulltime and adjunct faculty the opportunity to meet their professional development responsibility. The Flex Committee is under the auspice of the Academic Senate to further enhance professional development activities related to teaching and learning. The FLEX Committee proposes and coordinates a variety of on-campus flex activities based on prior flex activity evaluations, recommendations, and submissions for faculty or staff presentations. Flex activity evaluation comment cards are utilized for future offerings; for example, the topic and speaker of the 2010 Convocation was selected from Flex comment cards and a recommendation through the Basic Skills Committee Program Review. Other workshops offered include technological workshops, which aid faculty and staff in increasing their proficiency with online Blackboard instruction and student software system navigation. Starting in 2009, Flex activities were linked to both the Board of Trustees' Strategic Directions and the institutional SLOs for tracking purposes. (IIIA-57, IIIA-58, IIIA-84)

PLANNING AGENDA

None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Within the Yuba Community College District and at Yuba College, human resource planning is integrated within institutional planning through the District's Institutional Effectiveness (IE) Model, per the requirements asserted within Administrative Procedure 3255 (Institutional Effectiveness). Human Resources Development and Personnel Services evaluates its resources through Administrative Services Reviews, which are conducted on a four-year cycle with yearly updates in between. The IE Model and Administrative Services reviews are used to ensure that human resource related decisions emanate from institutional needs and plans for improvement, as well as needs articulated by

programs and services. Individual departments use their own part of the IE Model, either the Academic Program Review or the Student Services Review, which include a staffing component. Every program review and the resultant IE Model collectively, evaluate the use of human resources to support program improvement. (IIIA-64)

> "A specialist position was created in response to the school principal's and district administrators' requests for a consistent liaison for high school counselors. This action is accommodating the need to improve assistance for high school students in regard to college preparation and transitioning."
>
> -Public Relations and Outreach

SELF EVALUATION

Yuba College meets this standard. While the plans are in place to evaluate the human resources necessary to support academic programs and administrative functions, this planning is perceived to be disconnected with overall planning and budgeting processes. The resulting loss of staff and full-time faculty members since 2008 has disproportionately hit Yuba College compared to Woodland Community College and District Services. While the plans are in place, there is a consensus that they have not been used as evidenced by changing district budget decisions and lacking an implemented resource allocation model.

PLANNING AGENDA

The standard is met.

Yuba College and the Yuba Council will work with the Strategic Plan that is being developed through DC3. The implementation of the Yuba College Educational Master Plan is imperative to staffing college functions and services to support student learning at a sustainable level.

Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. However, there is a common sentiment that program review planning is not fully incorporated into budget development even though the program review process has been improved by adding such activities as the Curriculum Committee review in

2004, the Office of the Vice President review in 2009, the production of a more substantial standard set of data elements in 2010, and the implementation of TracDat in 2011. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new District strategic plan based upon the recent Board of Trustees' Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements. (See Comprehensive Planning Agenda #2: Program Review for essential elements to be included in the planning agenda)

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board

directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

EVIDENCE IIIA

DEVELOPMENT PROCESS
Standard III B
Physical Resources

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	Date(s)
YC Senate Leadership	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College	2/8/11
Convocation	8/10/11
All-Yuba College	9/12/11

Question of the Month Input

Question Date	Responses
February 2011 Web – Standard IIIB2a	26
(College Council, Clear Lake Campus Council, College Access & Awareness, Curriculum, ASYC, Public Safety)	
March 2011 CSEA	9
March 2011 CSEA	47
March 2011 Web - Standard IIIB1	26
	Total:108

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	6/15/11
Draft posted on YCCD portal	8/22/11, 9/20/11
Subcommittee meeting for final draft	7/28/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1 posted	10/24/11 – 12/16/11	1 response
Draft 2 posted	2/9/12 – 3/30/12	1 response
Cover-to-cover draft posted	5/21/12 – 6/4/12	3 responses
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	10/24/11, 12/7/11, 2/9/12, 6/4/12
College Council	
Deans & Directors	
Academic Senate	

Standard IIIB: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY

Utilizing key processes, including the Yuba Community College District Educational Master Plan and Facilities Master Plan, Yuba College has a method of evaluating, planning, and building resources to support the goals and mission of the college that is integrated with institutional planning. The institution is in the process of major renovations provided by a $190 million bond, Measure J, which is funding the refurbishing and construction of facilities that will enhance the learning opportunities available on campus. (IIB-1, IIIB-2, IIIB-3)

> **Question:** What are the best things that Yuba College does?
>
> **Answer:** Building improvements to improve facilities for students.
>
> -All Classified Meeting
> March 4, 2011

The Yuba Community College Facilities Master Plan serves as a framework for physical resource planning at the college. It avows, "Inevitably, there is never enough capital, time, or opportunities to meet every critical facilities need. The development of the Facilities Master Plan provides a fair, equitable, and prudent process for the delivery of facilities to directly support learning opportunities for students and to provide a professional teaching and working environment for the District's staff." This plan aims to address six key tenets to provide facilities that support campus programs to the level of funding available. The essential elements that the plan derives

from include sustainable site planning, safeguarding water and water efficiency, energy efficiency and use of renewable energy, conservation of materials and resources, indoor environmental quality, and where economically justified, incorporating solar energy installations in future building construction projects. This plan, which is designed to address the mission and vision of the YCCD Facilities Plan, was developed by the Chancellor's Executive Team, the Facilities Infrastructure Project Team, The Board of Trustees, District Administrators, faculty, and classified staff. Further in 2008 the Board of Trustees further developed sustainability as priority for all construction projects. The Facilities Master Plan is reviewed on an ongoing basis, and a complete program review is conducted as part of the Institutional Effectiveness Model. (IIIB-19, IIIB-20)

To date, Measure J funding has facilitated the renovation of the Yuba College Theatre, Athletic Sports Complex, fire and water infrastructure upgrades, renovations in the Fine Arts and Language Arts Building, renovations in the Science Building, renovations in the Disabled Student Services Department Building, parking lot refinishing, and walkway improvements. It has also funded the construction of a new Health and Public Safety Building, upgraded the Central Plant and installed a photovoltaic project. Projects in process include renovating the Learning Resource Center to the Marysville Campus, the Student Center/Library at Clear Lake and renovating classrooms in five buildings designated for various disciplines. Additionally, the completion of a new 60,000 foot Sutter County Education Center occurred in 2012. These projects are a major undertaking and according to annual program reviews performed by the Maintenance and Operations Department, the current levels of staffing are stretched to address the needs for maintaining the steadily increased workload supplied by these renovation projects in addition to maintaining the current facilities. (IIIB-23)

> **Question:** How are long-range capital projects linked to institutional planning?
>
> **Answer:** Identified through program review, the Educational Master Plan and the District/Board strategic plan.
>
> -Clear Lake Site Council
> Committee/Project Team/ASYC Question of the Month,
> March 2011

SELF EVALUATION

Yuba College meets this standard. Bond Measure J has made it possible for the college to advance the quantity and quality of the physical resources available to support the many services and programs it provides. The many processes to determine the construction, refurbishing, and replacement of facilities and resources have resulted in an organized and effective process for revitalizing Yuba College. Despite these plans and procedures in place, the system is not utilized as fully as possible because of a shortage of staffing and training in the Maintenance and Operations Department, which asserts that a sufficient amount of funding to maintain the existing and improved facilities has not been allocated by the college, resulting in a sub-standard level of maintenance that is reactive instead of proactive. The Maintenance and Operations Department is understaffed in relation to industry standards and the available staff lack necessary training to provide the services required to sufficiently maintain the College's physical resources including the addition of the new solar array and Central Plant operations. (IIIB-5, IIIB-6, IIIB-7, IIIB-24)

Current improvements to the campus are the result of deficiencies determined by an independent assessment conducted by the 3D/International and Community College Service (CCS) Group in 2005, which concluded that many of the Yuba College's facilities were considered to be in "poor" condition and in need of repair. The facilities were evaluated using the Facility Condition Index (FCI), which measures the estimated cost of the recommended improvements and compares that to the replacement cost of the facility. A score between 0-5 percent constitutes a "good" to "fair" condition for a building, and a 10 percent or above equates to "poor" condition. The overall FCI for the Yuba College facilities was a 26.33 percent, which is considered poor condition, although the condition is considered age appropriate and the facilities were deemed to be "well maintained" within this 2005 review. In 2006 a $190 million dollar bond, Measure J, was approved by the community, and funds from this bond have been systematically utilized to improved Yuba College's facilities. A thorough review of all projects, in conjunction with an analysis of community needs at Yuba College, yielded a priority list of projects that would be funded by Measure J funds. A report of all projects funded by Measure J is updated and available for review on a quarterly basis. (IIIB-4, IIIB-21, IIIB-22)

Maintaining the new and existing resources needs to be addressed; specifically, providing funding for appropriate levels of staffing and training in the Maintenance and Operations Department is an essential element of this process that is currently deficient. Further, with the downturn in the economy it was not possible to fully utilize the planned Measure J funding, so several renovation projects exceed of the remaining board capacity. (IIIB-8)

Many evolving plans and procedures are in place to address the implementation and repairs of facilities that allow Yuba College to provide services and programs that support student learning. These processes also determine which equipment and facilities need to be repaired or replaced to best meet the needs of the services and programs they support. The Yuba College Maintenance and Operations Department conducts a Facilities Assessment Report on an annual basis, and this report is used to create a list of priorities for improvements and repairs. These reports are part of the Yuba Community College Scheduled Maintenance Five-Year Plan, which prioritizes and plans for large-scale projects and repairs. A Maintenance Work Order Request form, which is considered a useful and effective way to address non-routine repairs and maintenance, is available online.

PLANNING AGENDA

Measure J funding is estimated to have an equitable amount of funding to support the projects started. Additional renovation projects at Yuba College will require local property values to rise to a level that supports full bonding capacity. Funding for staffing appropriate levels of personnel to maintain the existing and implemented facilities needs to be discussed and acted upon, as funding allows.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTIVE SUMMARY

Yuba College physical resources are constructed and maintained as finances allows. All Yuba College physical resources are constructed and maintained to ensure access, safety, and security, resulting in a healthful learning and working environment at all of the locations where courses, programs, and services are offered. Many small and large measures

Standard IIIB – Chart 1
Yuba College Campus Facilities Ratings Survey

- Netutral/Adequate or Better
- Poorly or Extremely Poor Maintenance and Safety

-General Web-Based Question of the Month
March 2011
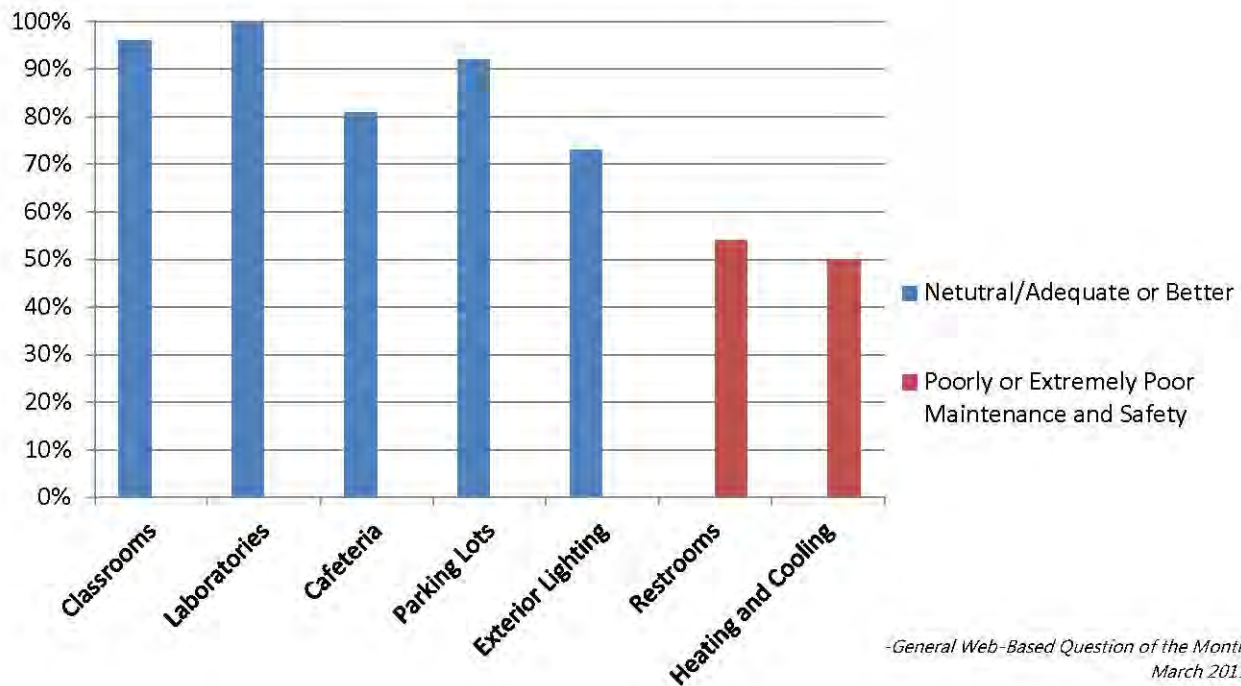
are taken on an ongoing basis at the District and college levels to provide a functional and safe atmosphere that supports student learning. These measures are directed and prioritized through institutional planning and annual reports, including the Yuba Community College District Facilities Master Plan, the Yuba Community College District Facilities Assessment Report, the Yuba Community College District Scheduled Maintenance 5-Year Plan, and the Yuba College Accessibility Transition Plan. Administrative annual reviews, as part of the Institutional Effectiveness (IE) Model, are on integral part of the planning process. (IIIB-8, IIIB-10, IIIB-25)

The Yuba College Safety Committee is a central resource for "establishing administrative procedures to ensure the safety of employees and students on college sites," as stated in the Committee's purpose statement. The purpose statement further asserts that, "it is the intent of this committee to communicate safety and health awareness." This committee meets quarterly and contains representatives from the administrative, faculty, and classified branches of the college, including a strong presence from the Maintenance and Operations Department. They assess and implement ongoing and emergency based methods of education and resources for creating a safe and healthy environment for learning

at Yuba College. Stated areas of review and response this committee provides are all District and College Emergency Plans, OSHA regulations and State Laws, and Hazardous Material Communications Programs. Safety and emergency training is also provided by the Yuba College Safety Committee. (IIIB-9)

Question: What standard is used and how does Yuba College evaluate the safety of its facilities?

Answer: Keenan and Associates provide walk through assessments ad Hazmat training for staff members.

-All Classified Meeting
March 4, 2011

Several plans are also in place and disseminated in strategic locations around campus to provide clear instructions and avenues for assistance in the case of an emergency situation. Annual editions of the Yuba Community College District National Response Plan, Yuba Community College District Emergency Operation Plan, Yuba Community College District Emergency Preparedness Handbook, the Yuba Community College District Standardized Emergency Management System

(SMMS) and the National Incident Management System (NIMS) are distributed to and reviewed by staff and faculty, who also receive training in these processes and procedures. The Yuba Community College District Emergency Evacuation Diagram is posted throughout the campus for easy reference in the case of an emergency situation. (IIIB-11, IIIB-12, IIIB-13, IIIB-14, IIIB-15, IIIB-16, IIIB-28)

> **Question:** Are Yuba College facilities effective in meeting the needs of instructional programs an services?
>
> **Answer:** It is improving with Measure J, but people still worry that even the new facilities will quickly fall into disrepair because we aren't going to staff the M&O department to maintain new facilities.
>
> -All Classified Meeting
> March 4, 2011

SELF EVALUATION

Yuba College meets this standard. Effectual processes are in place to assure that all areas of Yuba College are accessible, safe, and secure; however, maintenance and police patrols of these areas could be improved upon by increased staffing. This was a recurring theme in a student survey conducted during the fall 2001 semester. (IIIB-32)

> "Budget planning for Maintenance and Operations must consider the long term care for maintenance/new buildings. One custodian is manning the new (Health and Public Safety) building.
>
> -Yuba College Convocation
> Break-Out Discussion, August 10, 2011

Although many plans for assuring the access, safety, and security are in place for Yuba College, staffing levels for safety and maintenance departments remains an issue. Within the 2010-2011 Program Review as part of the Institutional Effectiveness (IE) Model, the Maintenance and Operations Department asserted that the current level of staffing is far below national standards, and the upkeep of facilities at Yuba College has been substandard due to an understaffed department. Included in the review are recommendations for training and technology. (IIIB-17, IIIB-18)

Examples of recent improvements implemented to ensure the access, safety, and security of Yuba

> "I think it's cool how you guys built the new nursing facility, but I think you guys should also focus on the restrooms."
>
> -Student Response,
> Continuous Quality Improvement
> Campus Survey, Fall 2011

College's physical resources include the re-keying of all facilities on campus after a breach in security due to the theft of a master key. A key policy was created and adopted by the Board of Trustees in 2011. Additionally, exterior and interior lights on campus have been upgraded to provide visual accessibility and safety for students, both inside and out. To supplement this lighting enhancement project, which is funded by Measure J, trees on campus have been trimmed and removed as necessary to assure maximum safety for students. Vehicular traffic on campus has been re-routed through a campus walkway project designed to create safe spaces for pedestrians to reach their destinations. Emergency Campus Communication boxes have been installed strategically around campus for use during emergency occurrences. Classroom safety has also been addressed through college planning and processes. Specifically, all science classrooms have received Occupational Safety and Health Administration (OSHA) and Office of Regulatory Compliance (ORC) upgrades to ensure maximum safety for participating students. Also, all classrooms are now equipped with an Emergency Operations Plan, an Evacuation Map, and Emergency Preparedness Handbooks. To make all facilities accessible, Yuba College has created and is implementing a plan to be fully compliant with the Americans with Disabilities Act (ADA). The transition plan which is now under the purview of the Safety Committee, is updated as part of the annual review process. These institutional operational and physical modifications represent a college wide culture of articulating, assessing, and implementing changes that enhance the overall access and safety of all areas of the College. (IIIB-10, IIIB-26, IIIB-27)

Yuba College underwent a California Community College Findings of Onsite Civil Rights Compliance Review, site visit and assessment in March 2011, where a team of specialists assessed the facilities and minor changes were requested. (IIIB-29)

PLANNING AGENDA

Appropriate levels of staffing and training should be addressed. A deferred maintenance plan must be developed to create a strategic set of criteria for how

maintenance and operation needs will be met when funding is limited. Yuba College will have to place prime importance on upkeeping its new facilities.

> **III.B.2.** To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
>
> **III.B.2.a.** Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY

The Yuba College Facilities Master plan derives from the Yuba Community College District's Education Master Plan, and is a "tool to manage future decision-making" that is "a dynamic, 'living document' that will be updated to meet the constantly changing needs of the District." This plan establishes short and long term goals to provide physical resources that meet the educational needs of the students and communities served by the college. Yuba College has taken multiple measures to meet the assertions within its Facilities Master Plan and thereby support the institutional improvement goals set by the College's governing boards and constituents.

Many factors are considered in planning and implementing projects to support institutional programs and services to the extent finances allow. Facilities and space inventory are assessed and evaluated in accordance with current and projected enrollment figures to prioritize projects to best support the institutional programs and services offered by Yuba College. The Yuba Community College District Facilities Assessment Report evaluates the condition of current facilities and makes recommendations for replacement or refurbishment are based on this data. Measure J, a $190 million bond passed in 2006, has been the major source for funding constructing and refurbishing facilities. Many projects implemented have been designed for long-term efficiency, which addresses the tenets of the Facilities Master Plan. This has been codified in Board Policy and user group directions including district-wide standards for furniture, fixtures, and equipment. For example, the Yuba College Photovoltaic/Central Plant upgrade will improve the efficiency of energy consumption and will provide alternative sustainable energy resources. New

landscaping implemented has been designed to be drought-tolerant (xerescaping), and anti-vandalism measures have been incorporated into the design of exterior seating spaces on campus. Leadership in Energy and Environmental Design (LEED) standards have been applied to all new construction projects, as well as water conservation tools in all restroom facilities. Yuba College takes efforts to use the available resources wisely, and shows this through recycling waste paper and minimizing electronic waste through energy rebate and recycling programs. (IIIB-19, IIIB-30, IIIB-31)

> The departments work directly with the administrators who are working, interim, with 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.
> -Curriculum Committee, February 2011
> Committee/Project Team/ASYC
> Question of the Month

SELF EVALUATION

Yuba College has secured a substantial amount of funding to facilitate necessary improvements within its facilities; however, the maintenance of these facilities is in jeopardy due to substandard staffing levels in the Maintenance and Operations Department. An American with Disabilities Act (ADA) Transition Plan was developed in 2010, and it is being updated by the Safety Committee, taking into consideration the integration of new construction projects with existing buildings. (IIIB-10)

There is a concern that the proper planning and resources for maintaining these new facilities is lacking due to substandard levels of staffing in the Yuba College Maintenance and Operations Department, which has a number of unfilled vacancies. Additionally, the present staff does not possess the necessary training to maintain the current and enhanced facilities. The Maintenance and Operations 2010-2011 Annual Program Review asserts that training in how to maintain the existing systems (HVAC, electrical, plumbing, structural, etc.), the new technology being implemented (building envelope trends, lighting systems, general costing, etc.), technical needs (AB 32, air quality, sustainability, local regulations/mandates, etc.), safety procedures (green cleaning products, mass evacuation systems, etc.), and time management (planned work, goal

setting, work prioritization, etc.), are essential to creating a workforce that is able to adequately manage maintaining the physical resources at Yuba College. Currently, the maintenance department is reactive instead of proactive, which has resulted in the college being in substandard condition prior to remodel projects. It is the intention to not let new construction projects slip into the same states as existing 40 year-old buildings. (IIIB-23)

PLANNING AGENDA

Prioritization of resources needs to be mindful of the Yuba College Maintenance and Operations Department needs and it must address the current staffing challenges and the lack of knowledge regarding new current and emerging technology utilization by the college.

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Physical resource planning is integrated with institutional planning through the Yuba Community College District Facilities Master Plan, which derives from the Yuba Community College Educational Master Plan (EMP). These documents, along with Board of Trustees' sustainability directives articulate higher level planning and strategic directions. The Institutional Effectiveness (IE) Model, and its

resulting annual reviews, form the operational aspects of physical resource planning.

Every administrative unit, including Maintenance and Operations, conducts a full annual review with yearly updates in the interim three years. These program reviews both identify planning agendas and prioritize needs. All academic and student services programs also utilize the IE Model through one component of their own program review, which is used to evaluate facilities and the impact on their individual programs. Ideally, the IE Model, consisting of Maintenance and Operations Annual Reviews plus individual departmental facilities assessments, would feed the budget allocations. However, due to the large decreases in state funding, the growth-level planning has not taken place over the past three years. Maintenance and Operations has been forced to utilize a reactive approach to needs across Yuba College as issues arise. (IIIB-23)

> "User Groups include people who will use the building based upon needs of program and is utilized based upon course offerings – input of art department changed potential division office to art classrooms in 1000 building."
> -Yuba College Council Committee/Project Team/ASYC Question of the Month, March 2011

SELF EVALUATION

Yuba College meets this standard. Institutional planning for facilities relies upon the IE Model, Facilities Master Plan, ADA Transition Plan, and the Yuba College Scheduled Maintenance Five-Year Plan. Individual components of the IE Model both identify and analyze specific needs which are then integrated into institutional planning. Due to budget shortfalls, new initiatives have not been planned into the yearly budget process. Compounding the problem are the new Measure J buildings on campus. While the program reviews and annual update form a strong base for identifying physical resources needs and institutional planning, these program review recommendations are not always integrated with other parts of the campus, such as academic departments and student services, for the overall budget prioritization process.

PLANNING AGENDA

An evaluation of the IE Model, specifically the steps to be taken after individual program reviews

are submitted, is being addressed. While budget priorities do recognize the facility needs, it is within integration with other parts of the campus where the budget process will need to be further developed.

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

EVIDENCE IIIB

DEVELOPMENT PROCESS
Standard III C
Technology Resources

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	Date(s)
YC Senate Leadership	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College	2/8/11
Convocation	8/10/11
All-Yuba College	9/12/11

Question of the Month Input

Question Date	Responses
December 2010 web - Standard IIIC1b	41
March 2011 CSEA	10
March 2011 CSEA	35
March 2011– Standard IIIC1a	28
(Yuba College Council, Clear Lake Campus Council, College Access & Awareness, SLO, ASYC, Public Safety)	
March 2011 – Standard IIIC1a	11
(Yuba College Council, Clear Lake Campus Council, College Access & Awareness, SLO, ASYC, Public Safety)	
May 2011 web	21
May 2011 web	24
May 2011 web	21
	Total: 191

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	7/15/11
Draft posted on YCCD portal	12/13/11
Subcommittee meeting for final draft	8/8/12, 8/11/11, 8/25/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1 posted	1/6/12 – 2/29/12	4 responses
Draft 2 posted	3/30/12 – 6/4/12	2 responses
Cover-to-cover draft posted	5/21/12 – 6/4/12	3 responses
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	1/6/12, 2/9/12, 6/4/12
College Council	
Deans & Directors	
Academic Senate	

Standard IIIC: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY

Technological resources at Yuba College, as provided in part by the District, are designed to meet the learning, teaching, college-wide communication, research, and operational system needs of all college constituents. Collectively, the technological services, professional support, facilities, hardware, and software are designed to enhance the operations and effectiveness of the college. The organization structure consists of two separate departments: (1) a District level Information Technology (IT) Department responsible for computer support, network infrastructure, and most of the hardware and software of daily District operations, and (2) a Yuba College Distributive Education (DE) and Media Services Department responsible for faculty instructional training, daily operations of the DE program, and all campus audio-visual equipment. This bifurcated structure has led to some confusion, and coupled with inadequate staffing and budget support, both departments cannot offer the full support for the training, communication and technology needs at Yuba College. Further, several components of the technological organizational structure and technological services are currently in transition due to the multi-college conversion and

> 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.
> -Web-based Question of the Month
> May 2011

are lacking adequate funding, so there are areas that Yuba College and the District need to consolidate and streamline to ensure that the services provided are fully effective at Yuba College. (IIIC-1, IIIC-2, IIIC3)

Information technology resources at Yuba College are provided by the Yuba Community College District, which maintains the Information Technology (IT) products and services. Yuba College physically houses the District-wide IT Office, which, along with a small number of personnel at the Woodland and Clear Lake Campus, is responsible for planning, implementing, and evaluating the IT infrastructure and daily operations throughout the District.

The Yuba College Distributive Education and Media Services Department (DE and Media Services) is the central location for the planning and personnel dedicated to Distributive Education for the District. The DE and Media Services personnel, in collaboration with Woodland Community College, provide audio-visual support for the Marysville campus, the Clear Lake Center, the Beale Air Force Base Center, and the newly opened Sutter County Campus. This department, which is housed at Yuba College, provides an array of technology resources to the College and its outreach centers. The DE and Media Services Department provides technical, program, and faculty support for distance learning courses (online, web-enhanced, video-conference instruction, and the instructional television network), smart classrooms, campus events, and meetings. This Yuba College based department also assists with acquisitions for audio/video equipment purchases for all Measure J projects, and leads the development of the Multi-media Design Standards. (IIIC-4, IIIC-5, IIIC-6)

The Yuba College Technology and Telecommunication Master Plan (2008-09 through 2010-12) is a guiding document for decisions made in regard to technology at Yuba College, and it is based on four principles:
- Information technology is a vital service;
- Information technology is an essential resource for learning, teaching, research, and community partnership;
- Technology is essential for data and information management;
- Information technology is a strategic District Asset.

The Yuba Community College District Board of Trustees' Strategic Directions and Yuba College

Educational Master Plan (EMP) designate Technological Awareness as one of the Institutional Student Learning Outcomes asserted for meeting the tenets of the College's Mission Statement. This is defined as the ability to "select and use appropriate technological tools for personal, academic, and career tasks." Additionally, "Use of Technology at Yuba College" has been designated as an area of emphasis for the EMP as it is updated annually. The technology needs of Yuba College are assessed as part of the Institutional Effectiveness (IE) Model through a program review every four years with annual updates in the interim periods. (IIIC-7, IIIC-8, IIIC-9)

Several planning structures are in place to assist the College in creating and maintaining its technological resources; however, there is no centralized committee at the college level where local technology needs are discussed and recommended. The YCCD District Technology Committee contains YC representatives, however, these individuals draw more from personal experiences rather than a centralized discussion of needs and priorities brought forth as recommendations from college based planning. Surveys indicate that decisions and planning documents issued by the District Technology Committee have largely been driven by District personnel. This is expected from a district-level committee whose charge is heavily influenced by infrastructure and district-wide software. A college level Instructional Equipment Committee, which reviewed requests for equipment to support academic programs, has been inactive since the state eliminated the annual Instructional Equipment Grant in 2008 that provided an allocation of funds to each college. Improvements to the program review process, which began in fall 2010, are aimed at shifting from a decentralized program level articulation of technology needs to a centralized collection of information that will lead to broader awareness and discussion of the College's technology needs. The recent district-wide adoption of the TrackDat database software in Spring 2011 is intended to streamline planning by providing a central, searchable repository for program reviews as of 2011-12, which will result in an improved program review process as it integrates into the budget development process. (IIIC-10, IIIC-11)

At Yuba College there is a consistent and continuous commitment to improving student learning, and this is evident through the ongoing and systematic evaluations, planning processes, and implementations of new and advanced technological resources as part of the IE Model. Yuba College has made a concerted effort to stay current with the developing and expanding academic resources available, and the College continues to acquire resources that assist the college with remaining up to date with the rapid advancements in informational and educational technology. Decisions regarding the acquisition and evolution of information technology resources, including services, facilities, hardware, and software are primarily made by the District Technology Committee, the Perkins/CTE Planning Award Committee, Measure J projects, and program reviews. The effectiveness of these decisions are continuously evaluated through the IE Model review.

Driven by collaborative District and College level decisions, and facilitated through internal program

reviews, the YCCD Technology Plan, and district-wide technology upgrades, Yuba College has made several changes regarding its technological resources within the past five years. In conjunction with the implementation of the district-wide My Campus portal technology in 2009-10, the Yuba College Access and Awareness Committee led the design of the new Yuba College website and My Campus Portal, which were launched in fall 2010. The Yuba College website is used as the public face of the college, while the portal encapsulates relevant information and workspaces for faculty, registered students, and staff. The website is linked to the Yuba College Facebook and Twitter sites, and a single sign-on to the portal, implemented in summer 2011, allows direct access to the portal, WebAdvisor, student email, and Blackboard. Additionally, customized spaces have been added for the Clearlake Center, Beale AFB Education Center and the Sutter County Campus facility. All college constituents have ongoing access to training for the portal and new email systems, which began with fall 2010 inception of the programs. (IIIC-12)

Several technologies are utilized by the District and College to ensure the reliability, disaster recovery, privacy, and security of all learning programs and services. The College directly benefits from a recent system upgrade of the district network, including the implementation of a virtual server system to house mission critical applications, enhanced emergency back-up power systems, and an upgraded voice-over internet protocol (VOIP) telecommunications system. AlertU mobile emergency messaging, ImageNow document storage, Curricunet, Online tuition and fee payment, MyCampus Portal, and an online work order for maintenance requests are all recent improvements led by the District IT Department to upgrade the technological resources at Yuba College and throughout the District.

The Yuba College Distributive Education (DE) and Media Services Department has led the effort to enhance educational technologies that support distance learning and web-enhanced instruction, including migration to the Blackboard/Vista learning management system; implementation of Turnitin anti-plagiarism software; deployment of Respondus Lockdown Browser to secure online testing; and upgrades of video-streaming and archiving software. Several other enhancements have been made to evolve with changing technologies to improve student learning and increase the institution's effectiveness all of which have been in response to Program Review recommendations as part of the overall IE Model. For example, a private/public partnership with Sprint resulted in the analog to digital conversion of the instructional television network completed in 2007. Improvements were also made to the existing College ITV classroom and a new video-conference instruction (VCI) classroom, which supports the YC Nursing program and is included in the new Health & Public Safety building. Measure J Bond funding has provided for an expansion of smart classroom technology at the main Yuba College campus in Marysville, the Clearlake Center, and the new Sutter facility. Standard smart-classroom technology includes an instructor console with a networked computer, document camera and digital display or projector controlled by an easy to use switching system, and a web-based remote monitoring system. (IIIC-2, IIIC-5, IIIC-31)

The needs of all college constituents are assessed when making decisions related to evolving and expanding the technological resources at Yuba College, including the students, faculty, administrators, and policymakers. Yuba College evaluates the effectiveness of its technology through program reviews and individual feedback, which have shown that many of the processes in place are inadequate in regard to structure and staffing. Two recent surveys – one for all classified staff and the other for Committees, Project Teams, and the Academic Senate – cited several specifics along with an overall perception regarding the widespread deficiencies in technological equipment, training, and staffing. Old computers and software, not enough maintenance personnel, and a lack of available training were all cited as IT related areas that need to be improved. However, the MyCampus Portal, including the new email system, are perceived as favorable changes. Departments are utilizing the portal more extensively as they become more familiar with its capabilities, but a demand for

further training has been noted in several surveys. (IIIC-13, IIIC-14)

> I think the crash of Blackboard 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 (in the online teaching software) these aren't adequately explained and advertised to faculty.
> -FALA Division Committee/Project Team/ASYC Question of the Month, March 2011

SELF EVALUATION

The Yuba Community College District and Yuba College are committed to providing technological support that meets the need of all college constituents. Technology leadership and support staff has been consolidated at the district level and there is a perception from Yuba College personnel that the emphasis is placed on district driven priorities such as critical upgrades to the District network and telecommunications infrastructure, including hardware and software that support mission critical functions. The upgraded systems and complex database software calls for more sophisticated technology skill sets and training that places extra demands on existing District IT staff. Additionally, the workload of IT staff has been increased in response to Measure J building renovations and the erection of new structures throughout the District. IT has not recieved additional staff and has endured budget cuts along with the rest of the district. (IIIC-14, IIIC-10)

Meanwhile, campus based technology staffing has eroded, resulting in minimal staff to support academic technologies such as classroom computer labs, writing and student support centers, financial aid and library services. These facilities, which support the academic mission, need prompt response to minimize disruption of classroom instruction and student support services. College staff must call or email the IT Help Desk or submit an online work order, which puts such important requests in the service queue due to insufficient staffing. (IIIC-14, IIIC-15)

Yuba College offers a range of technological resources to serve its student population and ensure that instructors have resources to provide learning opportunities. Additionally, the college has tried to stay current with the ever-evolving resources available for enhanced educational opportunities and college interconnectedness despite the elimination of state-wide grants for instructional equipment. The campus community would be better able to embrace technology innovation if provided consistent funding for instructional equipment and educational technology support staff to provide ongoing training in best practices and expanded technical service support to maintain equipment. (IIIC-2)

Additionally, computer labs no longer have instructional assistants to provide daily maintenance to the labs or to provide real time student or faculty support. These positions were eliminated during budget cuts in 2009. Information Technology controls administrative access to classroom and lab computers, which further restricts the ability of Yuba College staff or tech savvy faculty to perform simple utility upgrades. For example, the lead YC librarian does not have administrative access to make updates on library terminals, and consequently her work is stalled until IT responds. Yuba College Media Services staff frequently responds to requests from faculty when they are unable to present media due to utilities that need to be updated on computers contained in the smart classrooms. This causes lost class time, discourages faculty from integrating media, and is an inefficient use of limited Media Services staff. Setting up tiered levels of administrative access restricted by function or proficiencies would enable localized response and decrease faculty frustration. (IIIC-16)

While District IT maintains control of classroom and lab computers, there is no District funded replacement cycle or contract for classroom or lab computers, and instead the College must identify funding sources. All purchases must be approved by IT based on a set of developed standards to ensure consistency as much as possible. This standardization has helped control expenses.

The central IT Help Desk, staffed by one full-time employee, does provide important first-line trouble-shooting support and directs requests for support to relevant personnel. An online form is available to submit requests. Additionally, IT staff is generally not available to immediately respond to classroom needs low staffing levels and a lack of core technology competencies at the District and College levels limit operational effectiveness and customer support – especially for campus-based technology. (IIIC-17)

The lack of a College-based Technology Committee, where technology planning can be discussed within the context of college-based institutional initiatives and direct classroom learning applications, has resulted in a fragmented, decentralized approach to technology acquisition, adoption, and use. While there are Yuba College representatives on the District Technology Committee, there is no process to gather college-wide technology recommendations, nor is there a way for the Technology Committee to consolidate program review recommendations related to technology as part of the overall district planning process. Deferring technology planning to the District results in inadequate College budgets and staff to effectively maintain campus-based technology and inhibits the College's ability to adopt emerging technology. (IIIC-18)

> At the college level, there needs to be a committee or work group that periodically reviews the college's technology requests and prioritizes those requests for the college.
> -Web-based Question of the Month, May 2011

Informational Technology resources within the District and College are deficient in several ways that negatively impact students, staff, faculty, and administrators. These deficits range from low staffing levels to capabilities and are areas that should be addressed to ensure this standard is met. Currently the staffing for Distributive Education and Blackboard are inadequate to the level that Blackboard suffered a full failure in 2010, due to a lack of redundancy to support the system. Yuba College would benefit from an IT staff trainer or instructional designer to support technology initiatives at Yuba College or the Clear Lake Campus. The end-user staff training and support staff training are inadequate to support all technological applications on campus. Additionally, preparation for and communication regarding the uses of MyCampus Portal were not adequately conveyed to all college constituents and IT staffing to assist with the transition is not sufficient. This has been a major communication concern amongst employees who no longer have access to an "all Yuba College" type of email distribution list. IT Program Reviews have identified a need for a trainer but funding has not made this possible. (IIIC-19)

Lastly, the capabilities of several departments, programs, and services have been limited by restricted departmental control of websites, software, and hardware. Staff and students of the

Yuba College Library and the Yuba College Writing and Language Development Center have expressed written grievances regarding the lack of response from IT that resulted in an inability to provide, services to students. (IIIC-20, IIIC-21)

> Faculty training has been the Blackboard training. In the upgrade, 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.
> -Committee/Project Team/ASYC
> Question of the Month, March 2011

PLANNING AGENDA

Actions have been initiated to begin the process of improving IT services and capabilities within the District and at Yuba College and these are in response to needs identified in the IE Model and Program Review process, however, more are necessary to ensure that all college constituents are receiving comprehensive technological resources, both from the IT Department and DE/Media Services. Prioritizing the planning and implementation of these resources could be better managed by establishing a Yuba College and Clear Lake Campus Technology Committee that is then integrated with the District Technology Committee as appropriate.

The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

Many other aspects of IT at Yuba College need to be addressed to provide adequate services to students and staff. The frequency of student and staff trainings for technology requirements must be increased to ensure all are able to use the system to meet their

learning and teaching needs. The WindowsLive email feature of the portal needs training and additional resources to facilitate filtering and sorting of email lists in order to improve institution-wide communication between subsets of students and staff. Human Resources may need to maintain a listserve for current employees. Information Technologies and Media Services support staff need to be expanded to ensure all constituents are served – especially those in remote areas of the District.

Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricuNet, etc.). The Information Systems Department will survey and prioritize a list of training needs for all Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees. (See Comprehensive Planning Agenda #5: Technology for essential elements to be included in the planning agenda for technology service, access and training for Yuba College employees)

> **III.C.1.b.** The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY

Technological trainings within the Yuba Community College District, and specifically at Yuba College, are of a high quality and provide knowledge that enable students and personnel to effectively apply the technological tools available to their educational and professional pursuits and requirements. However, opportunities to engage in the trainings are restricted due to limited funding, staffing, and class offerings. Additionally, students and faculty are rarely assessed regarding their technological

> 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.
> -Web-based Question of the Month
> December 2010

training needs. (IIIC-14)

Most technological training for faculty and staff is driven by newly implemented resources. Recent trainings include instructional overviews of how to best utilize the MyCampus Portal, WindowsLive, VOIP (the campus telephone system), Blackboard, and Instructional Design. These have been provided by both the IT Department and DE/Media Services. Students have access to training through several classes that offer a range of technological literacy, from general knowledge to discipline-specific information. (IIIC-14)

Faculty and staff have access to extensive training in Blackboard through the DE and Media Services Department at Yuba College. As the DE Department was formally created with the hiring of a dean in 2008 to oversee training and implementation of Distributive Education (online, hybrid, and Instructional Television Courses), the number of frequency of trainings has increased. In-depth, multi-day training sessions are offered during breaks in the class schedule. Due to budget cuts, recent training has evolved to using local faculty expertise and online virtual training sessions with two consultants. (IIIC-6, IIIC-22)

More general technological training (MyCampus Portal, phone system, Colleague/Datatel, WebAdvisor, Email, smart classrooms) is poorly communicated and inconsistent with the demand for training workshops, leading to low attendance when such training exercises are held. This technology is the responsibility of District IT Department, but the training often defaults to Yuba College. Further, the Flex Committee is then forced to coordinate technology training for faculty and staff and offerings that include the use of IT software and college specific applications. The overall appropriateness and effectiveness of training sessions is subjective and varies according to the recipient's technological literacy and interest. Due to insufficient funding and a lack of incentives, classified staff are not offered consistent opportunities for technological training and staff development. Such training has been sporadic and the result of Yuba College specific initiatives. For example, the President and Vice

President's office offered Yuba College MyCampus Portal training during 2010-11 to campus-wide administrative assistants to learn about the use and functions of the portal. Additionally, the Clear Lake Campus does not have consistent technological training and support. The need for a technology trainer has often been noted by the IT Department. (IIIC-25, IIIC-26)

SELF EVALUATION

The Yuba Community College District is deficient in this area, and the District and Colleges need to develop and implement a comprehensive technology training plan that allows all users the opportunity to learn about the appropriate technology tools for their position. Critical processes and procedures are insufficiently addressed due to a lack of technological training which is a result of low staffing levels and

budget reductions. For example, scheduling classes, Blackboard support, registration procedures, computer lab support, and campus publications are all areas with ongoing technological issues that fall to Yuba College. Volunteer Flex activities for faculty and training sessions by the President and/or Vice President office are not sufficient to meet these needs. On a broader scale, there is a general staffing deficiency in the areas of staff trainer and instructional designer, which has resulted in the District being unable to support its technological initiatives to the fullest extent of its plans. These deficiencies have been identified through the IE Model and their requisite program reviews. (IIIC-10, IIIC-19, IIIC-20, IIIC-27)

PLANNING AGENDA

Yuba College and the Clear Lake Campus, need to establish a Technology Committee to prioritize technological training needs on campus. This process needs to follow into the District Technology Committee. Additionally, all Deans, Directors, and Classified Supervisors need to be held accountable for routine participation in technology planning and implementation. This process would be best developed and addressed through a Yuba College campus training center for all technological training. However, since the IT role is a District service, it should not be incumbent upon Yuba College to provide all technology training. A specific center is being planned to be part of the Learning Resource Center remodel project, but staffing and budget concerns will impact this endeavor. An annual survey assessing the technology needs of all college constituents would assist in ensuring that appropriate courses are offered.

Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricuNet, etc.). The Information Systems Department will survey and prioritize a list of training needs for all Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will

There are three issues: 1) IT is way understaffed; everything took a fairly long time (spilling into the beginning of production time), and major reworking's could not be quickly troubleshot, but only because these 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.

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 theater 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 IT 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 need that must be met while IT and Media Services confusedly point fingers at one another. Lastly, IT often makes unilateral decisions district-wide without consulting with anyone, even the Technology Committee, which is pretty much defunct at this point.
 -Web Based Question of the Month, May 2011

continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees. (See Comprehensive Planning Agenda #5: Technology for essential elements to be included in the planning agenda for technology service, access and training for Yuba College employees)

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY

The Yuba Community College District's (YCCD) Information Technology (IT) Department systematically plans and acquires a technological infrastructure that meets the needs of the colleges served. There are noted deficiencies in the maintenance and replacement processes and procedures. Largely, this is the result of confusion regarding the delineation of services between the District and the College, compounded by recent staffing shortages and budget reductions. Yuba College, which is served by the District IT Department, feels that planned acquisition and replacements could be improved. (IIIC-10, IIIC-13, IIIC-15, IIIC-20)

The YCCD technological infrastructure is comprised of district-wide plans, the Technology Committee, and district-wide design standards. Technological plans are defined within the YCCD Information Technology and Telecommunication Master Plan and the YCCD Multimedia Design Standards, which both articulate a Total Cost of Ownership model for procuring and maintaining equipment. The District Technology Committee manages the Four Year Technology Plan for the District, using the Educational Master Plans from each college as the foundation for decisions. (IIIC7, IIIC-28)

The District IT Department sets the standards for hardware and software acquisition, and it supports administrative software (Colleague/Datatel), WebAdvisor, MyCampus Portal, Campus Email, Campus Computer Laboratories, faculty and staff office hardware and software, the campus telecom system, and the campus network and wireless internet access. There is not a hardware or software replacement policy for laboratories and non-teaching staff. The goal is to have individual departments pick up these needs, however, budget managers do not have sufficient supply budgets to replace computers and entire laboratories. (IIIC-20)

The Yuba College Media Services and Distributive Education Department is responsible for smart classrooms, videoconferencing and ITV network, audio-visual support, and Blackboard. Yuba College Media Services personnel are not given administrative access to computers in smart classrooms and computer labs, causing delays in

service as both departments must respond. (IIIC-2)

Funding for a range of technological resources – at the District and College levels – comes from multiple sources, some of which have been eliminated or reduced with the economic downturn. Technological resources are funded in part by the Technology Transfer Incentive Program, Perkins Grant, CCCCO Instructional Equipment Grant, Measure J, and Yuba College Foundation. These programs and other external funding sources have allowed the college to upgrade general computer labs, the Nursing and Radiation Technology labs, the Automotive Technology lab, the Music Studio, the Computer Science Lab, the Photography Studio, and other college technological resources. Many of these sources have been eliminated or sharply decreased during the past five years.

> There is an inconsistency across the college as to what version is used of specific programs, and this creates numerous problems when trying to share information.
> -CSEA Meeting
> March 4, 2011

Measure J, a $190 million bond passed by the community in 2006, is currently the primary source of funding for technology upgrades within the District, replacing CCCCO grants. The economic decline has resulted in a reduction of funding from this source. Measure J allowed Yuba College to increase the number of smart classrooms on the campus from 13 to 88, although Divisions and Departments budgets must cover the expense of hardware and software updates needed by staff. Technology standards were created for uniformity, cost containment, and a total cost of ownership (TCO) framework. (IIIC-5, IIIC-31)

The District Technology Committee assumes responsibility for maintaining the technology infrastructure throughout the district. Yuba College perceives the overall reliability of the technological systems and programs offered by the District is hampered by inadequate staffing levels, maintenance, and a lack of autonomy at the college level. The Technology Committee does not interact with the planning process stemming from the Institutional Effectiveness (IE) Model at the college level and subsequent program review recommendations, thusly creating a disconnect with the acquisition and implementation of hardware and software by the end-user. The delineation of

> 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.
> -Web-based Question of the Month
> May 2011

responsibilities can hamper operations. For example, the Yuba lead librarian cannot make adjustments to computers, and the Media Services personnel do not have administrative access to Smart Classroom or the Library CyberLab computers. The confusion of roles in Media Services and IT over the direct responsibility for solving videoconferencing issues and has led to several on-campus issues, including limited connections at times. (IIIC-2, IIIC-10, IIIC-20, IIIC-29)

The Clear Lake Campus is reliant on the Yuba College Media Services staff for technological assistance, including training, audio-visual support, and hardware repair services. This arrangement is not always feasible, especially due to the limited resources at Yuba College and the remote location of the Clear Lake Campus. Also, the Clear Lake Campus' ITV network is dependent on support from an inadequate external provider, which results in poor quality broadcasts capabilities to the Clear Lake Campus. (IIIC-2)

In 2010, Yuba College lost its Alternate Media Support Specialist position to retirement without replacement due to budget cuts. The main responsibility of this position was to install and train individuals on the use of adaptive technology. This responsibility has fallen to several individuals in the department along with an IT staff person who acquired specific training. (IIIC-30)

> Better communication and collaboration on the part of IT department. The service and help desk department 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.
> -Web-based Question of the Month
> May 2011

SELF EVALUATION

Due to several issues within the infrastructure of the technological resources, the Yuba Community College District partially meets this standard.

Yuba College and YCCD have in place plans to acquire, upgrade, and replace technology to meet the learning needs of students. At times, these plans are developed in isolation, leading to perceived confusion at Yuba College and a lack of communication with college-level personnel. The IE Model has built in evaluations and planning efforts, but these need to take into account the local needs as a basis for decisions. (IIIC-1, IIIC-3, IIIC-6, IIIC-11, IIIC-13, IIIC-18, IIIC-20)

PLANNING AGENDA

The Yuba Community College District partially meets this standard, and some steps towards fully meeting this standard have been identified at the college level. A joint Yuba College and Clear Lake Campus technology committee needs to be established to prioritize the technological needs of both campuses. Resulting communication should occur with the District Technology Committee. Additionally, the District Information Technology Department and the Yuba College Media Services Department should develop a method of mutually determining network needs to ensure Distributive Education is fully supported. Lastly, administrative access policies must be developed to allow staff at the College to provide timely and consistent support for Smart Classrooms and technology within Computer Labs.

Individual budgets, and not a reliance on Measure J funding, needs to be incorporated into the planning process and budget development. Appropriate staff, who are properly trained, need to be developed to fully meet the needs of students who require assistive technology. Appropriate staffing levels at both the IT Department and the Media Services Department must be evaluated regarding the services and support offered at Yuba College. Further, a yearly survey for technology needs should be explored by both the District IT Department and the aforementioned Yuba College Technology Committee.

Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricuNet, etc.). The Information Systems Department will survey and prioritize a list of training needs for all

Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees. (See Comprehensive Planning Agenda #5: Technology for essential elements to be included in the planning agenda for technology service, access and training for Yuba College employees)

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTIVE SUMMARY

The Yuba Community College District's (YCCD) Information Technology (IT) Department and the Yuba College Media Services and Distributive Education (DE) Department are responsible for the distribution and utilization of technology resources. The departments have individual, although sometimes overlapping, assigned tasks to ensure that the resources supplied to all college constituents support the development, maintenance and enhancement of programs and services offered. There are some deficiencies in the current system of managing these tasks that need to be addressed to ensure this standard is met. The IT Department is a district level service while the Media and DE Department report to Yuba College, yet have some oversight for Woodland Community College.

The Yuba College Media Services and Distributive Education Department completes a program review on a four-year cycle with annual updates. Issues with the current system, as well as desired resources, are articulated within these program reviews, which are then submitted through the Yuba College Institutional Effectiveness (IE) Model process. Individual academic programs and services provided by the college can also submit proposals for funds for technology resources through Perkins Grants. It is the prevailing perception that these decision-making processes and recommendations are not incorporated into the District-level planning process. (IIIC-10, IIIC-17, IIIC-20)

Programs and services at Yuba College are enhanced by several technology resources. Hardware and software for personal computers is provided in smart classrooms, faculty workstations, administrative and clerical workstations, and student laboratories. Media standards have been developed for all remodel and new construction projects to help with uniformity of technology as faculty teach in different rooms. There is no internal, fixed budget for the systematic upgrade and replacement of these systems outside of Measure J funding. (IIIC-5, IIIC-31)

How does Yuba College make decisions about the purchase and use of technology to support instruction?
- Decisions are driven by budget
- IT provides recommendation
- No standardization in equipment
- Department budgets are not sufficient to buy new equipment
- There is a need to plan for all equipment replacement.

What suggestions would you make to improve the process?
- Better standards for all computers and classroom settings
- Lack of staff to ensure needs are met of all departments
- Specific budget for equipment replacement
- Better communication on the process for faculty computer replacement
- Need IT support for stand-alone systems and DSPS computers.

-All Classified Meeting
March 4, 2011

Many upgrades have recently been implemented by the IT Department and are intended to ensure a robust and secure technical infrastructure throughout the district that provides maximum reliability for students and faculty. These improvements are a result of the Technology Master Plan and the feedback from the IE Model. This is evidence of a commitment to improving student learning and enhancing educational effectiveness within planning structures and processes at the college and district levels. These upgrades, which have primarily been funded by Measure J, include VOIP telecom, enhanced wireless internet capabilities, and a virtual server system. Remodeling upgrades completed and in progress include additional smart classrooms, technology upgrades in the theater, a future Mass Communications facility, and future library technology upgrades. Additionally, the College

website has been upgraded and the implementation of the MyCampus Portal has been launched in the last three years. (IIIC-12, IIIC-27)

Other upgrades and evolutions of resources conducted by the District and College include an expansion of WebAdvisor to include registration, grade access, financial aid, textbook purchases, and parking permit purchases. Also, the campus email system has successfully been upgraded. Additionally, the online library catalog system has been replaced by an externally hosted web solution, Polaris, to improve end-user service.

SELF EVALUATION

Yuba College meets this standard. There is an identified need for district-level training and a specific relationship with college-level technology needs. Identified funding for Yuba College's needs is lacking from the Yuba College budget or the District IT Budget that are based upon the IE Model evaluation process. It was discovered that a deep sentiment for further training and adaption to district standards is needed. (IIIC-2, IIIC-3, IIIC-10, IIIC-13, IIIC-18)

Several plans and review processes are in place to assist in making decisions regarding the use and distribution of its technology resources – specifically the Institutional Effectiveness (IE) Model and administrative program reviews for IT, Media, and DE services. There is an ongoing and documented sentiment at the College level that decisions are often made from the District without asking for or utilizing information provided by the user groups at the college level. The YCCD Information and Telecommunications Master Plan and the YCCD Multimedia Design Standards, which are updated on an annual basis, articulate the infrastructure and cost of technology resources provided within the District. These plans are designed to work directly from the YCCD Board of Trustees' Strategic Directions, the YCCD Facilities Master Plan, Measure J Infrastructure Upgrades, and Educational Master Plans of each college. (IIIC-5, IIIC-7, IIIC-28, IIIC-31)

PLANNING AGENDA

Yuba College would benefit from a formal recommending relationship between a college-level technology planning and oversight committee and the District Technology Committee. A unified focus on teaching and learning that synthesizes the relevant technology recommendations from

the five components of the IE Model would benefit the structured planning at the college-level. District – level planning should include specific surveys for Yuba College technology needs.

Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricuNet, etc.). The Information Systems Department will survey and prioritize a list of training needs for all Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees. (See Comprehensive Planning Agenda #5: Technology for essential elements to be included in the planning agenda for technology service, access and training for Yuba College employees)

> **III.C.2.** Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

There are several plans and processes in place at the District level that articulate how technology planning is integrated into institutional planning; however, at the College level the District's plans do not appear to be the result of college-based evaluations being used to effectively implement and utilize technology resources. The perceived opaque decision making at the District level for decisions that directly affect Yuba College and the Clear Lake Campus, as well as differences in expertise, protocols, priorities, and staff shortages, has resulted in plans that are perceived to be out of sync with the college level planning. Conversely, the Yuba College IE Model and its resultant program review recommendations are

perceived to be ignored by district level technology priorities. (IIIC-10, IIIC-17, IIIC-32)

> 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.
>
> -Web-based Question of the Month
> May 2011

The primary plan in place for the District is the Yuba Community College District Technology and Telecommunication Master Plan, which is produced by the District through said committee. The District Technology Committee was implemented to allow constituents from all colleges in the district to submit requests that are then evaluated, prioritized, and implemented according to a variety of elements, including cost, available funding, need, and who is impacted. This information is forwarded to the executive staff of the college for final approval. Despite this process, competition between the District, Yuba College, and Woodland Community College for limited resources to support technology needs has resulted in inconstant funding and an inability to plan at the college level. Yuba College does not have its own technology plan or technology committee to set priorities based on institutional needs as this function is supposed to be accomplished at the district level. Yuba College relies upon the IE Model and program review recommendations, but these are not a functional part of this district planning process. The YCCD Information Technology and Telecommunication Master Plan and the YCCD Multimedia Design Standards articulate a Total Cost of Ownership model for procuring and maintaining equipment district-wide. (IIIC-5, IIIC-7, IIIC-33)

Yuba College receives funds from various sources outside the District, some of which are not currently available, and processes for allocating funds are the result of needs, plans, and evaluations. Measure J bond funds allocated for audio visual equipment and technology infrastructure have been the primary source of funds to upgrade technology in renovated or new buildings since 2009. The Measure J Bond committee works in conjunction with individual User Groups to evaluate requests and make decisions. Due to the economic downturn, Measure

J funding has been reduced, which has resulted in severe discrepancies regarding infrastructure and equipment upgrades in buildings that are not slated for renovations. An annual federal Perkins Grant is a major source of funding for equipment and educational resources for eligible vocational programs. A Yuba College committee reviews and ranks proposals based on needs articulated within program reviews. Starting in the 2009-10 academic year, if a need is not included within a program review it is not eligible to be reviewed for funding through the Perkins Grant, thus tying the IE Model to technology planning for vocational programs. Yuba College received an annual CCCCO Instructional Equipment Grant to fund equipment purchases that were ranked by the Educational Resources Committee. However, this grant was eliminated in 2009, leading to a loss of the primary source of funding for major equipment purchases and the committee has not met since 2009. (IIIC-10, IIIC-34)

The YCCD received TTIP state funding, which were primarily used to purchase annual online databases for Yuba College and Woodland Community College, as well as provide computer replacement funds for faculty. This funding source was also eliminated in 2009, and currently Yuba College allocates some money to maintain the library databases. This critical need was identified through the Library Program Review. (IIIC-35)

> Involve end users in some planning and decision making. Perhaps the hiring of more help with IT would enhance their ability to be more available for support.
>
> -Web-based Question of the Month
> May 2011

Nevertheless, Measure J funding has led to renovations that will significantly improve facilities at Yuba College that support several programs, including the Mass Communication Program, the student newspaper, the library, Media Services, Interactive Television, Distributive Education, the Writing and Language Development Center, and the College Success Center. The scope and design of this renovation was driven by a robust cross section of users contributing direction based on needs articulated in program reviews, the IE Model, and the Measure J Facilities Master Plan. Relocation planning was addressed to meet the needs of these user-groups during the renovations, which will be implemented from 2012-2014. (IIIC-31, IIIC-36)

> 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.
>
> -Web-based Question of the Month
> May 2011

SELF EVALUATION

Yuba College partially meets this standard. While the structure of the IE Model and its relevant program review process, the YCCD Technology Master Plan, and the YCCD Technology Committee provide the framework for systematic improvement and planning and implementation, these discussions often occur at the District level, void of Yuba College expertise. This is evidenced by (1) the separation of duties between the IT Department and Media Services/DE, (2) a district-level recommending committee without a college-level counterpart, and (3) a perceived lack of communication from district-level decisions. Yuba College has been forced to use its own resources to compensate from district budget impacts and decisions. The IE Model evaluates the need and effectiveness of these types of decisions, but the communication regarding District improvement is lacking from the College's point of view. (IIIC-18, IIIC-19, IIIC-20, IIIC-27, IIIC-32)

The Yuba Community College District's Information Technology Department drives the allocation of resources. Systematic surveys of end-user needs are nearly non-existent. Yuba College would benefit from college-level planning that is used by district officials, with resulting decisions fully communicated and evaluated for their impact at Yuba College.

PLANNING AGENDA

The Yuba Community College District and Yuba College partially meet this standard, but the College has identified areas for improvement that will move the College towards fully meeting this standard.

Yuba College should establish a Technology and Learning Resources Committee and produce its own technology plan to evaluate and respond to its specific program needs. The flow of information and recommendations from the Yuba College Technology Committee will need to match up the District Technology Committee timelines. In addition, a user-group should be convened at the College level to discuss video-conferencing needs, evaluate equipment and web-based solutions, and make recommendation regarding district-wide placement of video conferencing technology. This group would integrate the individual Program Review recommendations and the IE Model as they relate to student learning on campus.

Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricuNet, etc.). The Information Systems Department will survey and prioritize a list of training needs for all Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees. (See Comprehensive Planning Agenda #5: Technology for essential elements to be included in the planning agenda for technology service, access and training for Yuba College employees)

EVIDENCE IIIC

DEVELOPMENT PROCESS
Standard III D
Financial Resources

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	Date(s)
YC Senate Leadership	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College	2/8/11
Convocation	8/10/11
All-Yuba College	9/12/11

Question of the Month Input

Question Date	Responses
February 2011 web - Standard IIID2d	20
March 2011 CSEA	23
April 2011	39
(College Council, Clear Lake Campus Council, Curriculum, Bond Steering, SLO, ASYC, College Access & Awareness, Public Safety)	
April 2011	22
(College Council, Clear Lake Campus Council, Curriculum, Bond Steering, SLO, ASYC, College Access & Awareness, Public Safety)	
	Total:104

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	7/30/11
Draft posted on YCCD portal	1/6/12
Subcommittee meeting for final draft	8/2/11, 8/4/11, 8/12/11, 8/29/11, 8/30/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1 posted	2/10/12 – 3/1/12	2 responses
Draft 2 posted	5/21/12 – 6/4/12	2 responses
Cover-to-cover draft posted	5/21/12 – 6/4/12	4 responses
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	2/10/12, 6/4/12
College Council	
Deans & Directors	
Academic Senate	

Standard IIID: Financial Resources

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

The median amount for Yuba Community College District's overall annual budget, including restricted, unrestricted, and one-time funds is $56 million per academic year, and an overview of quarterly and annual funds per academic year can be found at http://yccd.edu/vcas/index.html. A further breakdown of the budget for Yuba College and its academic sites can be found at www.yccd.edu/vcas/budget-handbook.html. The Yuba College budget is approximately 60% of the District's budget. The 2008 addition of Woodland Community College as a separate and independent institution within the Yuba Community College District created a need for a resource allocation formula, which is still in development and has not been fully adopted. This YCCD Resource Allocation Model is designed to distribute resources and support the development, maintenance, and enhancement of programs and services provided by the district and colleges. YCCD Board Policies 6200 (Budget Preparation), 6250 (Budget Management), 6300 (Fiscal Management) and the correlating Administrative Procedures are foundational components of the Allocation Model. (IIID-1, IIID-2, IIID-3, IIID-4, IIID-5, IIID-6, IIID-7, IIID-8, IIID-37)

Statewide, financial resources have been affected by the economic downturn, and as a result, the current distribution of financial resources stretches to support the development, maintenance, and enhancement of programs at Yuba College. For the last few years, due to budgetary reductions statewide, financial resources have not been sufficient to fully support student learning programs and services and/or to improve institutional effectiveness, causing a reduction in the number of programs, services, and personnel at YCCD. Yuba College has been able to prioritize expenditures to preserve essential functions for effective teaching and learning. The District's finances are managed with integrity and in a manner that ensures financial stability; however, this has been an evolving process during the transition into a multi-college district and as funds have been reduced by a downturned economy. (IIID-9)

The resource allocation processes at the district and college level provide a means for setting priorities for funding institutional improvements. This process has largely been driven by funds and planning processes related to a Measure J Bond that passed in the amount of $190 million in November of 2006. This bond has been instrumental in facility renovations and new building construction; however, Yuba College is far from meeting its renovation needs and some areas within the college will have to wait for the economy to improve before property taxes can absorb the sale and implementation of the final bonds and correlating projects. (IIID-10)

As recent as the 2011-12 academic year, the Yuba Community College District adopted a budget with an excess of $7.3 million in reserves, which is approximately 15.9% of the District's annual budget. These reserves are primarily the result of drastic budget reductions over the last two years, including over 16 layoffs in classified positions, non-replacement of three dean level 14 managerial positions, and cancelations of over 30 scheduled faculty hiring processes. In contrast, even though the YCCD 2011-12 budget was adopted with a 15.9% reserve, there was a $2.4 million operational deficit, causing the Board of Trustees to charge the newly hired Chancellor to develop a long range planning agenda to address this situation. (IIID-11, IIID-81)

Currently, the level of financial reserve allows for reasonable realizations of short-term solvency. Nonetheless, the uncertain financial status of the State of California and the unknown impacts it will have on academic institutions means that long term financial solvency within Yuba Community College District will have to be carefully planned.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTIVE SUMMARY

The Yuba Community College District and Yuba College rely on the Mission Statement from Yuba College, the District's Institutional Effectiveness

(IE) Model, and both the YCCD Board of Trustees' Strategic Directions and newly adopted Vision Statement as the foundation for financial planning at the district and college levels. Financial planning is integrated with and supports institutional planning. (IIID-12, IIID-13, IIID-14, IIID-15, IIID-39)

At Yuba College, institutional planning starts at the departmental level through program reviews, which is a comprehensive process that includes administrators, faculty, staff, and students as appropriate. Program reviews are used to evaluate individual programs and include recommendations for new faculty, classified staff, facilities, technology, and instructional and non-instructional equipment, which serve as the basis for financial planning. These are completed and reviewed on an ongoing cycle. Depending upon the type of recommendation, these are fed into various committees for college-wide ranking:

- Faculty Staffing Committee for faculty requests,
- Educational Resources Planning for equipment,
- District Technology Committee for technology recommendations,
- Perkins/VTEA Local Planning Team for Career and Technical Education program funding of new initiatives.

These various committees forward their prioritized recommendations to the Yuba College President, who then participates in the overall district budget development as part of the Chancellor's Executive Team (CHEX). It is at this level where deans and faculty believe that their input into the budget process ceases, other than carrying out reductions in their annual allocation due to budgetary constraints. (IIID-16)

There are several structures and processes in place that facilitate the overall financial planning at the district and colleges level and include a wide range of constituents. A regular assessment of the financial resources district wide is conducted by the District, and monthly reports are presented during open Board meetings. This information is compiled into an annual budget by the Vice Chancellor of Administrative Services and is then presented to the YCCD Chancellor and the members of the executive staff. Subsequently, this budget is shared with both the Yuba College Council and the District Consultation and Communication Council (DC3) members before being presented to the Board of Trustees. A budget subcommittee of DC3 was developed to create the Resource Allocation Model, and this group is still working on the process of

> All I have seen of this one the Senate seems to point at very little planning being done. I'm not sure we even have an allocation model in place yet.
>
> -Curriculum Committee Member
> Committee/Project Team Question of the Month
> April 2011

adopting and implementing said model, since 2009-10. (IIID-17, IIID-37, IIID-40, IIID-41)

Discussions regarding the status of the state budget and how it affects the district take place on an ongoing basis at executive staff meetings. This information, and possible correlating actions, is dispersed to all college constituents through regularly scheduled division, department, and committee meetings. Individual department and division budgets are the purview of the director or dean for each area, who consults with faculty and staff in their area. These budgets are then monitored by the Yuba College Fiscal Analyst, Vice President for Academic and Student Services, and President. (IIID-42)

> 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.
> -Curriculum Committee Member
> Committee/Project Team Question of the Month
> April 2011

The Chancellor has started a Strategic Plan development process that is being led by an experienced consultant and DC3 Committee members. All college constituents, including additional representatives from faculty, classified staff, administrators, and student government members are being invited to participate in and contribute to the development of this important planning process. (IIID-18, IIID-43)

All Measure J expenditures are guided by a Facilities Master Plan that was developed in 2005-06. This plan guides the scope of work for infrastructure and facilities improvement. The Citizen's Bond Oversight Committee regularly meets to audit and monitor the Measure J expenditures to ensure that they are in line with the intended process. Due to the economic downturn, the sales of Measure J bonds have not yielded the full amount planned, so the Board of Trustees has adopted further priorities for the remaining projects after considerable faculty, staff, and community input. (IIID-21, IIID-44, IIID-45)

SELF EVALUATION

While the processes and procedures are in place to ensure a systematic planning process, there is a common sentiment that the process stops with the submission of Program Reviews and ranking by the various Yuba College committees. For example, in the 2010-11 academic year, Yuba College planned to hire up to 14 replacement faculty positions. Hiring committees were started, applications screened, and interviews took place. Due to uncertain budget situations, all hiring searches were called off except for the one completed Microbiology position – even to the point of cancelling interviews the day before candidates were to arrive on campus. In contrast, the 2010-11 ending year balance increased by 3% at the same time that hiring was cancelled due to lack of funding. This opaque decision making at the district level caused a considerable amount of consternation and distrust in the budgeting process. (IIID-46, IIID47)

Other areas that need improving include the IE Model and Program Review process. While program reviews are completed and submitted, even reviewed by the Academic Senate, Curriculum Committee, and Vice President, there is a perception that the process stops there without an overall integration into the budget development process. Exceptions do occur in the area of Perkins/VTEA Planning Committee, which relies solely on the recommendations from the program review to create priorities for funding.

During budget cuts related to a workload reduction imposed by the California Community College Chancellor's Office in 2010, several sections were cut out of the course schedule development process. The Academic Senate discussed the priorities for classes, and this was used at the department-level

for decisions about reducing classes in the schedule. However, the retirement of 34 faculty since 2008 with only one replacement has caused the sentiment that the YCCD budget has been balanced through faculty vacancies at Yuba College.

PLANNING AGENDA

The standard is met and Yuba College will further work with the District to develop transparent overall budget development processes that are related to program review recommendations. The Curriculum Committee is reviewing the Program Review process and should include direction about incorporating recommendations into a standard budget development process. The Resource Allocation Model will need to be finalized and piloted with a district budget. The DC3 Strategic Plan will include recommendations for budget development, resource allocation, and program review coordination. These elements all exist in pieces, nevertheless, the overall coordination and implementation of each individual piece needs to be formally incorporated into the budget development process that is being developed through the DC3 committee.

Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. However, there is a common sentiment that program review planning is not fully incorporated into budget development even though the program review process has been improved by adding such activities as the Curriculum Committee review in 2004, the Office of the Vice President review in 2009, the production of a more substantial standard set of data elements in 2010, and the implementation of TracDat in 2011. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has

already identified three teams, one of which is currently addressing "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new District strategic plan based upon the recent Board of Trustees' Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements. (See Comprehensive Planning Agenda #2: Program Review for essential elements to be included in the planning agenda)

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

DESCRIPTIVE SUMMARY

Institutional planning initially takes place at the Yuba Community College District level, including resource availability and allocation, which has been perceived by some as an opaque process that results in unfair distributions of resources, as articulated in surveys of all college constituents. The Resource Allocation Model is currently being developed, although it has been in development from the committee for over two years. (IIID-19)

The largest percentage of Yuba College's financial resources is issued by the State's appropriation with additional revenues from property taxes and student fees. Additional financial resources are provided through state and federal grants, categorical programs, and partnership with businesses. State, federal, and local appropriations are granted to the District and divided up between both Colleges and District functions. Grant and categorical income is college specific depending upon the funding source and intended outcomes. Grant and categorical funding is consistent with the Yuba College Mission and there is a signature cover sheet to ensure all funding is appropriate. (IIID-53)

Many documents describing funding priorities used by institutional planners include the Yuba College Educational Master Plan, the Yuba College Facilities Master Plan, and the Technology Resources Master Plan. These documents provide the overall funding goals related to the Yuba College Mission. The Board of Trustees ultimately adopts the District budget and they have developed fiscally conservative guidelines, requiring a 6% ending fund balance, which is above the required state minimum of 5%, as well as requiring an additional 2% for campus improvements. During budget crisis, they have been willing to waive the additional 2% reserve above the 6% minimum requested. (IIID-20, IIID, 21, IIID-22)

The Yuba College Faculty Staffing Committee (FSC) is the main planning body for prioritization of new and replacement faculty positions. A pre-determined matrix that includes several factors such as number of faculty, availability of adjunct faculty, WSCH/FTEF productivity, enrollment, and class capacities among other items, forms the basis for the ultimate discussion about prioritizing faculty

hiring. Additionally, the co-chairs of the FSC meet annually with College leadership to adopt the matrix weighting based upon the needs and goals of the College. During the spring semester, the Yuba College President meets again with the co-chairs to assess the previous year's process and outcomes. The FSC does not rank every position submitted, but rather bases its final list on a reasonable number of positions which Yuba College might be able to afford. If the list is exhausted, then they will reconvene to provide further rankings. (IIID – 56, IIID-57)

The local bond program, Measure J, is driven from the Facilities Master Plan and ballot initiatives that voters approved in 2006. Expenditures within the Facilities Master Plan are prioritized by the Bond Planning Executive Committee at the district level and the Bond Steering Committee for Yuba College specific needs. Due to a reduction in bond capacities with the drop in housing values, the Board of Trustees has taken the lead to prioritize remaining bond projects to stay within current funding levels. The Citizen's Bond Oversight Committee oversees all expenditures for conformance with stated objectives and audit compliance. (IIID-21, IIID-45, IIID-54)

> I have participated in planning department budgets based on what was spent in prior years and what needs will be purchased for future.
> -All Classified Meeting
> March 4, 2011

Actions are taken at the district and college level to secure and utilize funds that further enhance the opportunities available for students. The YCCD Foundation works closely with donors and manages funds and endowments to support student scholarships. Additionally, through partnerships and proposals at the state and federal levels, Yuba College attempts to support services through interagency agreements and state and federal grants, some of which are intended to support the outreach and retention of low income, first generation college students. Instructional grants also serve as support for programs such as nursing, welding, and early childhood education. (IIID-23)

SELF EVALUATION

There is a common perception at Yuba College that retirements in the district, which the disproportionate majority have come from Yuba College, have been used to balance a yearly budget in lieu of systematic budgetary planning. The following chart exemplifies the large swings in faculty staffing as one example:

As part of the Institutional Effectiveness Model, the Faculty Staffing Committee (FSC) participated in a Planning and Shared Decision-Making Review. The FSC ranked amongst the highest committees on campus for orientation, purpose, and outcome. On the other hand, while the FSC feels that its work is recognized and mostly accepted within the decision making hierarchy, in 2010-11 Yuba College was approved for 14 rehire positions, began the process for all of these hires, then only ended up hiring one full time faculty position in microbiology, even cancelling hiring committees on the eve of interviews as candidates had already travelled to Yuba College. This decision, due to statewide budget constraints, did not sit well with constituents at Yuba College who have endured a large number of retirements without replacement as described above. (IIID-58)

The budget developmenet process is detailed in both the District Services Handbook and the Yuba College Council Handbook, but this process was abruptly changed in 2009 when the then Chancellor announced that YCCD would be moving to an expenditure based model (60% Yuba College, 24% Woodland Community College, 16% District) after

Standard IIID – Table 1

Year	Number of General Fund FT Faculty Retirements	Number of FT Faculty Retirements/ Resignations	Number of FT Faculty Replacements
2006-07	116	9	10
2007-08	117	7	10
2008-09	126	11	16
2009-10	116	13	1
2010-11	103	12	0
2011-12	92	1	1

10 faculty and 1.5 classified staff from Yuba College had been subtracted from the overall budget. This caused considerable distrust mainly due to the fact that the savings from these Yuba College positions were subtracted from the overall total, and then Yuba College was directed to cut its 60% proprtional share. In the following years, the budget development process has not been followed as detailed in **Standard IIID - Table 2**.

Yuba College, the mistrust and lack of transparency has been exacerbated by a funding model which has shifted three times in the past four years. Yuba College Academic Seante has been asking for a planning model that is not based on retirements. Yuba College faculty and staff felt that we do have a working budget development model – we just need to follow it. Yuba College and YCCD need to agree upon a working budget development process,

Standard IIID – Table 2

Year	Budget Development Process
2006-07	Per College Council Handbook
2007-08	Per College Council Handbook
2008-09	Per College Council Handbook
2009-10	60%-24%-16% Expenditure Model
2010-11	Did not follow Budget Development Process
2011-12	Did not follow Budget Development Process
2012-13	DC3 Budget Summit

In spite of the planning, which has changed rapidly due to extreme budget reductions from state allocations, but also due to a changing strategy from district leadership, the reserves have remained at a healthy level ranging from 5.2% in 2008-09 up to 21.9% in 2011-12 - after the prolonged five year budget crisis.

With the hiring of a new Chancellor in 2011, the District budget development process has moved to the DC3 committee. The Resource Allocation Model is in its third year of development without implementation. It was overlaid on the current budget for information, but no subsequent adjustments have has occurred. Further, the final Resource Allocation Model has not been formally adopted and the formula is unknown to college leaders. It is the intent of the new, open budget planning model to utilize the Resource Allocation Model, which is long overdue, but this will not occur until the 2013-14 budget year at the earliest. Budget planning processes will continue to be reviewed and refined to further meet the planning structures and processes identified in this standard. (IIID-24, IIID-41, IIID-60)

PLANNING AGENDA

The Resource Allocation Model is looked upon to answer inequity questions from the Yuba College point of view. While it has been convenient to balance the District budget with retirements from

including the adoption of the Resource Allocation Model at the district level. This process is currently being studied by DC3, however, YCCD still has the previous model in District handbooks. The DC3 Committee and District-level planning will codify a process for all units in YCCD and this will help with buy-in from Yuba College.

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation

process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

> **III.D.1.c.** When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTIVE SUMMARY

To ensure financial stability, the Yuba Community College District includes financial priorities, liabilities, and obligations when making short-range financial priorities. The District clearly identifies and plans for payment of liabilities and future obligations. This information, including the District's responses, is included in annual audits and available for public review at www.yccd.edu/vcas/audits.html. YCCD makes it a priority to fully fund obligations as AP 6305 – Reserves spells out. The Board of Trustees' require a budget that contains a 6% minimum reserve with an additional 2% reserve for campus enhancements. (IIID-25, IIID-55)

The District handles all financial planning related to the payment of the College's liabilities and future obligations. The College, through the District, integrates its long-term liabilities in planning decisions related to short-range financial plans. These liabilities include retiree health and other post-employment obligations, expenditures on legal obligations and utilities, and other obligations for future total compensation expenditures established by bargaining agreements. YCCD completed an actuarial study of its liability, which was current as of 2008 and was updated in 2011. Through this study, it has been determined that the unfunded actuarial accrued liability is $33.6 million with a "pay as you go" yearly cost of $1.4 million. At this point, funding for the liability is not impacting the short range plans, and these liabilities are planned into the budget development process. YCCD adheres to the Government Accounting Standards Board (GASB) Statement No. 45 that requires annual funding of post-employment benefits, and has identified plans to meet these future obligations. (IIID-59, IIID-80)

The College, through the District, also has other long term financing obligations through Solar and Central Plant sustainability projects implemented in 2010. Other long term obligations include building maintenance cost as a result of the passage of Measure J, total cost of ownership considerations, and the replacement of capital equipment. These have presented additional budgetary burdens that must be considered when making short-term planning decisions. College level short-term decisions take into consideration the replacement costs of instructional equipment and their life span, program review needs and their long term support, and other reports or recommendations coming from advisory boards. The Board of Trustees has developed a sub-committee to specifically discuss financial matters and report to the overall board. (IIID-73)

> Last year's reduction of the Summer session, was a plan for avoiding some cuts in funding. It was a short range plan to consider the long range financial priority.
> -YC Bond Steering Committee Member, Committee/Project Team Question of the Month April 2011

SELF EVALUATION

Yuba College meets this standard. Board Policies and careful planning have limited the amount of long-term liabilites. Those that exist are included in the budget process.

Measure J expenditures are programmed to be in line with the Facilities Master Plan and are overseen by both the Citizen's Bond Oversight Committee, Bond Executive Planning Committee, and Yuba College Bond Steering Committee. All expenditures are audited on an annual basis. To date, general fund dollars have not been used in conjunction with Measure J capital funding, further demonstrating the fiscally conservative planning with Measure J construction projects.

PLANNING AGENDA

None.

> **III.D.1.d.** The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTIVE SUMMARY

Yuba Community College District has had a budget development process, as described in the District Services Handbook and Yuba College Council Handbook, since 2004-05. This process allows for the participation of constituents in the development process. The process was utilized from 2005 until 2009, when it was abandoned for a 60%-24%-16% resource allocation model for one year before reverting to a rollover model with modest changes. The process as described in the handbooks has not been followed since 2008. During Convocation 2011 discussions, Yuba College felt that the existing process could work – if it was just followed. During the 2011-12 academic year, the YCCD District Consultation and Communication Council (DC3) was working on initiating, facilitating, and implementing a model and planning process that defines the District's guidelines for financial planning and budget development. The YCCD Resource Allocation Model was initially studied in 2009 but had not been adopted as of 2012. This plan has promised to allow all constituents appropriate opportunities to participate in the development of institutional plans and budgets. The YCCD Budget Principles, as defined by the District and presented by the Vice Chancellor of Administrative Services, are that the budget be "Transparent, Comprehensive, Conservative, and Balanced (on-going expenditures balanced with one-going revenues)." As a result the DC3 Committe has convened Budget Summit group to take the lead on both developing the guidelines for the 2012-13 budget and the process for future budgets. (IIID-27, IIID-28, IIID-29, IIID-42, IIID-61)

> How do we divide up the pie if we don't know what the cut is?
> -Convocation Break-Out Discussion
> August 2011

Budget development guidelines are communicated to budget managers through the President's office following timelines and guidelines developed by the district. Budget managers then develop parameters for their line item requests and forward them to the President, who presents them at the Chancellor's

> No understanding of what the allocation model is since multi-college conversation.
> -Convocation Break-Out Discussion
> August 2011

Executive Team meeting for discussion before they are forwarded to the District'sFiscal Office.

The process for creating the Resource Allocation Model included a review of districts with similar obligations and resources, as well as expenditures from the previous year. The DC3 Budget Sub-Committee presented a draft of an allocation formula to the Vice Chancellor of Administrative Services for further assessment, who then presented the draft to the former Chancellor and the YCCD Board of Trustees in June 2011. The model was overlaid on the 2011-12 budget, but was not used in formal development of the 2012-13 budget. Due to an anticipated workload reduction in 2012-13, the Budget Summit has taken the lead in developing the YCCD Budget assumptions. (IIID-30, IIID-37)

SELF EVALUATION

The standard is met. The current plan is to have a participatory financial planning and budget development process that allows for collaboration of all constituent groups. DC3 will be the driving force, but the Budget Development Timeline was not followed in preparing the 2012-13 budget. The new Chancellor is utilizing DC3 and the Budget Summit for developing a long-range budget development. The Academic Senate has asked that faculty hiring follow the prescribed process in the 2011-12 year as the Yuba College President presented the prioritized hiring list to the Board of Trustees in December, but the hiring never materialized until late in March. There is hope that DC3 and the forthcoming financial planning processes, as supported by the new Chancellor, will be widely considered a positive change from past financial planning processes. (IIID-57)

PLANNING AGENDA

The plan for the future is to continue to implement avenues that encourage a broad based financial planning and budget development process that includes all college constituents. The DC3 Committee is currently developing a budget for the 2012-13 fiscal year and the Resource Allocation Model must be finalized, shared, adopted, and implemented in the budget development process. (IIID-60)

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTIVE SUMMARY

Within the Yuba Community College District, and at the individual colleges it encompasses, the financial management systems have appropriate control mechanisms that ensure the financial integrity of the district and colleges and allow for widely disseminated dependable and timely information that reflects sound financial decision making. Financial documents, including the budget and independent audit, reflect an appropriate use of financial resources to support student learning programs and services. Additionally, institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. There have been 15 unqualified opinions and seven qualified opinions since 2009 and all audit findings have been responded to in a timely manner. (IIID-82)

The District uses Datatel's Colleague electronic program, which is widely used within community colleges throughout the state, for its financial and other processes. For example, the administrative departments use the program for accounts payable, accounts receivable, purchasing, payroll, student enrollment, and fee payment and collection. Additionally, other student service administration is managed through Datatel, including federal and state grants and scholarship and student loan disbursements. The advantage of using one system district-wide is that the processes interface, which allows queries to be run and numerous reports may be generated for the benefit of offices that share and overlap responsibilities. The system has a strong set of internal controls and protocols that only allow authorized users to view or work with specific processes. The system may allow data only view to users whose access to the information is necessary, while limiting working access to those who are responsible for managing the data. This latter category requires identification and a password, which is changed every 90 days for added security. This system allows for a wide and timely dissemination of data for sound financial decision making. (IIID-31)

Financial information is widely available from a published adopted budget to individual budget reports from Colleague. Any Colleague user who has access to financial information can run a budget report that shows expenditures, encumbrances, remaining totals, and other information. This is routinely completed by administrators, secretaries, purchasing clerks, and other support personnel who have job responsibilities for ordering supplies and balancing departmental budgets. The district has established specific spending limits where purchases

over $500 require a supervisor approval and purchases over $5,000 require additional approval from a higher level administrator. The Purchasing Department is responsible for performing the formal bid process for purchases over $50,000. However, the Governing Board is responsible to award any contract that exceeds the amout as outlined in Public Contract Code 20651 (a) this amount is adjusted annually for inflation and will vary from year-to-year pursuant to PCC 20651 9(d). ($81,000 for calendar year 2012) The Purchasing Handbook, which articulates these policies, was revised in 2012.

The District undergoes an annual audit conducted by the external auditing firm Matson and Issom, who have been selected through an open, competitive process. They review all financial processes and records at the district and college level, which includes the Fiscal Services and the Student Financial Aid Office. Audit findings are communicated appropriately and in a timely manner to those departments affected by the findings and actions in regard to the findings are quickly initiated. The process for readying materials for the auditors prior to their bi-annual visits to Yuba College includes the Business Office disseminating a list of all the items requested by the auditing firm, which are organized for and addressed by the responsible departments and managers. The Fiscal Services Office ensures that all department managers provide all requested documentation to the auditors in a timely fashion. Any findings that are not satisfactorily resolved the department level are officially communicated by the auditors to the department manager. These findings are also presented to the Fiscal Services Office Director. Managers are given a specific period of time to respond to the findings and all findings and responses are included in the annual YCCD Audit Report. A final report is presented to the Board of Trustees, with follow-up actions required. (IIID-32, IIID-34, IIID-35)

The audit process is to schedule two visits from the audit firm. One visit is considered an interim visit where the auditors do a preliminary review of the College's records. The final visit consists of audits of closed fiscal year as well as ensuring the District's compliance with the appropriate Federal, State, and Local rules and regulations, as well as Generally Accepted Accounting Principles and the Government Accounting Standards Board (GASB). YCCD must submit the final audit report to the Chancellor's Office by December 31st, according to Contracted District Audit Manual (CDAM). Therefore, in order for YCCD to meet this deadline, financial records

must be closed or nearly closed by September 17th in order for the auditors to wrap up their audit. The audit firm provides a list of items by the end of April and that list is distributed to appropriate areas for collecting those items and forwarding to auditors for their review and analysis. The auditors also have follow up requests in case questions arise based on the materials provided. It is also a norm for the auditors to interview various administrators and staff to ensure that there are no fraudulent activities around the district. (IIID-72)

SELF EVALUATION

The standard is met, and the Yuba Community College District and Yuba College will continue processes and procedures to meet this standard. The new Chancellor has required a detailed plan be presented to the Board of Trustees to respond to any audit findings in a timely manner. This plan appears monthly until all audit issues are resolved. In addition, Datatel training allows end users to stay up to to date with current management information software.

PLANNING AGENDA

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

DESCRIPTIVE SUMMARY

Utilizing Datatel's Colleague system, appropriate financial information is provided throughout Yuba College. Every department secretary and other appropriate staff have been trained on the system, including the financial component. Budgetary and other financial information is available and accessible to all appropriate staff through an identification and password process. Financial data, including budget and purchase requisition and purchase orders, can be easily tracked and reconciled electronically for accurate budget reconciliation. A budget handbook was revised and adopted in 2012. Additionally, students' financial information can be tracked and reconciled electronically.

A budget handbook is developed every year and a hard copy is disseminated to all budget managers and department secretaries. The budget handbook is further available on the college website. Overall budget planning and updates are presented to the Board of Trustees throughout the year. (IIID-33)

Standard IIID – Table 3
Adopted Budget

Year	2007-08	2008-09	2009-10	2010-11	2011-12
Reserve Amount	$3,913,962	$3,306,772	$2,507,027	$4,589,310	$7,323,921
Percentage of total budget	8.58%	6.81%	5.97%	8.90%	15.85%

SELF EVALUATION

The standard is met and the college will continue efforts to meet the standard. Financial data can be obtained from the YCCD Budget Handbook. Datatel System, and recently the MyCampus Portal.

PLANNING AGENDA

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTIVE SUMMARY

In spite of the recent statewide fiscal cuts to California community colleges, YCCD has been able to hold reserves that are significantly above the recommended levels. By planning for the "worst case scenarios" given by the statewide Chancellor's Office, YCCD has grown its reserves during this timeframe. However, it has been noted earlier that these reserves have grown in contrast to layoffs and retirement incentives over the past 3-4 years, which impacted Yuba College significantly. Nevertheless, YCCD has maintained sufficient reserves and risk management funds to operate the District and meet unforeseen financial emergencies. (IIID-62, IIID-73)

Intermittent funding from the state has been deferred in order to balance the overall state budget from the legislature in recent years. These deferrals and transfers are a bookkeeping game to balance the statewide budget in any given year. The impact to Yuba College is that monthly cash flows range from a deficit of $3,903,900 in November 2011 to an excess of $9,564,600 in December 2011 over the past 12 months. As a result, YCCD has yearly established a borrowing system, TRANS, designed to cover short range cash flow shortages. In the past two years, the credit rating of YCCD has increased, yielding a more favorable rate of TRANS borrowing for the District. (IIID-63, IIID-83)

SELF EVALUATION

The standard is met. Yuba College and YCCD have sufficient reserves as noted **Standard IIID - Table 3**.

PLANNING AGENDA

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY

Yuba College practices effective oversight of finances, including management of financial aid, categorical grants, external contractual agreements, and foundation funds. The annual audit process includes detailed information on the processes used to evaluate the fund management of federal and state externally funded programs, such as financial aid and other categorical programs. Two audit visits are scheduled every year: the first visit is a preliminary review of records and the second visit is a comprehensive audit of closed financial records for compliance with state and federal laws and generally accepted accounting principles. Annual allocations and end-of-the-year reports are audited to ensure compliance with accounting methods and federal and state regulations. (IIID-36)

A close working relationship exists between the Yuba Community College District's Fiscal Services Office and the Yuba College Financial Aid Office to ensure adherence to federal and state regulations, maintain an appropriate separation of duties, and create

End of the year reports required by state, audits, regular reporting available for public review, Board oversight, policies and procedures.
-Web-based Question of the Month
January 2011

transparent processes regarding the administration and disbursement of student funds.

YCCD receives audit advice yearly and addresses concerns identified. A yearly audit response plan is developed. Annual audits examine the previous year's recommendations for compliance. YCCD has not had any material findings in any of the past five years. Additionally, the newly hired Chancellor has presented an Audit Finding Report to the YCCD Board of Trustees at every meeting and will until all items are sufficiently resolved. A separate Audit Committee subcommittee of the Board of Trustees has been established to understand and act upon any unresolved audit items. (IIID-32, IIID-72)

> 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.
>
> -Web-based Question of the Month
> January 2011

Several groups participate in YCCD Foundation activities and Yuba College fundraising efforts. These groups represent such programs as athletics, fine and performing arts, veterinary technology, culinary arts, automotive technology, and student clubs and organizations. Each group is representative of the goals of YCCD and the Yuba College Mission. The YCCD Foundation has a separate board to oversee the operations and fiscal records, and they are responsible for overseeing the management of foundation investments and the distribution of funds in accordance with donor wishes. Student clubs and organizations are under the auspices of the Associated Students of Yuba College, and adhere to the rules and regulations for their activities. The Director of Student Activities and YC Fiscal Analyst ensure that fund raising and expenditures are in line with adopted procedures. (IIID-66, IIID-67)

SELF EVALUATION

Yuba College meets this standard and will continue efforts to meet this standard. Overall fiscal responsibility for YCCD rests with the Chancellor, President, Vice Chancellor for Administrative Services, and the Board of Trustees. They receive monthly budget reports and determine fiscal

direction for the District and College. All grants and external contracts must be approved by the board or its delegate – the Chancellor. A grant/contract check sheet has been developed to further review all proposals are in accordance with the College Mission and that fiscal implications are clear. (IIID-53, IIID-71)

Financial Aid auditing is a part of the overall district audit process, in addition to the Financial Aid Office submitting required federal and state reports. The Financial Aid Office employs a Financial Aid Technical Analyst whose duties include serving as the lead person in interpreting, developing, and monitoring federal and state financial aid programs, tracking student payment processes, and reconciling federal and state programs. Cohort default rates are discussed and analyzed at both the college and district level. These are rising, but well within normal limits. Recently, Woodland Community College looked into the possibility of not offering student loans. Knowing that this would have District impact, this decision was discussed at the Chancellor's Executive Team (CHEX), the District-College Academic Senate meeting (DCAS), the Yuba College Council, and the District Academic and Student Services (DASS) meetings. (IIID-65, IIID-68)

PLANNING AGNEDA

None.

> **III.D.2.e.** All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTIVE SUMMARY

The use of all foundation, grant and contract resources meet the Yuba College Mission. Funds from fund raising, contracts, and grants are used in accordance with procedures established for Yuba College and YCCD. A grant/contract signature sheet ensures that the goals of the funding are in line with the operations of the college, including fiscal implementation, monitoring, and reporting. The YCCD Board of Trustees has granted authority to the Chancellor for signature authority for certain items up to $100,000 provided that a monthly report is presented to the board. (IIID-53, IIID-70)

The ASYC Constitution and fiscal reporting governs all the financial matters of the ASYC. The Director

of Student Activities and the Yuba College Fiscal Analyst ensure that expenditures are in line with adopted procedures. (IIID-67)

SELF EVALUATION

Yuba College meets this standard and will continue efforts to meet the standard. All financial resources follow developed processes and procedures, and are monitored and audited in a timely manner.

PLANNING AGENDA

None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY

Contracts with external agencies are consistent with the mission and goals of Yuba College and they include sufficient oversight to maintain the integrity of the college. Yuba College employs a variety of contractual agreements, including purchase orders, construction contracts, consultant agreements, and lease purchase agreements. The Director of Purchasing and Contracts, along with the Vice Chancellor for Administrative Services, ultimately are responsible for all contracts. At the college level, a grant/contract check sheet was developed in 2010 to ensure that all contracts and grants received appropriate scrutiny and review – including consistency with the mission and appropriate financial controls. When necessary, legal counsel has been employed in contract development. To limit liability for the District, only a few senior administrators are designated as appropriate signature authorities to enter into a contractual agreement.

As part of the 2010 Institutional Effectiveness Model review, the Curriculum Committee recommended that all pending grants be placed on the Curriculum Committee agenda for information. This was in response to a number of Workforce Investment Board Grants that were unknown to general faculty members. Now, the Curriculum Committee is kept abreast of any grants and contracts that deal with instructional matters.

SELF EVALUATION

Yuba College meets this standard and will continue efforts to meet the standard. The Vice Chancellor for Administrative Services and the Director of Purchasing and Contracts are responsible for reviewing all contractual agreements with external entities for compliance with established codes, regulations, and District policies and procedures. The purchasing department follows established administrative procedures to ensure that all contractors are licensed, insured, and approved to perform the specified services. The Purchasing Department also oversees the competitive bid process when contracts are over $15,000. (IIID-71, IIID-75)

The Director of Purchasing and Contracts is responsible for ensuring that the college adheres to state regulations and purchases equipment and supplies at the best possible price. The purchasing department works with individual departments for both formal and informal bidding processes, depending upon the projected cost of a purchase order (PO) and/or if it falls above or below the state-mandated requirement for competitive bids. All purchasing starts with a Datatel entry, followed by the appropriate managerial approval. The purchasing handbook, which was revised in 2012, defines bidding and expenditure limits of purchasing activities. No purchases can be entered without sufficient funds encumbered in an account. The purchasing department then reviews all purchase requests and creates a purchase order. Upon receipt or verification of delivery, accounts payable then processes the invoice. (IIID-74)

PLANNING AGENDA

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY

The college regularly evaluates its financial management processes and the results are used to improve financial management systems. This occurs in two areas: internal and external. Audits are the primary source for externally evaluating financial management processes and the Institutional Effectiveness (IE) Model is the primary source for

internal evaluation. Every administrative service undergoes a full program review every four years with annual updates in the between years. This Administrative Service Review combines with the Planning and Shared Decision Making Model to form part of the Long Range Planning Cycle for YCCD. Feedback and findings from these external and internal processes are used to improve financial management systems. Further, individual departments have additional requirements such as national accreditation (i.e. Veterinary Technology and Radiologic Technology) and grant funded programs (i.e. EOPS and Educational Talent Search) which are also used to improve financial management systems. (IIID-25, IIID-32, IIID-72, IIID-76)

SELF EVALUATION

Yuba College meets the standard by completing an annual evaluation through the Administrative Services Review and the annual external audit. Yuba College uses these results to improve its financial management systems.

The Board of Trustees approves both a tentative budget and an adopted budget each fiscal year. Additional adopted budgets may be changed upon board approval. Quarterly fiscal reports are made to the board and the board has started a subcommittee to monitor district finances. Once the district budget is adopted, all budgets are loaded into the accounting system, Datatel, and can be easily accessed by individual departments for their own budgets. Throughout the fiscal year, monitoring takes place by the Yuba College Fiscal Analyst, who reports to the President on a weekly basis during the President's Leadership Team Meetings as a standing item. Various departments on campus are integral to the financial management system, including the purchasing department, who oversee all purchases. Further financial monitoring takes place due to the fact that no purchase can be made without sufficient funds in an individual account. Budget transfers require the signature of a budget manager for further controls. (IIID-29, IIID-33, IIID-73, IIID-74, IIID-77)

PLANNING AGENDA

None.

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

DESCRIPTIVE SUMMARY

The Vice Chancellor for Administrative Services, Chancellor, and Yuba College President are all charged with maintaining and monitoring the College's finances. Yuba College systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement. The IE Model forms the basis for self-evaluation, all the way from the individual department program reviews to the district level administrative services review. The District maintains reserves well above the recommended California Community College Chancellor's Office level for fiscal reserves and the budget is developed using a series of checks and balances. The Board of Trustees approves the budget assumptions, the tentative budget, and the final budget. Others included in the process include the district Director of Fiscal Services and the Yuba College Fiscal Analyst. When using the adopted budget, budget managers (typically a dean, director, or vice president) must approve purchases and appropriate funds must be encumbered prior to a purchase order being developed. Datatel provides for real-time monitoring of department and college budgets. Pertinent reports are run by budget managers to monitor expenditures and encumbrances.

SELF EVALUATION

The standard is met. The budget development process begins with the Chancellor and Vice Chancellor presenting budget assumptions to the Board of Trustees. Individual college budgets are then determined, although it is a common perception as to the rationale for exact resource allocation is opaque. Nevertheless, Yuba College then develops its own budget based upon this determined amount, which includes all personnel and non-personnel expenses. When changes to the Yuba College budget are made, either due to growth income or due to significant needs, these are originally identified in either the academic, student services, or administrative services review processes. These program level priorities for Yuba College are developed and are fed into the budget development process. This budget development process has been spelled out in both District and College handbooks. Currently, the DC3 committee has created a Budget Subcommittee to look at the budget development assumptions and a modified zero-based budget process that will be utilized for the 2012-13 year. The need for transparency and following an agreed-upon budget process in order to have significant

buy in from all college constituents was discussed at the 2011 Yuba College Convocation. Yuba College and YCCD will need to create a budget development process and stick to this process in the upcoming years.

PLANNING AGENDA

YCCD must finalize and implement the Resource Allocation Model and develop a budget development process that is fully utilized, not just sitting in the District and College handbooks. Convocation breakout sessions pointed to the need for a budget process or following our previous process.

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

EVIDENCE IIID

IIID-1   YCCD Annual Budget
IIID-2   YC Annual Budget
IIID-3   YCCD Resource Allocation Model
IIID-4   YCCD BP 6200 Budget Preparation
IIID-5   YCCD BP 6250 Budget Management
IIID-6   YCCD BP 6300 Fiscal Management
IIID-7   YCCD AP 6250 Budget Management
IIID-8   YCCD AP 6300 Fiscal Management
IIID-9   CCCCO Yuba Fiscal Trend Analysis
IIID-10   YCCD Measure J Bond Overview
IIID-11   YCCD Financial Reserves
IIID-12   YCCD Mission Statement
IIID-13   YC Mission Statement
IIID-14   YCCD Institutional Effectiveness (IE) Model
IIID-15   YCCD Board of Trustees' Strategic Directions
IIID-16   YC Program Review Process
IIID-17   YCCD Annual Budget Reports
IIID-18   YCCD DC3 Strategic Plan Design Sub-Team February 10, 2012
IIID-19   Question of the Month Committee/Project Team/ASYC April 2011
IIID-20   YC Educational Master Plan
IIID-21   YC Facilities Master Plan
IIID-22   YC Electronic Resources Master Plan
IIID-23   YCCD Foundation
IIID-24   Planning and Shared Decision-Making Process Review Handbook
IIID-25   Annual YCCD Audits
IIID-26   YCCD Labor Contracts
IIID-27   YCCD District Consultation and Communication Council (DC3)
IIID-28   YCCD Resource Allocation Model Adoption
IIID-29   YCCD Budget Update Presentation September 2011
IIID-30   Process for YCCD Resource Allocation Model
IIID-31   Datatel's Colleague Program
IIID-32   YCCD Board of Trustees Agenda Item – Audit Response Plan Report, April 2012
IIID-33   YCCD Budget Handbook, 2011-12
IIID-34   External Auditing Firm Matson and Issom
IIID-35   YCCD BP 6400 Audits
IIID-36   YCCD BP Fiscal Management
IIID-37   YCCD Board of Trustees Resource Allocation Model Presentation, June 2011
IIID-38   YCCD Chancellor Evaluation Criteria, August 3, 2011
IIID-39   YCCD Board of Trustees Vision 2011
IIID-40   YCCD Ad Hoc Budget Task Force Minutes, January 11, 2010
IIID-41   YCCD Board of Trustees Resource Allocation Model Development, January 2010
IIID-42   Budget Development Timeline
IIID-43   YCCD DC3 Minutes January 30, 2012
IIID-44   YCCD Citizen's Bond Oversight Committee Minutes November 26, 2007
IIID-45   YCCD Board of Trustees Minutes June 8, 2011. Measure J Funding Priorities for Sutter
              Center and Clearlake Faculty
IIID-46   Academic Senate Minutes November 10, 2011. Cancellation of Hiring Process
IIID-47   YCCD 2010-11 Final Budget
IIID-48   Vice President Program Review Reminder Email January 4, 2012
IIID-49   Sample Program Review Feedback - Vet Tech August 2011
IIID-50   YC Convocation Breakout Session Discussions 2011
IIID-51   Academic Senate Minutes – Course Cancellation

Standard IV
Leadership and Governance

DEVELOPMENT PROCESS
Standard IV A
Decision-Making Roles and Processes

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	*Date(s)*
YC Senate Leadership	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College	2/8/11
Convocation	8/10/11
All-Yuba College	9/12/11

Question of the Month Input

Question Date	*Responses*
February 2011 web -Standard IVA2a	20
February 2011 web - Standard IVA2a	19
February 2011 all-YC meeting – Standard IVA2a	18
February 2011 all-YC meeting – Standard IVA2a	7
February 2011 division/department – Standard IVA2b	25
(Nursing, Health/PE, Admin of Justice, Clear Lake Campus, Public Safety)	
February 2011 division/department – Standard IVA2b	20
(Nursing, Health/PE, Admin of Justice, Clear Lake Campus, Public Safety)	
February 2011 all-Yuba College meeting – Standard IVA3	8
April 2011 all-Yuba College meeting – Standard IVA1	9
April 2011 all-YC meeting – Standard IVA1	4
April 2011 web – Standard IVA1	8
April 2011 division/department - Standard IVA2b	45
(Athletics, CTE, Social Science, Fine/Language Arts, MESH, Nursing, Clear Lake Campus, Public Safety, YC Leadership, College Success Center)	
April 2011 web – Standard IVA5	7
May 2011 – Standard IVA3	18
(Bond Steering, SLO, Public Safety, Nursing)	
May 2011 – Standard IVA3	8
(Bond Steering, SLO, Public Safety, Nursing)	
May 2011 – Standard IVA3	18
(Bond Steering, SLO, Public Safety, Nursing)	
	Total: 234

DEVELOPMENT PROCESS
Standard IV A
Decision-Making Roles and Processes

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	7/15/11
Draft posted on YCCD portal	9/28/11
Subcommittee meeting for final draft	7/20/11, 7/28/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1 posted	11/8/11 – 12/16/11	7 responses
Draft 2 posted	2/9/12 – 3/30/12	2 responses
Cover-to-cover draft posted	5/21/12 – 6/4/12	2 responses
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	11/8/11, 12/7/11, 2/9/12, 6/4/12
College Council	
Deans & Directors	
Academic Senate	

Standard IV:
Leadership and Governance

Standard IVA: Decision-Making Roles and Processes

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

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

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

Yuba College administrators, faculty, staff, and students have multiple avenues for participating in improving the practices, programs, and services the college provides, as well as assisting in advancing the offerings available for the student population served. Many plans and committees are in place to work at maintaining and evolving the resources at Yuba College to create an environment for empowerment, innovation, and institutional excellence that places "students first," as defined by the Yuba College Mission Statement. Responses within surveys of all college constituencies cite the consistent dedication of faculty and staff to identify and set institutional goals that relate to serving the student population. (IVA-1, IVA-2)

In the transition from a single-college district to a multi-college district, compounded with severe state budget funding restrictions, the shared-decision making model at Yuba College has necessarily transformed over the last six years. The uncertainty of district versus college responsibilities, the sentiment that decisions were based on top-down mandates from district officials without consultation as to the college-level impact, and suspicions about a lack of significant local input all manifested in a growing distrust of district level operations and a perceived lack of true authority at the college level. The process for input into decision making at the district level has been seen as suspect by Yuba College personnel. Once the multi-college transition was complete, it became apparent that not all structures and functions were separated and distinct; some level of coordination and communication was missing in the system and Yuba College personnel continuously reiterated this message. Due to the insistence of Yuba College personnel to create a common recommending body in the district, the District Consultation and Communication Council (DC3) was created in 2010. Additionally, a change in board membership in 2010, and the hiring of a new chancellor in 2011, has lead to a renewed sense of optimism because the existing decision making model is actually being followed, the disconnect between district and college roles is being discussed, and new processes have been developed as open and transparent decisions are made to streamline and consolidate servies to each college. (IVA-3, IVA-4, IVA-5)

Consistent with Legislation AB 1725 and stated within the Yuba Community College District Shared Decision Making Model, which is published in the annual Yuba College Council Handbook, faculty, staff, and students are provided the opportunity to "participate equitably and collegially in the decision-making processes of the college." These tenets were adopted during 2000-2003 by the Yuba Community College District through a participatory process that included several committees and the District Council. This model is designed to serve the entire district, and the guiding principles are applied to all college committees and councils. Yuba College personnel were instrumental in establishing a distrit-wide Academic Senate meeting with district officials – the District and College Academic Senate (DCAS) Committee – to deal with issues that went beyond the scope of the one college. Through multiple DCAS discussions, the Board Policy 3250 – Shared Decision Making Model was updated in 2010-11 to include the new multi-college structure. (IVA-6, IVA-7, IVA-8, IVA-9, IVA-10, IV-75, IV-76)

In 2010 the District Consultation and Communication Council (DC3) was established to connect all Colleges with the District in an ongoing and robust dialogue regarding institutional effectiveness, planning processes, and improving student learning. As stated in its purpose statement, DC3 serves as the district wide consulting, coordination, and communication body for planning, evaluation of institutional effectiveness, and continuous improvement of the district. Another primary purpose of the council is to serve as a forum for dialogue on major issues affecting the District and to make recommendations to the Chancellor. Information from these meetings, which include executives, staff, faculty, and students from across the District, is used to inform and get feedback from all constituent groups within the District. The Chancellor sponsors the Council, and the current (newly hired) Chancellor has stressed the importance of consensus in his leadership style and goals. This change in leadership has been portrayed and perceived as a new beginning for the leadership model and system of shared governance at Yuba College. (IV-77)

The main avenues for providing ongoing opportunities for faculty and staff to participate in institutional planning and improvements to enhance student learning occur through the program review process and Institutional Effectiveness (IE) Model. Following the transition from a single college district to a multi-college district in 2006, Yuba College (including the Clear Lake Campus) began a cycle of systematic and ongoing program reviews as an individual college. Academic Program Reviews are one of five components that comprise the IE Model, which contains responsibilities and opportunities for all academic and student service programs within the college and correlates with Administrative Procedures 3255 (Institutional Effectiveness) and Board Policy 3250 (Institutional Planning). Program

Reviews and annual updates are areas where departments and divisions make recommendations for improvements that are discussed, planned, and implemented as resources are available. Each program is on a four-year rotation cycle for a full self-study and provides an annual update in each of the remaining three years. Beginning in 2009, Program Reviews were incorporated into the IE Model Annual Report and are presented every year to the Yuba Community College Board of Directors for action. Despite this process, there is some sentiment among faculty and staff that the program reviews are not fully utilized and suggestions are not considered for implementation. As a result, the Yuba College Director of Planning, Research, and Student Success developed computerized analysis and feedback loops for program reviews to improve disseminating and utilizing the recommendations and information available regarding all programs and services the college provides. (IVA-18, IVA-19, IVA-20, IVA-21, IVA-22, IVA-23, IV-78)

The Yuba College Council and Clear Lake Campus Site Council are the representative bodies of the college and the primary committees for developing recommendations on college-wide issues and matters that may have a college-wide or district-wide impact. The Yuba College Council is sponsored by the Yuba College President, co-chaired by both the Vice President of Academic and Student Services and Senate President and has representation from management, faculty, classified staff, and students. The Clear Lake College Council is sponsored by the Yuba College President and the Clear Lake Executive Dean, and has representation from management, faculty, classified staff, and students. The Purpose Statements of the Councils identify strategic directions and student learning outcomes that they aim to address through a system of review, consultation, and recommendation in

correlation with all campus committees, teams, and departments. All committees, councils, and project teams report through the College Council except those that have district-wide impact or entail specific governance authority by law (i.e. Academic Senate). (IVA-25, IVA-26)

Many committees and project teams are in place to work towards accomplishing goals set within the Yuba Community College District Board of Trustees' Strategic Directions for Yuba College, which is a framework that established eight strategic directions for Yuba College between 2007 and 2012. The Strategic Directions were developed through a process that included open participation, and they were adopted by the Yuba Community College Board of Directors on September 9, 2007. Each component has several steps towards completion and each are annually assessed and updated on an ongoing basis. These strategic directions form the basis of the Yuba College Educational Master Plan Committee structure and management goals, among other items. In 2011, the newly hired Chancellor engaged the Board of Trustees to develop a YCCD Vision Statement which is currently being used as the framework for the DC3 Strategic Plan under development. (IVA-24)

Committees are established to address the needs of the student population through facilitating the creation and enhancement of institutional programs and services that achieve the values and goals of the college, as defined by the mission and vision statements. Current committees established and active at Yuba College include the Academic Standards Committee, the Basic Skills Initiative Committee, the Bond Steering Committee, the College Access and Awareness Committee, the Curriculum Committee, the Diversity Committee, the Faculty Staffing Committee, the Flex and Staff Development Committee, the Institutional Animal Care and Use Committee, the Student Learning Outcomes Committee, the Perkins/CTE Local Planning Team, and the Safety Committee.

During the year of their full program review, all committees complete a self evaluation to assess their effectiveness as a governing body. This part of the Institutional Effectiveness (IE) Model involves completing a survey on shared governance that includes questions regarding each member's orientation into the committee, their understanding of the responsibilities of the members and leaders of the committee, their views on the purposes and progress of the committee's goals, and the

> What example should be used to show that individuals groups at Yuba College use the governance process to enhance student learning?
> - Nursing Subcommittee with Student Representative
> - SLO Process
> - FLEX – Staff Development Committee
> - Academic Senate
> - ASYC Student Representative on YC Council
> -All YC Meeting
> April 12, 2011

effectiveness of the communication within the committee and from the committee to its college constituents. The information from these surveys is used internally and externally to systematically improve the processes of the committee and to address the intended purposes served by the committee for the college. The results are used to improve the effectiveness as they are shared with the respective committees, ultimately to be incorporated in the next annual program review update. The committees are also asked to provide feedback about the assessment questions to ensure that they are evolving to appropriately assess the committee's purpose and accomplishments. All surveys from the committees are collated and presented to the Board of Trustees as part of the program review process and IE Model. This Planning and Shared Decision making review is an integral part of the IE Model and maintains quality improvement at Yuba College. Additionally, all Yuba College committees must identify the Board of Trustees' Strategic Directions they support and the relevant Student Learning Outcomes that are supported. (IVA-27)

Within the District Services Handbook the following elements for each committee are available to inform all interested individuals or groups: a purpose statement that outlines the committee's purpose; an overview of its guidelines, parameters and resources; the designated meeting schedule; and a list of the current committee members. Additionally, the overview details how information from the committee will be communicated, including calls for agenda items, agenda distribution, and the public release of minutes. Per the IE Model, each committee's purpose statement also details the branches of shared governance recommendations will move through to implement ideas and share pertinent information, as appropriate to particular committees. (IVA-28)

Institutional decision making and shared

governance at Yuba College are processes that include project teams, committees, the Academic Senate, administrators, and the College Council. Evidence of this is in the adoption of major plans that establish and organize the goals and objectives of the college. The processes utilized within the 2010 creation of the 2010-2016 Yuba College Educational Master Plan (EMP) and the Yuba College Diversity Plan are representative of this established system of shared governance. The Yuba College EMP began through the development of and discussions by a steering committee that contained representatives from all components of the college. An evolving plan was drafted and submitted to the Academic Senate, College Council, Directors and Deans, and Senate President Cabinet for review several times over a five-month period, during which time five drafts were revised according to feedback received. The EMP was presented to the Board of Trustees in January 2011. The Yuba College Diversity Plan was sponsored by the President of the college, co-chaired by the Dean of Financial Aid and a Professor from the Fine Arts Department, and had representatives from professors across disciplines, counselors, classified staff, and students. Through a series of meetings, including full-day summer meetings, the committee drafted a Diversity Statement. The first drafts were seen as controversial by some college constituents, who felt that the draft was being presented prematurely and that there was pressure to adopt a draft before adequate time had been invested to discuss departmental impacts from the plan. The committee responded to this feedback by scheduling more meeting times to discuss and create a strong Diversity Statement that garnered support from all constituents. The drafted Yuba College Diversity Statement was presented to classified staff, the College Council, the Academic Senate, Yuba College Clear Lake Campus, Directors and Deans, and the Counseling Department. All provided feedback that was discussed, evaluated, and implemented as applicable. Before adoption, the Diversity Statement was reviewed by the Chancellor's Executive Team (CHEX) and presented to the Board of Trustees, who adopted the Diversity Statement on November 10, 2010. (IVA-37, IVA-38, IVA-39)

SELF EVALUATION

Yuba College meets this standard, and the college will continue efforts to make the purposes and actions of its branches of shared governance transparent and participatory. The Planning and Shared Decision-Making Process review, as one component of the IE Model, will continue to evaluate the effectiveness of each committee and strategically build upon data gathered. While Yuba College believes in its committees and the work that is produced, there was a growing sentiment that either (a) recommendations were being ignored, or (b) district level operations were infringing upon college level decisions without significant input from local constituents. The evaluation of DC3 with the new Chancellor has seen an improved perception in the district-level decision process.

> How do individuals bring forward ideas for institutional improvement?
> - Talk with Supervisor
> - Approach Dean/VP/President
> - Program Reviews, Advisory Committee, 5-year Plan
> - BSI Committee
> - Academic Senate
>
> -All YC Meeting, April 12, 2011

At Yuba College, institutional improvements through shared governance are shared by students, faculty, staff, and administrators. Students are represented by the Associated Students of Yuba College (ASYC); faculty by the Academic Senate; Classified Staff by CSEA; Directors, Deans, and Administrators by Management Groups; and the Yuba College Council and Clear Lake Site Council consist of a compilation of all constituencies. The various constituents also converge within committees, where specific objectives for the college are articulated and addressed. All committees are open to representation and input from faculty, staff, administrators, and students, although some committees have sporadic student representation due to a lack of volunteerism. Additionally, constituents from all aspects of Yuba College, ranging from students to administrators, cited in a recent survey several ways in which an individual can bring forth ideas for institutional improvement. They included talking with a supervisor; approaching a dean, the vice president, or president; asserting ideas within program reviews or advisory committees; and addressing the Academic Senate. (IVA-11, IVA-12, IVA-13, IVA-14, IVA-15, IVA-16, IVA-17)

Committees work to accomplish specific aims regarding improving student learning and addressing the goals and values of the institution, as designated by the strategic directions. An example of this can be seen in the Curriculum Committee, which leads efforts in planning, researching, and implementing educational programs that contribute

to student success, as defined by the IE Model. This includes trial courses and maintaining and establishing courses and programs that address students' needs. (IVA-29, IVA-31)

The Yuba College Academic Senate consists of faculty from across the disciplines who serve to ensure that faculty members have a major role in the development of policies and procedures dealing with academic and professional matters within the college. They perform as representatives of shared governance processes within the college, which is consistent with California AB 1725 and California Code of Regulations Title 5. The Academic Senate functions as a system of support and as an impetus for improving programs and services provided by the college. Some recent examples of the actions of the Academic Senate are encouraging the librarian to implement new resources and assisting in garnering faculty feedback to evaluate the resources, supporting the needs of students by providing resources (for example, faculty chaperones for field trips), and supporting the study abroad program by providing resources. (IVA-32, IVA-33)

The Academic Senate officers meets with the college President and Vice President on a weekly basis through scheduled leadership meetings, where issues that hold significant institution-wide implications are discussed and decisions are jointly made. A recent example of a decision that was made by the College President, Vice President, Academic Senate Leaders, Faculty Staffing Committee Chair, and other leadership was the establishment of hiring priorities when reductions in state funding led to the college being able to fill only a small portion of the positions that had been opened for applications in 2011. The Yuba College Academic Senate also works with the Woodland Academic Senate within the District and College Academic Senates (DCAS). The DCAS was established to address issues that require coordination between colleges or that affect each other, such as changes in curriculum, prerequisites, and test proctoring. It should be noted that DCAS was recently created (in 2010) in response to a Yuba College need to address mission critical coordination with district services after the multi-college transition occurred. (IVA-34, IVA-35, IVA-36)

The Study Abroad program is one example where the system of the Yuba College committee structure and recommendations were derailed by District services. A committee/project team was formed, only to have its existence challenged during a Board presentation. The recommendation had district-wide implications;

however, the district-level Vice Chancellors did not participate in the process. When the final recommendation was presented to the Board of Trustees, at the request of a strategic direction for diversity initiatives, the former Chancellor refused to acknowledge the recommendation and directed the Yuba College President to dissolve the committee. This lack of communication and unwillingness to follow established college structures is an example of the reasons for perceived lack of trust in District operations. The IE Model and the committee structure is largely in place and reviewed annually, nevertheless, there are glaring examples where the processes have occasionally broken down. (IVA-81, IVA-82, IVA-83, IVA-84)

PLANNING AGENDA

Systems and practices for shared governance are in place at Yuba College. Further discussions to develop a common understanding of the term "shared governance" may assist in alleviating current negative conceptions about the established structure. The Program Review process will be revised based upon feedback from the IE Model and this effort is currently starting with the Yuba College Curriculum Committee.

Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. However, there is a common sentiment that program review planning is not fully incorporated into budget development even though the program review process has been improved by adding such activities as the Curriculum Committee review in 2004, the Office of the Vice President review in 2009, the production of a more substantial standard set of data elements in 2010, and the implementation of TracDat in 2011. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new District strategic plan based upon the recent Board of Trustees' Vision and will embed all program review recommendations

into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements. (See Comprehensive Planning Agenda #2: Program Review for essential elements to be included in the planning agenda)

The DC3 committee is taking the lead on establishing a new culture of shared governance. DC3 Strategic Planning Team One has the specified goal to "improve current procedures to create an integrated, participatory and evidence-based district wide decision process." Once the YCCD Strategic Plan is finalized, it will fall to the Academic Senate and Yuba College Council to disseminate this information, provide updated training for all employees, and adhere to the agreed-upon principles and roles in the decision making process. The planning agenda related to shared governance is the creation and subsequent evaluation of the 2012 YCCD Strategic Plan that is being developed by DC3 Strategic Planning Team One. (See Comprehensive Planning Agenda #7: Shared Governance for essential elements to be included in the planning agenda determining where the process needs to be strengthened)

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY

In 2000, the Yuba Community College District (YCCD) began efforts to formalize the "Model of Shared Decision Making" at YCCD to fulfill the spirit as well as the mandates of AB 1725, SB 235, Title 5, and California Education Code. A Shared Decision Making Model (AP 2510) was developed between 2000-2003 through a participatory process that included all college constituents and stakeholders. Several committees collaborated in the creation, review, and completion of the model, and it was accepted by the District Council on July 21, 2004. The Shared Decision Making Model asserts that the Board is the "ultimate decision maker in those areas assigned to it by the state and federal laws and regulations" and that the Academic Senate, college staff, and students "shall participate by law in the decision-making processes of the district." Due to the multi-college transition, as well as a need to further delineate the role of faculty, staff, and students, BP2510 was last reviewed and revised in 2010. It is designed to serve the entire district and has evolved with the changing structures of the district and individual colleges. (IVA-75, IVA-76)

In 2006, the YCCD adopted the Institutional Effectiveness (IE) Model and incorporated the District's Planning and Shared Decision Making Process. This resulted in the Planning and Shared Decision Making Process becoming part of the Yuba College review process, which consists of individual department, committee and service reviews based upon a four year cycle, with annual updates. While each committee formally reviewed their role in the overall YCCD decision making process, since 2006, the surveys and their subsequent analysis have evolved due to feedback from committees, which culminated in the development of the District-wide

handbook in 2010-11. This Planning and Shared Decision Making Process Review Handbook was established and published to assist in creating and maintaining a standard application of this review process. At Yuba College the Educational Resource Planning Committee, the Institutional Animal Care and Use Committee, the Safety Committee, and the President's Yuba College Leadership Team work in collaboration with the College Research Office and the District Institutional Effectiveness Office to conduct reviews of the shared decision making processes. These reviews are then shared with appropriate councils and leadership. A yearly report is discussed with the Board of Trustees. (IVA-40, IVA-41, IVA-85, IVA-86)

> 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.
> -Web-based Question of the Month
> February 2011

All college constituents have substantive and clearly defined roles in institutional governance and they exercise a substantial voice in establishing, maintaining, and reviewing institutional policies regarding recommendations for planning agendas and budget allocations as related to their areas of responsibility and expertise. This has been noted in committee meetings and college wide surveys. Regulations and opportunities for participation in local decision making processes are outlined within BP 2510 and AP 2510 and the YCCD Shared Decision Making Model. Formal opportunities exist for all college constituents through participation in college committees, the Academic Senate, recommendations within program reviews (4-year cycles and annual updates), participation in student organizations (ASYC and CLAS), and administrative organizations (Chancellors Executive Team, YC Leadership Team, Directors and Deans Meetings, Yuba College Council, and Clear Lake College Council). These participatory branches of shared governance provide recommendations to the College President and Vice President, who advise the Vice Chancellors and Chancellor. The Chancellor reviews the recommendations before providing proposed actions or policies to the Board of Trustees, which has a student representative. The Board of Trustees is

the "ultimate decision maker" per the requirements of BP 2510, although the recommendations of the Chancellor are given tremendous authority. Other college related recommendations and decisions occur from collaboration between faculty and administrators (staffing requests, adjunct hiring, and schedules), participation in advisory committees (Measure J User Groups, for example), and through providing input at All Yuba College meetings and accreditation related information through personal contact, surveys, and Questions of the Month. (IVA-42, IVA-87)

Students are represented at the respective college sites by The Association Students of Yuba College (ASYC) and Clear Lake Associated Students (CLAS). The student representatives serve to develop opportunities for students on campus. The Student Council serves as the governing body which relays students' views to the administration and the Board of Trustees through participation on the Board and within College Committees. ASYC leaders are voted in through a student body election process. A student trustee is similarly elected to this annual position as a governing member of the Board of Trustees. BP 2015 Student Member and AP 2015 Student Member were recently changed after a thorough study of other multi-college districts. (IVA-88, IVA-89)

> 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.
> -Web-based Question of the Month
> February 2011

District-wide budget decisions will be made by the guiding structure of the Yuba Community College District Budget Resource Allocation Model, which has been researched and developed through a collaborative effort between multiple College and District constituents. This document, which will be a framework in the budget process, has gone through several stages of development since the concept was introduced in 2009. The Budget Allocation Models for six other multi-college districts were reviewed by DC3 to develop requirements and make recommendations for the Yuba Community College Resource Allocation Model. A small workgroup was developed to examine the impact various allocation models would have on Yuba Community

College District. This information was reported to all constituent groups for review and feedback. The proposed Budget Allocation Model is being piloted on the 2011-2012 expenses and a timeline for full implementation is being created. The Budget Resource Allocation Model will be reviewed on an annual basis during the first three years it is fully implemented and a regular administrative review process thereafter. The Budget Sub-Committee will also be involved in its part of the IE Model through an appropriate Administrative Services Review. (IVA-43, IVA-44)

> 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.
> -Web-based Question of the Month February 2011

SELF EVALUATION

Yuba College meets the standard. The Institutional Effectiveness (IE) Model provides the structure for evaluating five components of the shared decision making process. Generally, committees are satisfied with their internal work, training, and communication. It is the recommendations from either full program reviews or annual updates that seem to be inconsistently applied to decisions made throughout the district. (IVA-84, IVA-90, IVA-91)

> 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.
> -Web-based Question of the Month February 2011

Yuba College has several policies, procedures, and opportunities in place for all constituent groups to be part of creating and maintaining institutional policies, plans, and budget allocations that relate to their areas of responsibility and expertise. There is a well established system of communication, review, and action for institutional decisions. Some college constituents feel that the channels of communication and decision making should be more transparent and that final decisions should be further explained – including decisions related to recommendations

that are not fully implemented. Upon the transition to a multi-college district there was a conscious effort to isolate the District services from college-level functions, including pushing previously completed work to Yuba College without adherent support staff, such as transportation and Flex monitoring. Further, District decisions changed emphasis from year to year such as budget allocation. However, with the hiring of the new Chancellor there is a commitment to involving appropriate college level staff through the DC3 Committee. (IVA-92)

There is a clear and well established system of shared governance that includes the evaluation of communication regarding all actions. Several committees, including the Yuba College Council and Clear Lake Site Council, are in place to make recommendations on areas with specific and college-wide implications. Administrators are involved in planning and establishing policies and planning agendas on an ongoing basis. Yuba College committees and administrators provide recommendations to the senior administrative positions – the Yuba College President and the Clear Lake Site College Executive Dean. Policies and planning agendas are also established through collaboration with constituents at the district level. The Yuba College President serves as a member of CHEX and she brings information to the Yuba College Leadership Team. That information is shared with the Deans and Directors, which is then brought to department meetings, as well as through the Yuba College Council and Clear Lake Site College Council, as appropriate. Planning agendas and policies are established through this circular exchange of information between College and District constituents. There has been some skepticism among college constituents regarding the effectiveness of this circular setup, specifically that decisions were often made in a "top down" fashion with the illusion of accepting input from faculty, staff, and students and that District decisions can overcome those made at the College level. While it is accepted that District officials have this ultimate authority, it is the perceived lack of communication and knowledge of college-level impact that has been troubling. With the hiring of a new Chancellor, there is a renewed District-wide commitment to openness and this aspect has greatly improved the working relationships. Nevertheless the role and authority of College level decisions is one area that needs further discussion.

Yuba College meets this standard, although there are recommendations within the planning agenda

that should be addressed to ensure that the college is utilizing the policies and procedures in place as fully, honestly, and transparently as possible. One example of improvement based upon the IE Model evaluation is when the Yuba College Council discovered that a lack of communication existed among committees on campus. The YC Council designed a student report and yearly timeline to improve this situation. (IVA-67, IVA-94)

PLANNING AGENDA

Policies and procedures to meet this standard are in place. Transparency and communication regarding decisions made at the college and district levels need to be improved, which the newly hired chancellor has expressed interest and ability in implementing. Policies for communication and action should be reviewed and assessed on a regular basis to ensure that they are serving the proposed purposes to the full extent possible. Advances in technology at the college should be utilized to create more avenues for communication through online participation and transmittance of information, including chat rooms, discussion forums, and more access to agendas and minutes from committee and council meetings. Yuba College will need to define avenues of communication for all employees and provide appropriate training to enable this communication.

Communication between Yuba College and District Services and amongst Yuba College employees needs improvement. The technology training for full utilization of the portal is necessary to help eliminate the isolation of Yuba College from District Services and Woodland Community College. Because communication is important for trust, transparency, and inclusiveness, a communication plan and the

evaluation of its effectiveness will be developed so that all employees and committees can share recommendations, decisions, and information in the most efficient manner. The Yuba College Council has discussed the lack of common communication with the current MyCampus portal system. The College Council will take the lead on developing a communication plan for Yuba College, in consultation with YCCD Information Systems Department. In addition, the DC3 subcommittee Team Two has been charged with developing a plan to "provide training and development for collaboration, skill building, and improve communication systems and collaborative technologies." These two components, a communication plan and technology training, form the planning agenda for improving overall communication. (See Comprehensive Planning Agenda #1: Communication for essential elements to be included in the planning agenda)

Additionally, to increase the amount of College-level input into the budget process, a greater alignment of the budget process as part of the program review and continuous improvement cycle needs to be further developed and implemented. This can be accomplished through collaboration with the Academic Senate and administration to define a formal feedback loop and prioritization process to link the IE Model with budget development in a more concrete manner.

Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. However, there is a common sentiment that program review planning is not fully incorporated into budget development even though the program review process has been improved by adding such activities as the Curriculum Committee review in 2004, the Office of the Vice President review in 2009, the production of a more substantial standard set of data elements in 2010, and the implementation of TracDat in 2011. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing "gaps in the Program Planning and Resource Allocation Process." The work of this

group will form a new District strategic plan based upon the recent Board of Trustees' Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements. (See Comprehensive Planning Agenda #2: Program Review for essential elements to be included in the planning agenda)

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

Orientation procedures for recommending bodies (committees, councils, etc...) should be more fully implemented to ensure that individuals understand the roles and responsibilities within their commitment. These roles and responsibilities will be reevaluated as needed to best serve the student population. Lastly, the roles of governing bodies will be clarified to all college constituents. The DC3 committee is taking the lead on establishing a new culture of shared governance. DC3 Strategic Planning Team One has the specified goal to "improve current procedures to create an integrated, participatory and evidence-based district wide decision process." Once the YCCD Strategic Plan is finalized, it will fall to the Academic Senate and Yuba College Council to disseminate this information, provide updated training for all employees, and adhere to the agreed-upon principles and roles in the decision making process. The planning agenda related to shared governance is the creation and subsequent evaluation of the 2012 YCCD Strategic Plan that is being developed by DC3 Strategic Planning Team One. (See Comprehensive Planning Agenda #7:

Shared Governance for essential elements to be included in the planning agenda determining where the process needs to be strengthened)

Yuba College needs to lead a planning effort to fully define college roles versus district roles. More importantly, Yuba College needs to ensure that District services serve the needs of Yuba College, eliminiating situtations where the college cannot accomplish its goals, Mission, and direction due to lack of resources, personnel, or information. Specific district and college roles will be part of the DC3 and DCAS work plan. District level support should supplement the ability of Yuba College to provide educational programs and services in areas where consolidation of resources is appropriate to support all colleges in YCCD, as well as in areas where Yuba College lacks the resources to fully support its Mission. District services should not jettison responsibilities and work upon Yuba College unless these actions are discussed, agreed upon, and sustainable for Yuba College.

The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTIVE SUMMARY

Yuba College relies on academic administrators, faculty, and other qualified staff, primarily through its Academic Senate, Curriculum Committee, and its Directors and Deans, for recommendations regarding student learning programs and services. In accordance with board policy and administrative

procedures, the Yuba College Academic Senate provides recommendations to the Board on academic and professional matters that affect the college and its constituents. These recommendations are established through reports given to the Senate by committees and collaboration with faculty and staff involved with the programs and services in discussion, including counselors and student services. Per the Yuba College Shared Governance Model, the Senate then makes recommendations to the Vice President, President, Chancellor, or directly to the Board, depending upon the type of recommendation and its specified authority. When these recommendations reach the Board, it has been affirmed that the Board will "primarily rely" on Senate recommendations in relation to "curriculum, degree and certification requirements, and grading policies." These three portions of the 10+1 academic and professional responsibilities of the Academic Senate are largely established and maintained by the Academic Senate. Mutual agreement between the Board and Academic Senate is obligated in other areas of the 10+1, including:

1- Educational/program development;
2- Standards or policies regarding student preparation and success;
3- District and college governance structures, as related to faculty roles;
4- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
5- Policies for faculty professional development activities;

6- Processes for program review;
7- Processes for institutional planning and budget development. (IVA-46)(REF=BP Senate roles)

For matters not listed above, the Academic Senate provides recommendations to the appropriate Yuba College administrator or committee. Recent examples include priority registration of athletes, guidelines for class cancellation, and installing a cap of the maximum number of units a student can enroll in during any given semester. (IVA-8, IVA-75, IVA-95, IVA-96, IVA-97)

The Yuba College Curriculum Committee is responsible for ensuring the quality, currency, and planning of the curriculum of the college. Working directly with the Yuba Community College Board Strategic Directions and the related Yuba College Student Learning Outcomes, the Curriculum Committee plays a leadership role in recommending the future direction of the educational program and curricula offerings. Representative members from all divisions, sites, counseling, and learning resources, as well as students and classified staff, work collaboratively on the three standing subcommittees that collectively construct this committee. Other

duties include helping to develop new courses, incorporating student learning outcomes into course outlines, and coordinating prerequisites and equivalent courses across colleges in the District. Overall, it has been affirmed that a primary non-teaching responsibility of all faculty members is to develop and maintain an appropriate curriculum, including SLO development at the course and program level. (IVA-98, IVA-99)

Processes established by the Curriculum Committee continue to be streamlined through utilizing technology and collaboration amongst constituents. Course outlines are routed through ImageNow software and are transforming to CurricuNet. Curriculum-related discussions occur within departments and divisions. These actions lead to recommendations provided to the Curriculum Committee, which is responsible for incorporating the information into their actions. (IVA-47, IVA-98, IVA-99)

Academic Deans, Divisions, and Departments all participate in establishing recommendations regarding student learning programs and services. Academic Deans are responsible for leading, planning, organizing, developing, supervising, budgeting, and evaluating various academic programs. Deans are assisted through collaboration with faculty at department and division meetings and through recommendations within program reviews. Division and Departments are also involved in the creation and implementation of appropriate student learning outcomes (SLOs) for courses and programs. Creating SLOs is a collaborative effort between the SLO Committee and departments and divisions. SLOs are developed, assessed, and reviewed by faculty before being implemented. (IVA-48, IVA-100)

> 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 carryout the actual assessment. They then review the assessments to see if any changes need to be made.
>
> -Clear Lake Campus Council
> Division/Department Question of the Month
> April 2011

The Yuba College Educational Master Plan (EMP) outlines the goals, priorities, and directions of the college through 2016. The EMP includes information

> The faculty in Nursing develops their own curriculum based on state regulations. We provided time, resources and space for 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 through Measure 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.
>
> -Nursing Department
> Division/Department Question of the Month
> April 2011

about the District, the Yuba College Mission and Planning Structure, the Strategic Plan Framework, and its six areas of emphasis. These areas of emphasis are the mission, student services, being a comprehensive college, enrollment management, providing outreach sites and educational centers, and potential growth areas for the College. Each of these areas of emphasis within the institution are recognized, established and maintained through the Senate, faculty, and other appropriate avenues for input by representatives from programs and services responsible for achieving the established goals. SLOs and the Board's Strategic Directions provide a framework for the EMP, which is an evolving document and will be adopted within the new Board of Trustees' Vision Statement and the DC3 Strategic Plan. (IVA-51, IVA-52)

> 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.
>
> -Clear Lake Campus Council
> Division/Department Question of the Month
> April 2011

SELF EVALUATION

Yuba College meets this standard. Processes are in place, via the Academic Senate, Curriculum Committee, and the role of Academic Administrators, to meet this standard. Faculty at Yuba College rely on these established structures for recommendations regarding student learning programs and services. Yuba College meets this standard, and the college will continue efforts to meet this standard.

> We have no input. Committees are in place – but in name only. We are ignored by the Chancellor and board, leaving faculty with the feeling of resignation and that their voices and opinions do not matter.
> - Faculty leaders have had to continually go to the board – ignored
> - Opinion on hiring a new chancellor – ignored
> - Opinion on Summer school – ignored
> - Opinion on Green Futures – ignored
> - Opinion on Study Abroad – ignored
>
> -Social Science Department
> Division/Department Question of the Month
> April 2011

The Educational Master Plan establishes the goals, priorities, and direction of the college from 2010-2016, as well as situates the responsible parties for meeting these objectives. Every four years all college programs and services conduct a full program review as part of the IE Model, which contains recommendations for maintaining and improving student learning opportunities. Annual updates to program reviews allow for this process to evolve on a continual basis. Student Learning Outcomes (SLOs) have been developed and assessed and these are integrated in the Program Review Process. Faculty and staff are taking the lead role with the results of these assessments by utilizing them within their course and program based continuous improvement cycles. (IVA-101)

The Basic Skills Initiative (BSI) Committee makes budget recommendations regarding BSI funds that provide flex and other staff development opportunities. These opportunities, including a 2-day Reading Apprenticeship workshop provided to 40

> We, as a department, discuss policies and budget concerns in periodic meetings (both Division and Departmental). Out 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 Academic Senate and the College Council plays a role in communicating with the administration.
>
> -MESH Division
> Division/Department Question of the Month
> April 2011

multi-disciplinary faculty members as part of the fall 2011 convocation activities, aid faculty by increasing awareness and knowledge regarding the needs of Yuba College's student population and provide means for faculty to make division or department based recommendations regarding specific student learning programs and services. (IVA-49, IVA-50)

Recent surveys from the general College constituent population and individual departments and programs cited conflicting thoughts on whether there are valid means to provide input in college decisions that would be utilized. Several avenues for participation are available, but there is a strong thread of dialogue at the College concerning the lack of response from administrators, specifically at the District level, regarding the implementation of recommendations. Additionally, some divisions asserted that budgetary recommendations are not given appropriate consideration at the District level and that they would prefer more flexibility with budget allocations. Work to support teaching and learning that was previously performed at the District level has been pushed down to College responsibility without additional support. Such District decisions have impacted the College operations to fully support teaching and learning processes. (IVA-84)

> 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.
>
> -Social Science Department
> Division/Department Question of the Month
> April 2011

PLANNING AGENDA

There are areas that can be improved to clarify the recommendation process regarding student learning services and programs, particularly defining the District's role to support Yuba College programs and services. Additionally, inter-college collaborations on the Curriculum Committee are needed to ensure that students are well-served across the District. District leadership in curriculum coordination is needed in this area as resources have been removed from Yuba College. To accomplish this, the Program Review Process will be continually revised to include the necessary processes, including incorporating recommendations and prioritizing budget

requests. The channels of communication from all administrative, committee, and other constituent groups will be continually assessed and improved to create a climate of collaboration and transparency regarding decisions related to improving student services and programs.

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations) The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC "Proficiency Level" rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty members. Ongoing SLO

training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes. (See Comprehensive Planning Agenda #6: SLO for essential elements to be included in the planning agenda)

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

DESCRIPTIVE SUMMARY

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together to collectively improve Yuba College. The processes in place facilitate discussions of ideas, including planned improvement based upon the IE Model review, and the College constantly strives to improve the system of communication to make it more effective and transparent.

Yuba College's Board of Trustees is committed to collegial governance, which is evidence by the creation of and tenets within the Board Strategic Directions for 2007-12. They were adopted at the September 12, 2007 board meeting, and revised at the August 5, 2009 and January 20, 2010 meetings. These were developed in an open work session where approximately 60 members of Yuba College, Trustees, and community members collectively agreed upon common goals for the District. In 2011, the board adopted a new Vision Statement, which provided the framework for the DC3 Strategic Planning Directions. (IVA-53, IVA-79)

A strategic planning workshop was held in 2007 to provide directions to Yuba College and establish college level goals. This inclusive exercise developed planning based based upon internal and external factors that impact the college. Based upon these discussions, strategies and actions for the future, both short-term "quick wins" and longer-term strategic objectives were created. Discussions centered around the college's major goals, policies and strategies for meeting the community's educational needs. (IVA-102)

The Yuba College Educational Master Plan (EMP) is

an evolving document that reflects the conversations and related plans for assessing and improving student learning throughout the college. It was created through a collaborative process primarily led by Academic Senate leadership. The process of generating the plan began with establishing an EMP Steering Committee with representation from administration and the Academic Senate. This committee met on a regular and ongoing basis to build a framework for the EMP, which was then reviewed by the Academic Senate, College Council, and during a Senate President Cabinet Review. Suggestions from all constituents were received, evaluated, and incorporated as appropriate throughout the five drafting phases that took place before the document was presented to the Board of Trustees in January, 2011. (IVA-54, IVA-103)

The EMP acknowledges six areas of emphasis that work to support and address the tenets of the Yuba College Mission Statement, fulfill the established Institutional Student Learning Outcomes, and utilize the Standing Committees and Planning Structures to provide quality student learning opportunities at Yuba College. It is also designed to allow recommendations from college committees to be incorporated into one document. When establishing the EMP, the EMP Steering Committee reviewed the Strategic Plan Workshop results, Academic Program Reviews, the Board of Trustees' Strategic Directions, and yearly goals of the College Council to create areas of emphasis that reflect the Mission and Goals of the College. These areas of emphasis are part of the Strategic Plan Framework and they establish sequential steps for action within the established

Mission and Goals of the College. As the EMP is an evolving document that reflects the needs of the students, it is reviewed and changed on an ongoing basis. There are tentative future directions established, but these areas are defined and acted on in accordance with the work of relevant committees and the identified needs of the student population. Additional changes will occur based upon future Board directions and the DC3 Strategic Plan, which is currently being developed. The Academic Senate has used the EMP to direct the components from Yuba College that should be included in the district level strategic plan. (IVA-102, IVA-104)

As established in their purpose statements, the Yuba College Council and Clear Lake Site Council serve as the representative bodies of the College and college site and the primary (lead) committees for developing recommendations on College-wide issues and issues that may have a College-wide or District-wide impact. The councils have representation from faculty, classified staff, management staff, and students. Recommendations to the College President are established through a consensus model, although if consensus is not achieved, Council input is reviewed by the Council Co-Chairs and recommendations to the College President include majority and minority viewpoints. (IVA-25)

The Yuba College Academic Senate provides recommendations to the Board on academic and professional matters that affect the College and its constituents. These recommendations are established through reports given to the Senate

Standard IVA – Table 1
Survey Showing the Use of Program Review to Improve Programs

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.					
Senate 2010		4	1	2	
Curriculum Committee 2010		3	5	2	
Directors and Deans 2010		4	3	4	
Total 2010		11 (39%)	9 (23%)	8 (29%)	
Senate 2011	2	4	2	1	
Curriculum Committee 2011		2	4	6	
Directors and Deans 2011		1	5	5	
Total 2011	2 (6%)	7 (23%)	11 (35%)	12 (39%)	
Change from 2010 to 2011	+6%	-16%	+3%	+10%	

-If Accreditation Were Today Survey

Evaluation, Planning and Improvement

Work of the Reading Task Force
  (a) *Needs identification. The Reading Task Force, a cross-disciplinary (ESL, English, Reading, Student Services, full-time faculty, adjunct faculty, classified staff) and inter-collegiate (Yuba, Clear Lake, and Woodland) team who conducted the 2010-11 Reading Program review, obtained data from the institutional researcher, and used this data to identify the following needs:*
   • *The data indicated that the Reading Program was only serving approximately 16% of the student identified as needing reading instruction by the ACCUPLACER assessment test*
   • *Of the student served by the Reading Program, there was a dire lack of progression to subsequent levels of reading and writing instruction.*
  (b) *Plan development. Several of the task force members attended workshops and read prodigious amounts of material about effective, empirically grounded practices in successful reading programs. They shared their findings with the other members of the task force and engaged in lively discussion about both the purpose and future direction of the Yuba College Reading Program, considering various ways to encourage reading instruction among a Yuba College student body that has consistently failed to enroll and advance in reading courses. After several months of research and discussion, the Reading Task Force agreed on several recommendations for change.*
  (c) *Result. The Reading Task Force modified the existing Reading Program. It now offers integrated reading instruction recursively throughout a student's college experience in various content courses, starting with the developmental English and ESL courses. The integration will give students an opportunity to practice reading strategies in authentic, domain-specific context over and over again if they choose. Beginning in fall 2011, the Yuba College Language Arts Division will no longer offer several courses in Reading, ESL, and English. Instead, their integrated reading-writing equivalents, each four units, as approved by the Curriculum Committee on December 7, 2010, will be offered. In addition, based on the research of Katie Hern at Chabot College, we also offer a pilot six-unit accelerated course that combines the former Reading/English 110A and 110B levels into one class.*
  (d) *Needs fulfillment. The Reading Task Force is currently working on collaboration with the institutional researcher to assess student success using qualitative and quantitative data to determine if the needs identified in (a) are being met.*
                                                                                              -Language Arts Division

by committees and collaboration with faculty and staff involved with the programs and services in discussion, including counselors and student services. Per the Yuba College Shared Governance Model, the Senate makes recommendations to the Vice President, President, Chancellor, or directly to the Board depending upon the authority of each recommendation. When these recommendations reach the Board, it has been affirmed that the Board will "primarily rely" on senate recommendations in relation to "curriculum, degree and certification requirements, and grading policies." These three portions of the 10+1 academic and professional responsibilities of the Academic Senate are largely established and maintained by the Academic Senate. Mutual agreement must be reached between the Board and Academic Senate regarding recommendations concerning the remaining areas of academic and professional responsibility. The District and College Academic Senates Group (DCAS) serves to unite the Academic Senates from both colleges within the District on a monthly basis

to discuss, coordinate, and resolve academic and professional matters that require collaboration between the two colleges. (IVA-12, IVA-76, IVA-105)

> Purpose statements for committees help, but is not enough. Most committees will still serve to provide information – not to discuss better practices and procedures.
> -Committee/Project Team/ASYC Question of the Month
> May 2011

The Yuba Community College Board of Trustees is the "ultimate decision maker in those areas assigned to it by state and federal laws and regulations." The Board establishes policies by which the District is governed, and recommendations for policies, actions, and decisions are provided to the Board by the Chancellor and Academic Senate. There are several procedures and practices in place to ensure that all college constituents are heard by this governing body. The Board meets monthly, and they

receive reports from the Yuba College constituents with a featured presentation on an academic or student service program each month. Anyone can address the Board by completing a request card to speak during the open agenda, and they may speak on items on the agenda or introduce new items for discussion.

In 2010 the District Consultation and Communication Council (DC3) was established to connect all colleges in the district in an ongoing and robust dialogue regarding institutional effectiveness, planning processes, and improving student learning. As stated in its purpose statement, DC3 serves as the district wide consulting and communication body for planning, evaluation of institutional effectiveness, and continuous improvement of the district. Another primary purpose of the council is to serve as a forum for dialogue on major issues affecting the District and to make recommendations to the Chancellor. Information from these meetings, which include executives, staff, faculty, and students from across the district, is used to inform and get feedback from all constituent groups within the district. A need for open district-wide communication was communicated, and this served as one of the main tenets in the Chancellor's job description who sponsors the council. The current (newly hired) chancellor has stressed the importance of consensus in his leadership style and goals. For example, board agendas are reviewed in draft form prior to public presentation, giving all constituent groups a chance for input into the preparation of board meetings. This change in leadership has been

portrayed and perceived as a new beginning for the leadership model and system of shared governance at Yuba College as evidenced from college-wide surveys. (IVA-106, IVA-107)

The structure of management groups are another component of the commitment to ongoing dialogue regarding evaluation, planning processes, and improving student learning at the College and District levels. The Chancellors Executive Team (CHEX) consists of Vice Chancellors and College Presidents, and the committee addresses matters that require district-wide dialogue. CHEX is a team-based organization, with the final authority over college based decisions being granted to the respective presidents, and matters with district-wide implications are recommended by the Chancellor to the Board for a final decision. The Yuba College Leadership Team serves as a management team that provides the President recommendations on college-wide issues, and it conducts its work under the auspices of the College President and within District policies and procedures. Directors and Deans (D&D) serve as the management group that provide leadership for and recommend direction of Yuba College's instructional and student service programs. Recommendations from the D&D go to content appropriate organizations, which can include the District, President, or campus groups. It is important to note that Yuba College has integrated academic and student services to further enhance College level discussions. (IVA-55, IVA-56)

Committees are established and maintained to create an opportunity for increased conversation's and actions regarding specific needs of the College and the student population. Committees work to accomplish specific aims regarding improving student learning and addressing the goals and values of the institution. These are detailed in a yearly College Council Handbook. Current committees established and active at Yuba College include the Academic Standards Committee, the Basic Skills Initiative Committee, the Bond Steering Committee, the College Access and Awareness Committee, the Curriculum Committee, the Diversity Committee, the Faculty Staffing Committee, the Flex and Staff Development Committee, the Institutional Animal Care and Use Committee, the Student Learning Outcomes Committee, the Perkins/CTE Local Planning Team, and the Safety Committee. Per the Institutional Effectiveness (IE) Model, each committee's purpose statement also details the branches of shared governance recommendations will move through to implement ideas and share

> Do you feel that faculty/staff/administrators/students participate in their respective roles in the governance structure, processes, and practices at Yuba College?
> - Some do but not enough. There are always problems filling classified vacancies on committees - Anonymous
> - There is participation on committee work, but there is a sense of powerlessness. The union is the only voice for the faculty – Anonymous
> - These who want to get involved do so. However, due to the constraints, many committees are not represented. – Public Safety Department
> - We participate in collaborative decision making that involves faculty, the director, students and staff. – Nursing Department
> -Committee/Project Team/ASYC
> Question of the Month, May 2011

pertinent information, as appropriate to particular committees. Planned improvement is evaluated through the Planning and Shared Decision Making review, as each committee participates in this one part of the overall IE Model evaluation cycle.

Students are represented at the respective college sites by The Associated Students of Yuba College (ASYC) and Clear Lake Associated Students (CLAS). The student representatives serve to develop opportunities for students on campus. The Student Council serves as the governing body which relays students' views to the administration and Board of Trustees through participation on the Board and within College Committees. It has been noted in surveys that student participation on College Committees is limited, largely due to a lack of volunteerism and availability. To ensre that students voices are involved in decisions that will directly impact them, the college is considering options to increase student engagement in committees and other conversations concerning college matters.

In District level decisions, a student trustee is elected from candidates who alternate between Woodland Community College and Yuba College every year. The student trustee has specified authority equal to other elected trustees with the exception of participating in closed session matters and formally voting on college actions. The student trustee can make/second motions, provide advisory votes, and report on student matters. (IVA-108, IVA-109)

SELF EVALUATION

The formal structures in place demonstrate Yuba College's intent to meet this standard and to provide opportunities for participation in the governance of the institution. However, there is a prevalent perception among the College's constituents that the processes and structures in places are not fully recognized and utilized. Further, surveys indicate that committee members need training about the roles and purposes of each committee, in addition to accountability for representing and reporting to their constituent body. Yuba College meets this standard, although more communication, specifically with classified staff and students, needs to be established and maintained. (IVA-57)

Other ways college constituents engage in conversation and activities that enhance the College were cited in a recent survey. Available avenues for engagement include attending campus meetings, taking an active role in committees, interacting with committees and other governing bodies, attending Board of Trustee and All YC Campus meetings, and on a more local level, by speaking to administrators within specific departments. Convocation activities and ongoing workshops for Flex and professional development are other ways sharing ideas and effective communication are practiced among college faculty, staff, and administrators. However, despite the processes and procedures in place, there is a sentiment as evidenced in surveys that participation in shared governance and institutional improvement is limited and artificial, especially with the previously stated uncertainty of District authority versus College autonomy. Some comments within a recent survey suggested that committees are in place to provide information to the College and District instead of discussing better practices and procedures; additionally, students asserted that they are not being heard, and classified staff claimed that they have limited options for participating in shared governance due to reduced staffing. This attitude has changed with the new Chancellor. (IVA-57)

PLANNING AGENDA

Yuba College meets this standard. Strengthened communication with classified staff and students will be established to ensure that all college constituents are provided opportunities for engaging in the established shared governance structures of the college. A discussion on the pertinent roles of District services impacting Yuba College operations will to take place through the College Council and DC3. Training and discussions on utilizing the proper technology in campus communications is also warranted.

Communication between Yuba College and District Services and amongst Yuba College employees needs improvement. The technology training for full utilization of the portal is necessary to help eliminate the isolation of Yuba College from District Services and Woodland Community College. Because communication is important for trust, transparency, and inclusiveness, a communication plan and the evaluation of its effectiveness will be developed so that all employees and committees can share recommendations, decisions, and information in the most efficient manner. The Yuba College Council has discussed the lack of common communication with the current MyCampus portal system. The College Council will take the lead on developing a communication plan for Yuba College, in consultation with YCCD Information Systems Department. In addition, the DC3 subcommittee Team Two has been charged with developing a plan to "provide training and development for collaboration, skill building, and improve communication systems and collaborative technologies." These two components, a communication plan and technology training, form the planning agenda for improving overall communication. (See Comprehensive Planning Agenda #1: Communication for essential elements to be included in the planning agenda)

The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

The DC3 committee is taking the lead on establishing a new culture of shared governance. DC3 Strategic Planning Team One has the specified goal to "improve current procedures to create an integrated, participatory and evidence-based district wide decision process." Once the YCCD Strategic Plan is finalized, it will fall to the Academic Senate and Yuba College Council to disseminate this information, provide updated training for all employees, and adhere to the agreed-upon principles and roles in the decision making process. The planning agenda related to shared governance is the creation and subsequent evaluation of the 2012 YCCD Strategic Plan that is being developed by DC3 Strategic Planning Team One. (See Comprehensive Planning Agenda #7: Shared Governance for essential elements to be included in the planning agenda determining where the process needs to be strengthened)

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY

In accordance with the Accrediting Commission for Community and Junior College (ACCJC) and the Western Association of Schools and Colleges (WASC) Standards, Yuba College has policies and practices in place to comply with and respond to the requirements and recommendations of these governing agencies. Yuba College Board Policy 3200 asserts that "The Governing Board is informed about and involved in the accreditation process. The Chancellor shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC) and of other District programs that seek special accreditation." This policy further asserts that the Chancellor will keep the Board informed of and involved in the accreditation process. BP 3200 was adopted by the district on July 21, 2004 and last

reviewed and revised on July 14, 2010. (IVA-60)

The Yuba Community College District Board of Trustees receives monthly updates related to the process and progress of the accreditation cycle. The Board is also presented with reports and Yuba College relates results from the Accountability Reporting for the Community Colleges (ARCC), Basic Skills Initiative progress, Distance Education reports, and the implementation of the Institutional Effectiveness (IE) Model on college planning. (IVA-58, IVA-59, IVA-61)

During the last ACCJC visit in 2005, the evaluating team made 19 recommendations to Yuba College. These recommendations have been addressed and a full description of the actions made by the college is outlined in the Yuba College Accreditation Midterm Report, which was finalized on October 10, 2008. An example of actions the College took in relation to one recommendation is representative of the College's commitment to using the accreditation cycle to review and adapt its processes and practices. In response to recommendation number two, regarding the "Research, Planning, and Evaluation" conducted by the College, Yuba College has hired a full-time Director of Research, Planning, and Student Success. His duties include assisting the college to "strengthen its use of research in support of planning and evaluation so that measures of effectiveness in support of the mission, goals, and objectives are more visible, more widely communicated, and more clearly used to improve programs and services." The Institutional Effectiveness (IE) Model provides the framework for a research agenda designed to improve feedback and achieve sustainable continuous quality improvement. Measures have also been taken to further utilize Program Reviews as part of the Continuous Improvement Cycle and Educational Planning in an effort to allocate resources and prioritize program needs. Lastly, the College is using "assessment and data analysis to create instructional improvements" through the development and evaluation of Student Learning Outcomes (SLOs). (IVA-62, IVA-110)

In October 2009, Yuba College submitted a required Accreditation Follow-Up Report. This report further detailed the analysis of the shared decision making model and self-analysis surveys by college committees as part of the IE Model. The follow-up report was fully discussed with Academic Senate, Directors and Deans, and the Board of Trustees. (IVA-111, IVA-112)

...CASE STUDY

Student Learning Outcomes

Student Learning Outcomes have become part of the College's framework.
- *Student Learning Outcomes publicity posters have been created and posted.*
- *The Yuba College catalog and schedules include lists of Student Learning Outcomes*
- *The Yuba College catalog has a chart that identifies the Student Learning Outcomes for each program.*
- *Student Learning Outcomes have been identified for Campus Life.*

Over the 2010-11 academic year, the Yuba College Council seriously looked at progress from all planning agendas listed in the 2005 Self-Study Report. Progress has been noted, further study areas identified, and an overall review was conducted. A detailed chart of accomplishments and future directions was then shared with the Directors and Deans and the Academic Senate. (IVA-113)

Additionally, Yuba College has created positive and productive working relationships with a variety of external agencies in its efforts to serve students and the communities within its service region. Yuba College, as part of the Yuba Community College District, has administered several grants and categorically funded programs in recent years. Notable among these are:

- Contract Education Projects that are the result of partnerships with the North Central Counties Consortium, One Stops of Colusa, Sutter, and Yuba Counties, and the Employment Development Department include:
    A- Development of the Green Corp Certificate – $95,000 (January-December 2010)
    B- Automotive/Hybrid Technology Grant in the amount of $497,290 (August 2010 – May2011) (IVA-63)

- Tech Prep Program grant funds ranging from $81,405 to $139,416, serving 1005 and 1480 students within the 2008-09 and 2010-11 academic years (with the District receiving allocations for two colleges within the District beginning in 2009-2010). (IVA-64)

- Administering Perkins funding grants ranging from $253,927 to $355,769 from the 2005-06 to 2009-10 academic years. (IVA-65)

- Business partnerships to expand health care programs in Radiologic Technology into the Sacramento area (IVA-114)

- The Annual High School Report from the Testing and Assessment Office is a standing board agenda item for discussion at the local Yuba City Unified School District meetings (IVA-115)

SELF EVALUATION

Yuba College meets this standard. The college has and will continue to comply with ACCJC accreditation requirements and guidelines, as well as those of other external agencies it is affiliated with. However, due to budget reductions in faculty positions, there has, at times, been adamant opposition to hiring administrative positions who are charged with implementing recommendations from previous site visits. Yuba College worked through these differences, all the while continually meeting accreditation standards. Yuba College continually sends personnel to training and professional development opportunities related to ACCJC standards. (IVA-116)

PLANNING AGENDA

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

Leadership, shared governance and decision-making structures at Yuba College have necessarily transformed over the past six years as the college has transitioned from a single to multi-college district, and will continue to do so under the leadership of the new chancellor. The processes in place have been and continue to be evaluated to assure their integrity and effectiveness, and new processes and structures have been established to supplement and evolve the existing elements. The College has several evaluative structures in place and in response to identified needs, is working towards a more transparent system of communication regarding the results and recommendations within evaluations.

Following the transition from a single college district to a multi-college district structure in

Standard IVA – Table 1
Survey Showing the Use of Program Review to Improve Programs

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.					
Senate 2010		4	1	2	
Curriculum Committee 2010		3	5	2	
Directors and Deans 2010		4	3	4	
Total 2010		11 (39%)	9 (23%)	8 (29%)	
Senate 2011	2	4	2	1	
Curriculum Committee 2011		2	4	6	
Directors and Deans 2011		1	5	5	
Total 2011	2 (6%)	7 (23%)	11 (35%)	12 (39%)	
Change from 2010 to 2011	+6%	-16%	+3%	+10%	

-If Accreditation Were Today Survey

January of 2006, Yuba College (including the Clear Lake Campus) began a cycle of systematic and ongoing program reviews as an individual college even though Woodland Community College did not receive independent accreditation status until June of 2008. Academic Program reviews are one of five components that comprise the Institutional Effectiveness (IE) Model, which contains responsibilities and opportunities for all academic and student services programs within the college and correlates with AP 3255 (Institutional Effectiveness) and Board Policy 3250 (Institutional Planning). The other component of the IE Model include systematic review and planning for administrative review; student services review; district image and marketing; and planning and shared-decision making review. Program reviews and annual updates are areas where departments and divisions make recommendations for improvements that are discussed, planned, and implemented as resources are available. Each program is on a four-year rotation cycle for a full self-study and provides an annual update. Beginning in 2009, program reviews were incorporated into the IE Model Annual Report and are presented yearly to the Yuba Community College Board of Trustees for action. As multiple surveys have revealed, despite this process, there is some sentiment among faculty and staff that the program reviews and recommendations are not fully incorporated into district-level planning and budgeting. The Yuba College Director of Planning, Research, and Student Success is currently developing computerized analysis and feedback loops for program reviews to improve disseminating and utilizing the recommendation and information available regarding all programs and services the college provides. (IVA-78, IVA-84, IVA-117, IVA-122)

Committees are established to address the needs of the student population through facilitating the creation and enhancement of institutional programs and services that accomplish the values and goals of the College, as defined by its Mission and Vision Statements. During the year of their full program review, all committees complete a self evaluation to assess their effectiveness as a governing body. This is one of the five components of the IE Model: Planning and Shared Decision-Making Process Review. This review involves completing a survey on shared governance, which includes questions regarding each member's orientation into the committee, their understanding of the responsibilities of the members and leaders of the committee, their views on the purposes and progress of the committee's goals, and the effectiveness of the communication within the committee and from the committee to the college constituents. The information from these surveys is used internally and externally to systematically improve the processes of the committee and to address the intended purposes served by the committee for the college. The results are shared with the respective committees and it is recommended that the committee discusses the results in their next annual program review update. The committees are also asked to provide feedback about the assessment questions to ensure that they are evolving to appropriately assess the committee's purpose and accomplishments. Each committee is scheduled within the Yuba College Work Plan to present to the College Council on its accomplishments, challenges, and the results of its internal assessment and evaluation of its effectiveness in meeting set goals. This was created in 2009-10 in response to the Yuba College Councils identified need to strengthen communication amongst established committees and the decision-making structure. Additionally, all surveys are collated and presented annually to the Board of Trustees as part of the IE Model and program review process. Yuba College and Clear Lake Campus are considering adding an external evaluation of committees to this process, which would consist of campus-wide surveys meant to assess the effectiveness of each committee on campus. (IVA-23, IVA-27, IVA-66, IVA-67, IVA-68, IVA-69, IVA-83, IVA-118)

Institutional Commitment

"The initial conception and development of the Writing and Language Development Center (WLDC) began in 2005. The English tutoring offered at that time in the CSC was focused on isolated grammar exercises, which was ineffective at improving students' writing or encouraging success in the classroom. The English Department, Division Dean, and Language Arts Classified Employee, researched current writing center practice/philosophy and conducted site visits at community colleges across Northern California. The research led to a change in tutoring approaches. The staff of the WLDC implemented a peer-tutoring practice more focused on the students' classroom assignments and writing instead of isolated grammar drills. Since 2005, the WLDC has grown from a small staff of 6 to a staff of 17. It has also grown from serving a mere 50 students to over 500 students per semester. The WLDC serves the entire campus with writing and reading assistance across disciplines. It also works to serve the needs of basic skills students (both developmental and ESL) by offering special services such as conversation workgroups, in-context grammar work groups, specialized tutoring, text-to-speech software, and a reading scholarship program."
-Writing and Language Development Center

The Board of Trustees annually performs a self-evaluation based upon predetermined criteria. This open process occurs in a work session every summer where the public is invited to give input and the format is based upon an established Board Policy. The Board seriously considers all input and then develops a plan to address any issues that arise, and as determined that the board wanted to transform its leadership for the district which resulted in a changing of the evaluation instrument. (IVA-119, IVA-120, IVA-121)

SELF EVALUATION

This standard is met, although current processes and structures in place need to be more fully utilized and communicated. Specifically, elements of the Institutional Effectiveness Model need to be more fully integrated, as the perception is that they are five stand alone elements. Yuba College will develop communication reports based upon decisions made. (IVA-84)

Regular evaluation of the College's governance and decision-making structures and processes take place – committees complete self-evaluations, administrators are evaluated annually, and the Board completes an annual self-evaluation. All administrative services are evaluated as one of the

> SLOs have sparked ongoing discussions and innovation in student learning, by engaging us all in thoughtful planning for what we want students to learn and through assessment to close the loop.
> -If Accreditation Were Today Survey
> October 2011

components of the Institutional Effectiveness (IE) Model, with full program reviews every five years and annual updates in between the full review cycle. Not all constituents feel that the results of these evaluations are regularly shared or used to make significant changes to the operations and structures in place. Specifically at the district level, many feel that decisions and how they are evaluated is "opaque," thereby infringing upon the authority of Yuba College decisions. (IVA-84, IVA-86, IVA-87)

> "I am not sure what was always the case (Yuba College reviews and refines its program review process to improve institutional effectiveness). Recently the college has gotten more proactive about using program reviews to achieve continuous improvement".
> -If Accreditation Were Today
> October 2011

The Yuba College President and Vice President have attempted to address this concern by increasing opportunities for interaction and information sharing on a variety of issues. They have instituted All Yuba College meetings, electronically distributed the Yuba College **FOCUS** monthly newsletter, and utilized the email system to update staff and faculty on important issues. A recent example of this last element, using the email system for updates, was when reserved parking procedures were changed at the District policy level. Many people felt that more constituents should have been involved in the decision process, and an email from the Vice President clarified how the decision was made – an action that showed dedication towards improving communication processes at the College. Additionally, the President and Vice President gave

a presentation at the Academic Senate meeting on how decisions are made in an effort to clarify any concerns or misconceptions. (IVA-70, IVA-71, IVA-72, IVA-73)

PLANNING AGENDA

Yuba College meets this standard, and the college is working to fully implement the processes and structures within the Institutional Effectiveness Model. Additionally, the recent hiring of a Chancellor who has stressed his "consensus" model of decision making has resulted in more transparency within decisions made at the district level. His commitment to discussions and a development of board agendas at DC3 meetings have further sustained this inclusiveness. Yuba College will continue to develop and refine its communication amongst all constitutents. The DC3 and Yuba College Council will be responsible for leading the discussion on appropriate college versus district roles. (IVA-74)

Communication between Yuba College and District Services and amongst Yuba College employees needs improvement. The technology training for full utilization of the portal is necessary to help eliminate the isolation of Yuba College from District Services and Woodland Community College. Because communication is important for trust, transparency, and inclusiveness, a communication plan and the evaluation of its effectiveness will be developed so that all employees and committees can share recommendations, decisions, and information in the most efficient manner. The Yuba College Council has discussed the lack of common communication with the current MyCampus portal system. The College Council will take the lead on developing a communication plan for Yuba College, in consultation with YCCD Information Systems Department. In addition, the DC3 subcommittee Team Two has been charged with developing a plan to "provide training and development for collaboration, skill building, and improve communication systems and collaborative technologies." These two components, a communication plan and technology training, form the planning agenda for improving overall communication. (See Comprehensive Planning Agenda #1: Communication for essential elements to be included in the planning agenda)

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EVIDENCE IVA

IVA-1	YC Mission Statement
IVA-2	Question of the Month Survey December
IVA-3	Question of the Month Survey February
IVA-4	Members of the Yuba College Board of Trustees
IVA-5	Chancellor Hiring Process
IVA-6	YCCD AP 7120 Recruitment for Hiring
IVA-7	YCCD AP 2510 Shared Decision Making Model
IVA-8	YC Council Handbook
IVA-9	California Community College Classified Senate Bill 235
IVA-10	YCCD AP 2510 Shared Decision Making Model
IVA-11	Associated Students of Yuba College (ASYC) Constitution
IVA-12	YC Academic Senate Constitution
IVA-13	Management Groups (Directors, Deans, and Administrators)
IVA-14	YC Council Membership
IVA-15	YC Academic Senate Members
IVA-16	YC Committees, Project Teams & Site Councils
IVA-17	All Yuba College Discussion April 11, 2011
IVA-18	YC Program Review Process
IVA-19	YCCD Institutional Effectiveness Model (IE Model)
IVA-20	YCCD AP 3255 Institutional Effectiveness
IVA-21	YCCD BP 3250 Institutional Planning
IVA-22	Question of the Month Survey April 2011
IVA-23	Program Review TracDate Analysis
IVA-24	YCCD Board Strategic Directions
IVA-25	YC Council Purpose Statement
IVA-26	YC Clear Lake Campus Site Council Purpose Statement
IVA-27	Shared Decision Making Survey
IVA-28	YCCD District Services Handbook
IVA-29	Curriculum Committee Purpose Statement
IVA-30	Student Learning Outcome Committee Purpose Statement
IVA-31	YCCD Institutional Student Learning Outcomes
IVA-32	California Code of Regulations Title 5
IVA-33	Senate Meeting Minutes RE: Faculty Support
IVA-34	YC Leadership Meeting Schedule
IVA-35	YC Leadership Meeting Minutes RE: Hiring Priorities, Fall 2011
IVA-36	District Committee of Academic Senates (DCAS)
IVA-37	YC Educational Master Plan
IVA-38	YC Diversity Plan
IVA-39	Chancellor's Executive Team (CHEX)
IVA-40	YCCD AP 2510 Shared Decision Making Model
IVA-41	YCCD Planning and Shared Decision Making Process Review Handbook
IVA-42	Question of the Month Survey February 2011
IVA-43	YCCD Budget Resource Allocation Model
IVA-44	YC Budget Sub-Committee Purpose Statement
IVA-45	Question of the Month April 2011 - Directors and Deans Division and Department
IVA-46	Academic Senate Constitution
IVA-47	ImageNow Software
IVA-48	YC Student Learning Outcome Policy Statement
IVA-49	Basic Skills Initiative Purpose Statement
IVA-50	Fall 2011 Convocation Program Schedule (Reading Apprenticeship)
IVA-51	YC Educational Master Plan (Areas of Emphasis)
IVA-52	YCCD Chancellor Email – Strategic Planning Process

DEVELOPMENT PROCESS
Standard IV B
Board and Administrative Organization

Request for Volunteers and Discussion About Self Evaluation Process

Meeting	Date(s)
YC Senate Leadership	5/4/09, 11/5/09, 12/15/09, 9/11/10, 4/12/11, 8/19/11
Convocation	8/11/10
ACCJC training at Woodland Community College	10/15/10
All-Yuba College email request	2/2/11
All-Yuba College	2/8/11
Convocation	8/10/11
All-Yuba College	9/12/11

Question of the Month Input

Question Date	Responses
March 2011 - Standard IVB2b	24
(CTE, Social Science, Student Development, DSPS, MESH, Nursing, Clear Lake Campus, Public Safety)	
March 2011 CSEA - Standard IVB2b	13
March 2011 CSEA - Standard IVB2b	24
March 2011 – Standard IVB3b	27
(Yuba College Council, Clear Lake Campus Council, College Access & Awareness, SLO, ASYC, Public Safety)	
March 2011 CSEA - Standard IVB3f	11
March 2011 CSEA - Standard IVB3f	40
April 2011 committee question - Standard IVB2c	31
(College Council, Clear Lake Campus Council, Curriculum, Bond Steering, SLO, ASYC, College Access & Awareness, Public Safety)	
	Total: 170

Subcommittee Development of Drafts

Action	Date(s)
Data collection and meetings	Spring/Summer 2011
Deadline for templates	7/30/11
Draft posted on YCCD portal	12/13/11
Subcommittee meeting for final draft	8/1/12, 8/4/11

College-Wide Draft Reviews and Comments

Draft	Web Posting Dates	Responses
Draft 1 posted	1/30/12 – 2/29/12	7 responses
Draft 2 posted	3/30/12 – 6/4/12	2 responses
Cover-to-cover draft posted	5/21/12 – 6/4/12	2 responses
Cover-to-cover draft discussed with Board of Trustees	7/12/12	

College-Wide Draft Review and Discussion

Action	Date(s)
Notices sent requesting review and input	3/8/11, 1/30/12, 2/9/12, 6/4/12
College Council	
Deans & Directors	
Academic Senate	

Standard IVB: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

DESCRIPTIVE SUMMARY

The Yuba Community College District (YCCD) has a seven member Board of Trustees that is "the ultimate decision maker in those areas assigned to it by the state and federal laws and regulations," as articulated within the YCCD District Services Handbook and Board Policy. The Board is responsible for establishing policies and procedures to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of all colleges and campus locations in the district, including Yuba College, the Clear Lake Campus, and the new Sutter County Campus. (IVB-1)

All Board Policies (BP) and Administrative Procedures (AP), including those that show the Board's role in establishing and reviewing its policies, are available on the YCCD website. In a broad sense, the Board is the ultimate authority; however, its designee, the Chancellor, delegates to the President and appropriate college constituents the responsibility to design, implement, and evaluate student learning programs and services at the College. (IVB-2, IVB-3)

Board Policy 2431 is the written policy describing the selection of a chief administrator, and this process was employed in spring of 2011 for the hiring of a new Chancellor. This course of action included utilizing the Association of Community College Trustees as a search consultant; a hiring committee of staff, faculty, students, and administrators; and open forums for all college constituents – including the public – to ask questions, rate candidates, and provide information for the Board's decision. (IVB-4, IVB-157, IVB-158)

Per the requirements of Board Policy 2435, the Chancellor is evaluated in relation to his job description and performance goals and objectives on an annual basis. The Chancellor has shared this information with the college community as his evaluation is integrated into the strategic direction of district activities. The District Coordination and Communication Council (DC3), which is a common recommending body for the District comprised of representatives from all campuses, has discussed evaluation criteria for the new Chancellor. (IVB-5, IVB-6, IVB-159)

SELF EVALUATION

This standard is met by the Board of Trustees and at the district and college levels. Appropriate policies exist and they are followed in the course at college operations. Efforts will continue to meet this standard.

PLANNING AGENDA

None.

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY

The Yuba Community College District (YCCD) Board of Trustees is an independent policy-making body that reflects the public interest in Board activities and decisions. Board members have "Trustee Areas" they serve within the seven counties that encompass the YCCD service area. General elections allow for constituents to vote for individuals who reflect the public interest in the institution. Staggered elections, with three or four seats open on a rotating basis, occur every two years and members are granted four-year terms. (IVB-14, IVB-15, IVB-160, IVB-161)

Examples of how the Board advocates for and defends the institution can be seen in its strict adherence to the Brown Act and its allowance for and responses to public feedback. Board Policies 2715 (Code of Ethics/Standards of Practice), 2345 (Public Participation at Board Meetings), and 2310

(Regular Meeting of the Board), articulate the collective standards of practice for board members and within Board meetings. Public input plays an especially important role within recommendations made by the Board, and this is evident through the response to recent public participation regarding the near cancelation of summer school in 2010 and issues pertaining to the Sutter facility and Measure J in 2011. All meetings are open to the public and a process for public participation is utilized on a continuous basis. (IVB-16, IVB-17, IVB-18, IVB-19, IVB-20, IVB-21, IVB-162)

SELF EVAULATION

Policies in place have resulted in Yuba College meeting this standard. As evidenced in the "If Accreditation Were Today" survey, there is a perception by some faculty and staff throughout the district that certain members of the Board have relied too heavily on the input from the previous Chancellor (who retired at the end of June, 2011) when making decisions, rather than receiving input that might have been considered more broad and balanced, and perhaps, more reflective of the public interest. (IVB-163, IVB-164, IVB-165)

Some important changes have been made in the last two years, which have resulted in changing perceptions concerning the relationships between and actions of the Chancellor and the Board of Trustees. Three new Trustees were elected in the fall of 2010 along with a new chancellor in 2011, which has resulted in Board agenda items that address the question "How does this action achieve the District/College Mission, Vision and Values and support Student Learning?" (IVB-166)

The incoming Chancellor has made it a priority to enhance Board development. The Board has created his evaluation criteria, which includes "Supporting Board Development" as evidenced by activities such as communications, retreats (bi-monthly), Trustee and Board orientation, quarterly performance evaluation meetings, and appropriate delegation of authority. Current Board development is focused on ACCJC accreditation standards, including the board revising its self-evaluation instrument to conform to ACCJC Standards and impementing the Board's identified Vision for Yuba Community College District. (IVB-159, IVB-167, IVB-168)

PLANNING AGENDA

The District Coordination and Communication Council (DC3), which is a common recommending body for the District and is comprised of representatives from all campuses, has discussed this issue with the new Chancellor, who has affirmed that conflicts should be addressed and dealt with long before the issues reach the Board, and is evidenced by DC3 reviewing a draft Board Agenda before it is posted. The structure and consensus model of this committee are evidence of a positive evolution for Yuba College in this once highly contentious area. Yuba College will be active in working with DC3 on reviewing the board agenda and advancing the culture of participatory input. The DC3 will be evaluated according to the Institutional Effectiveness Model on a four-year cycle with yearly updates in between a full review. (IVB-169, IVB-170)

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY

The Yuba Community College District (YCCD) Board of Trustees establishes policies consistent with its Mission Statement to ensure the quality, integrity, and improvement of student learning programs and services and maintain the resources necessary to support them. The YCCD Mission Statement, which states that the District's primary purpose is, "To serve students' educational needs to the extent possible under the State's legal charge and available funding, providing the environment for students and faculty necessary for the pursuit, communication, and interpretation of knowledge, wisdom, and truth" is a leading proclamation regarding all policies and subsequent actions made by the Board. The YCCD Mission Statement is reviewed periodically and was last revised and approved by the Board in March of 2009. (IVB-22)

Several policies and institutional goals created and facilitated by the District describe the Board's expectations for quality, integrity, and improvement of student learning programs and services. Board Policy 2410 (Board Policies and Administrative Procedures) asserts that, "The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District." This document was last revised in 2011, and it asserts the guiding principle behind District policy decisions. Some specific documents that work within this policy include the Institutional

Effectiveness Model (IE) Model, the Board Strategic Directions, and newly adopted YCCD Vision. The Board approved and adopted the IE Model in 2006, and it is intended to align budget development with the continuous improvement and review cycle. The IE Model has five components that feed the long-rage planning of YCCD and the continuous improvement cycle: (a) Academic Program Review, (b) Student Services Review, (c) Administrative Review, (d) District Image and Marketing, and (e) Planning and Shared Decision Making Review. The Board Strategic Directions, which were last revised in 2010, are aligned with the YCCD Mission Statement and are consistent with the Yuba College Mission Statement. Because the timeline for the strategic directions expired in 2012, the incoming chancellor worked with the Board to create a Vision statement in the fall of 2011. (IVB-23, IVB-24, IVB-25, IVB-171)

The Board meets at least once a month in an open, public meeting, and it also schedules Board work sessions and holds retreats to ensure that polices are in place that are consistent with the Mission Statement. On a biannual basis the Board reviews its long-range planning and reviews the District's progress on the established Strategic Directions and adopted Vision Statement. The Board has a planned review of all Board Policies and this usually takes place during a July work session meeting. (IVB-26, IVB-27, IVB-171)

SELF EVALUATION

The District has been working on a Resource Allocation Model, which, when completed and implemented, is intended to help in systematically prioritizing the allocation of resources to ensure the quality, integrity, and improvement of student learning and programs. The Allocation Model, which was originally drafted by a DC3 subcommittee that eventually expanded to include other individuals, was presented to the Board in summer of 2011. How the Model connects to the individual colleges has not been articulated, and there are still reasonable questions regarding how much latitude Yuba College will have as a result of the final allocation model. Further, the connection between Program Review within the IE Model and budget alignment has not been followed according to the budget development timeline. (IVB-28, IVB-172, IVB-173)

Yuba College and the Board of Trustees have several policies and plans in place to meet this standard. There are areas within the Resource Allocation Model and the alignment of the budget process where continued development is necessary. It is important that the district fully develop the Resource Allocation Model through the appropriate shared-governance groups. This effort has been ongoing since 2010 and three budget cycles without implementation. The autonomy of the college decisions need to be clarified, as DC3 works through the Strategic Planning process, including a working budget resource allocation model.

PLANNING AGENDA

The completion, adoption, and implementation of the Resource Allocation Model for the Yuba Community College District and Yuba College is in process and will continue until complete. As indicated in standard IV-A2a, a greater alignment of the budget process as part of the program review and continuous improvement cycle in the IE Model needs to be further developed and implemented within the Strategic Plan. Yuba College will work with the district to fully develop the Resource Allocation Model through the appropriate shared-governance groups. This effort has been ongoing since 2010 and three budget cycles. Discussions abou the authority of Yuba College at a local level within its resouce allocation need to take place and define District roles versus College roles. On a larger scale, the roles of the District and College need to be developed in relation to budget allocation, appropriate college authority, and local decision-making.

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part

of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

> **IV.B.1.c.** The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTIVE SUMMARY

The Yuba Community College District Board of Trustees has the ultimate responsibility regarding legal matters and financial integrity; additionally, educational policy is ultimately approved by the Board. The actions of the Board are final and not subject to the actions of any other entity.

Educational policy is ultimately approved by the Board, including major changes to curriculum after they have been routed through the department and Curriculum Committee processes. By law and Board Policy 2510 (Participation in Local Decision Making), the Board relies primarily on the advice and judgment of the Senate for matters involving curriculum, and they must reach mutual agreement on issues of educational and program development. Twenty-five Board Policies (4010-4500) outline the Board's role

in academic affairs, which are all adhered to on an ongoing basis. The annual self-evaluation process provides a continuous quality assurance review of curriculum and college operations, as part of the IE Model. (IVB-29, IVB-30, IVB-31)

All legal matters concerning the District go to the Board. The Board receives regular reports related to any legal matters, and as many of the matters are confidential in nature, they go to the Board in closed sessions. These items include matters dealing with personnel, property and liability claims, and collective bargaining issues. The District works with legal council that was hired via an open competitive Professional Services Agreement in 2004 and were selected for their expertise in community college related issues. Atkinson, Andelson, Loya, Ruud, and Romo were retained through a competitive process and the issuance of a request for proposals. The selection and hiring were authorized by the Board. Addition, open request for proposals have been held at least every five years with the same firm winning the bid to extend their contract. (IVB-32)

An appropriate audit process for the District is also maintained by the Board. The audit process is prescribed by the California Community College Chancellor's Office in the Annual Contract District Audit Manual. The District selects an independent audit firm based on their experience meeting Annual Audit Manual requirements. Performance and Financial Audits are completed by the selected firm and submitted to and reviewed by the Board, which then takes action to adopt the audit. The District is currently completing a number of construction projects from its Measure J Bond Campaign, so an additional annual Measure J Audit is also conducted by the District's external auditors. The Board reviews the audit finding and directs District staff accordingly. (IVB-33, IVB-34, IVB-174)

SELF EVALUATION

The Yuba Community College District and the Board of Trustees meet this standard. Financial oversight of the District and individual Colleges is the ultimate responsibility of the Board. The Vice Chancellor of Administrative Services provides monthly updates and reports at board work sessions and regularly scheduled meetings. Board Policies 6200 (Budget Preparation), 6250 (Budget Management), 6300 (Fiscal Management), and Administrative Procedure 6305 (Business and Financial Affairs – Reserves) define the fiscal goals and proceedings followed by the District. The Board has consistently adhered to

AP 6305, which outlines that the District shall have a 6% reserve, which is one percent higher than the Community College League of California (CCLC) recommended level of a 5% reserve. However, given the recent budget challenges in the state, and consequently the College, the board policy regarding an additional 2% set-aside allocation of money for campus enhancement projects has not been possible every year. (IVB-7, IVB-8, IVB-9, IVB-10, IVB-11, IVB-12, IVB-13)

PLANNING AGENDA

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY

The Yuba Community College District (YCCD) publishes the Board Bylaws and Policies, which specify the Board's size, duties, responsibilities, structures and operating procedures. The Board adopted the Community College League of California (CCLC) policy manual in 2003-04, which is available in the Chancellor's Office and on the YCCD website. The Board's size (BP 2010); duties and responsibilities, along with its structure (BP 2210 and 2220); and operating procedures (BP 2305, 2310, 2315, and 2320) are outlined as part of the overall adopted Board Policies. (IVB-35, IVB-36, IVB-37, IVB-38, IVB-39,)

SELF EVALUATION

This standard is met, and the District and Board will continue efforts to meet this standard. Periodic Board work sessions are held to bring in experts on certain regulations, such as the Brown Act, and needs that come about in the monthly operations of board meetings, such as discussions regarding public input. These policies are reviewed and updated annually, as CCLC updates are received, or as issues requiring a new or updated Board Policy arise. Recent example of Board Policies and Administrative Procedures that were created due to an identified need include BP 4107 Institutional Animal Care and AP 4620 Institutional Animal Care, in regard to Animal Use and Care, and AP 4500 Student Classroom Attendence, which stipulates the District policy regarding class absences for extra curricular activities. (IVB-40, IVB-41, IVB-163,

IVB-175)

PLANNING AGENDA

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTIVE SUMMARY

The Yuba Community College District Board of Trustees acts in a manner consistent with its policies and bylaws, and the Board regularly evaluates its policies and practices and revises them as necessary, as articulated in Board Policy 2410 (Policy and Administrative Procedures). The Board is responsible for making a number of decisions, many of which are difficult and subject to a variety of opinions and viewpoints. All decisions made are not contentedly accepted by all college constituents; however, the Board consistently follows its established code of ethics and standards of practice, as defined in Board Policy 2715. The Board reviews its operating protocols annually and receives training during a specific summer work session every year. (IVB-42, IVB-43, IVB-44)

SELF EVALUATION

This standard is met, and the Board of Trustees will continue to review its policies and update them annually. Per the requirements of Board Policy 2745, the Board conducts an annual self review. This evaluation method was adapted from one provided by the Association of Community College Trustees. This process was reviewed in 2011, and it was decided that an external consultant would be brought in to facilitate meaningful dialog. The revised Board self evaluation instrument is aligned with both the ACCJC Standards and the Board's identified Vision for Yuba Community College District. The Chancellor has, as part of his evaluation criteria, the charge to facilitate Board development. (IVB-167, IVB-168)

PLANNING AGENDA

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

Board members of the Yuba Community College District receive internal and external training to ensure that they understand all of the requirements and responsibilities required by their position, per the requirements of Board Policy 2740 (Board Education). The District provides internal orientations and professional development, and the Community College League of California (CCLC) offers external training for all Trustees. The Board has also been active in participating in CCLC conferences and workshops, with all board members participating over a three-year timeframe. Each Trustee receives a CCLC Trustees handbook, which includes information about effective trusteeship. (IVB-45, IVB-46, IVB-47)

A formal orientation was provided to the three new board members in the fall of 2010. The orientation consisted of a binder prepared with information about each college, business operations, educational services and planning, governmental relations, and the Chancellor's Office and responsibilities. Each of these areas corresponds with a member of the Chancellor's Executive Team, who in turn, met with the new Trustees to review the binder material pertinent to their individual section. (IVB-48)

Board members have "Trustee Areas" they serve within the seven counties that encompass the YCCD service area. General elections allow for all college constituents to vote for individuals who reflect the public interest in the institution. Staggered elections, with three or four seats open on a rotating basis, occur every two years and members are granted four-year terms. (IVB-14, IVB-15)

SELF EVALUATION

The standard is met. The criteria for board development is included in the Chancellor's evaluation to ensure that continuous improvement in this area will occur. Staggered terms allow for continuity among Board members. To inform the Board of Trustees about the roles of the Board, the Senate, and other areas of the College – including accreditation standards and expectations – the Chancellor and Senate invite representatives of the CCLC and the State Academic Senate to give periodic presentations to the Board. The Chancellor also discusses "The Board Role in Accreditation" during a recent Board meeting. (IVB-49)

PLANNING AGENDA

None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY

There is a clearly defined, implemented, and published self-evaluation process for assessing the Board of Trustee's performance that is articulated in the Yuba Community College District (YCCD) Board Policies and utilized on an annual basis. (IVB-50)

The instrument used for the Board's annual review is derived from the Association of Community College Trustees' self-evaluation test bank. It is designed to "focus on board policies and practices and the role of the board in representing the community, setting policy direction, working with the CEO, and monitoring institutional effectiveness," as stated in the YCCD Administrative Services Review for the YCCD Board of Trustees as part of the IE Model. This process has been held during the annual summer work session and was reviewed for improvement in 2011. (IVB-51, IVB-52)

SELF EVALUATION

The YCCD Board of Trustees meets this standard and will follow its policies and procedures to continue to meet this standard. The Board included "facilitate board development" as part of the Chancellor's goals during the 2011-12 academic year. Part of this process is that the board decided to bring in a facilitator and revise the self-evaluation instrument so that it more closely aligned with ACCJC Standards and the Yuba Community College District Vision adopted by the Board in 2011. (IVB-159, IVB-167, IVB-168)

PLANNING AGENDA

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTIVE SUMMARY

The Yuba Community College District has several

Board Policies, including a Board Policy detailing the Code of Ethics and Standards of Practice (BP 2715), that define required behaviors. BP 2715 was original adopted in 2004 and was last reviewed and revised in 2010. Other Board Policies that assert required behaviors are BP 2710 (Conflicts of Interest), BP 2716 (Political Activity), BP 2717 (Personal Use of Public Resources), and BP 2720 (Communication Among Board Members). (IVB-53, IVB-54, IVB-55, IVB-56, IVB-57)

According to BP 2715, the Board is prepared to investigate the factual basis behind any charge or complaint of trustee misconduct. If a complaint of trustee misconduct is submitted, the Board will first consider the complaint to determine whether further investigation is warranted. If the Board does determine such further investigation or consideration is warranted, the complaint will be referred by the Board President for investigation and review to an ad hoc committee composed of three trustees not subject to the complaint for review. In a manner deemed appropriate by the committee, a thorough fact-finding process shall be initiated and completed within a reasonable period of time to determine the validity of the complaint. The Trustee subject to the charge of misconduct shall not be precluded from presenting information to the committee. The committee shall, within a reasonable period of time, make a report of its findings to the Governing Board for action. (IVB-53)

SELF EVALUATION

The Yuba Community College District Board of Trustees meets this standard.

This policy has not been used in the last decade as no written charges or complaints of trustee misconduct have been submitted under BP 2715. No Grand Jury investigations nor charges have been filed. However, in 2010 some college faculty, staff, and community members unsuccessfully led a campaign for the recall of the Board President in response to a series of unpopular personnel and programmatic Board decisions during severe funding cuts. Part of the recall petition claimed that the Board President failed to "set prudent, ethical and legal standards for college operations." The recall supporters were not able to obtain the required number of registered voter's signatures and the measure never made the fall 2010 ballot. (IVB-176, IVB-177, IVB-178)

The basics for the aforementioned contentious culture seems to have subsided with the hiring of

a new Chancellor and three newly elected board members. Academic Senate meetings have changed culturally with new leadership as well (IVB-179)

PLANNING AGENDA

None.

> **IV.B.1.i.** The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY

The Yuba Community College District's Board of Trustees are informed about and involved in the accreditation process, and it complies with all processes and standards asserted by the Western Association of Schools and Colleges (WASC) and the Accrediting Commission for Community and Junior Colleges (ACCJC), per Board Policy 3200 (Accreditation). The YCCD Board is knowledgeable about Accreditation Standards, including those that apply to the Board, and the Board assesses its own performance using Accreditation Standards (BP 2745). The Board is also involved in reviewing and responding to mid-term and follow-up Accreditation Reports for the District's colleges. (IVB-58, IVB-59, IVB-60, IVB-61)

SELF EVALUATION

The Yuba Community College District Board of Trustees meets this standard. Throughout the self-evaluation process and in compiling the final report, the commitment from
College leadership was that:
- Information used to develop the self-evaluation report will be driven at the college level, not district level
- There will be multiple opportunities for input
- The report will be truthful and representative of what we do at Yuba College
- The report will both highlight the strengths of Yuba College and identify the areas where improvement is needed, then develop a plan to address these deficiencies.

Formal status reports were presented monthly to the Board of Trustees starting in 2010. The Vice Chancellor of Educational and Planning Services presented Institutional Effectiveness (IE) Model yearly reports every summer starting in 2007, as this model formed the basis for program evaluation and planned improvement. The Yuba College newsletter, **FOCUS**, provided monthly highlights into self-

evaluation activities. Formal written updates were disseminated to the YC community based upon unique themes:

- Accreditation Update #1 (December 2010) – Awareness and Input
- Accreditation Update #2 (April 2011) – Input and Planning for Improvement
- Accreditation Update #3 (August 2011) – Writing and Input
- Accreditation Update #4 (December 2011) – Writing and Input
- Accreditation Update #5 (February 2012) - Revisions and Sharing

As the writing process progressed, the drafts of the final report were widely shared. Individual chapters, or standards, were presented to several groups for feedback and further input. The drafts were presented to multiple committees and campus groups. Further cover-to-cover drafts were subsequently presented to the College and Board in the spring 2012 semester, leading to final Board of Trustee review of the Yuba College Self Evaluation Report of Educational Quality and Institutional Effectiveness in July 2012. (IVB-62, IVB-180, IVB-181, IVB-182)

PLANNING AGENDA

None.

> **IV.B.1.j.** The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

DESCRIPTIVE SUMMARY

Within the Yuba Community College District (YCCD) the governing Board of Trustees has the responsibility for selecting and evaluating the Chancellor, who is the chief administrator for the District. This process, which recently included search consultant services offered by the Association of Community College Trustees (ACCT), was utilized for the recent selection and hiring of a Chancellor, who assumed the position of Chief Administrator in July of 2011. The hiring process was directed by the Board, and the committee included staff, faculty, students and administrative representatives. Forums that were open to all college constituents, including community members, were conducted. Although the Academic Senate leadership formally protested the process, the method used for the selection and hiring was consistent with Board Policy 2431 (Chancellor Selection). (IVB-63, IVB-64, IVB-65, IVB-183)

The Board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference and holds him/her accountable for the operation of the District, per Board Policy 2430 (Chancellor). The Board conducts an annual performance evaluation of the Chancellor that includes implementing the YCCD Vision, administration of board policies, and effective operations of the District. In 2011, the Chancellor's performance objectives were based upon the Chancellor Profile for the hiring process and the adopted YCCD Vision Statement. This performance evaluation was widely disseminated to all college constituents by the new Chancellor as he implemented operations consistent with these directions from the Board of Trustees. (IVB-159)

The process for hiring college presidents was reviewed by the DC3 Committee in 2011 with the recommendation being adopted by the Board. The Chancellor evaluates the College Presidents annually, as articulated in Board Policy 2430 (Selection and Evaluation of Presidents) and the Performance Planning and Evaluation for Managers as outlined in the YCCD Management Handbook. This includes separate evaluations based upon: position responsibilities; contributions to achieving the district and college's strategic plan; leadership, management, and operations; and additional performance measures. (IVB-66, IVB-67, IVB-68, IVB-69, IVB-213, IVB-214)

SELF EVALUATION

The District meets this standard through the aforementioned policies and procedures.

PLANNING AGENDA

None.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:
- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

DESCRIPTIVE SUMMARY

Several plans and structures are in place at the District and College levels to ensure that the operating structures are clearly defined and implemented to maintain and enhance institutional effectiveness. In 2005 the Multi-College Transitional Plan was created and adopted by the District to transition to a two-college district and plan for the new operating structure by delineating areas of responsibility for each entity. Additionally, the District has adopted the Institutional Effectiveness (IE) Model, which is a guiding document for the individual colleges. Processes and procedures for continuous improvement and assessment at the college level are defined by the IE Model and the Board of Trustees' Strategic Directions/Vision and undertaken by the President, administrators, and others consistent with their responsibilities. Largely through the leadership of the President, Yuba College is responsible for aligning its goals and efforts towards meeting the overall goals of the District, the Strategic Directions of the Board of Trustees (2007-12), and the newly adopted YCCD Vision Statement (2011). (IVB-25, IVB-70, IVB-171)

At the college level, the President has the primary responsibility for the quality of the institution she leads. At Yuba College the President is involved with, and has shown effective leadership within, planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Yuba College Council Handbook provides the framework for all college committees, governance structure, processes, and shared decision making. The Yuba College Educational Master Plan, which was adopted in 2010, establishes collegial processes that set values, goals, and priorities for the College. The President has used this plan mostly for input into the District Strategic Plan being developed in consultation through the DC3 Committee, which originated in 2011. The President is the sponsor of shared governance processes (standing committees, management groups, and project teams), as outlined in the Yuba College Council Handbook. These committees are tasked with the charge of helping to plan and lead the College forward in a multitude of ways. Several of these committees ultimately have the opportunity to "make recommendations to the President" as she completes her duties in planning, organizing, and leading the College. Chief among these committees that provide recommendations to the President are the Yuba College Council, the Yuba College Leadership Team, and the Faculty Staffing Committee. (IVB-71, IVB-72, IVB-73, IVB-73, IVB-74, IVB-75)

Many administrators, deans, directors, and other central constituents at Yuba College report to the President on a regular basis to relay and assess progress on annual goals that correlate with supporting the Board of Trustees' Strategic Directions (2007-12) and newly adopted Vision Statement (2011). The Vice President of Academic and Student Services, the Clear Lake Campus Executive Dean, the Director of Maintenance and Operations, the Fiscal Analyst, and the Public Information Officer/Director of Student Activities and Outreach are all part of the President's Leadership Team, which creates goals at the beginning of the year. These various members are evaluated by the President regarding progress in achieving goals that pertain to their areas of responsibility and the Board's Strategic Directions. Using the IE Model as the basic framework for evaluation and improvement, Academic Program Reviews, Student Services Program Reviews, and Administrative Services Reviews are areas where all programs, services, and personnel are evaluated to ensure that educational planning is integrated with planning and identified student learning outcomes. Utilizing input from constituents, all campus

program reviews moved to an online format in 2012 to make them more accessible, and the submission deadline is being moved to better align with the College's planning processes, such as the faculty staffing process. (IVB-76, IVB-77, IVB-78, IVB-79)

The President regularly attends meetings of key campus organizations, including the Yuba College Council, the Academic Senate, the Yuba College Bond Steering Committee, and the Associated Students of Yuba College, to engage with and guide institutional improvements. Additionally, she is an active member of the community and regularly meets with representatives from all feeder school districts, community groups, and she serves on local boards and commissions. (IVB-80, IVB-81)

The Yuba College President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. She delegates authority to administrators and others consistentwith her job description. (IVB-83, IVB-84)

Yuba College hired a Director of Planning, Research, and Student Success in fall 2009, and he provides data that assesses the effectiveness of multiple aspects of student learning and success, including the development of Student Learning Outcomes (SLO) and assessments. The Researcher works in the same office space as the President and Vice

President, and he confers with them on a regular and ongoing basis. (IVB-89)

SELF EVALUATION

Under the direction of the President, Yuba College meets these standards, and several components of these standards are in the process of being refined to increase their effectiveness as based upon recommendations through the IE Model and Planning and Shared Decision Making review.

Yuba College, as part of Yuba Community College District, has developed a continuous process improvement structure in an effort to evaluate, plan, and improve. For example, results from Academic Program Reviews, Student Services Reviews, Administrative Services Reviews, and Student Learning Outcome Assessments are evaluated and utilized in making recommendations for improvements. Additionally, the link between and alignment of educational planning and resources planning, as well as a clearer financial autonomy for each college in the District, is being defined by the Budget Allocation Model that is currently being drafted.

The budgeting process for the College is articulated in the Yuba College Budget Process Timeline and in the College Council Handbook, which detail the process of creating, reviewing, and implementing budgets. The Academic Senate assists with these processes within the College through discussion with College leadership. The process is being refined at the district and college levels through the current creation and pending adoption of the Yuba Community College District Budget Allocation Model. This model will increase the financial autonomy of each school in relation to the district goals. Tis process has been in the development stage for over two years and several retirements at Yuba

...CASE STUDY

Student Learning Outcomes

Student Learning Outcomes have become part of the College's framework.
- *Student Learning Outcomes posters have been created and posted*
- *The Yuba College Catalog and schedules include lists of Student Learning Outcomes*
- *The Yuba College Catalog has a chart that identifies the Student Learning Outcomes for each program*
- *Student Learning Outcomes have been identified for Campus Life.*

College without backfill have been convenient for district decisions to balance the budget in the past four years. The adopted budget process timeline has not been followed in the past three years due to a variety of factors. (IVB-85)

Yuba College has made strides in terms of linking planning to resource allocation. For instance, requests for new or replacement faculty positions are tracked back to Academic Program Reviews to ensure the requests for faculty in a particular discipline have been documented in either an annual update or full program review. Additionally, requests for resources through the Perkins Funding (VTEA) process must demonstrate that the need has been identified in the program review process in order to be eligible for funding. The Vice President and the Academic Senate provide feedback for recommendations. These and other aspects of budget allocation and planning will be supported and defined by the District's allocation model. Yuba College has a well-developed and collegial method for determining necessary faculty positions through the Faculty Staffing Committee. It is the number of replacement positions as directed by the District's budget that has been uncertain in previous years. (IVB-86, IVB-87)

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.
-CTE Meeting
Division/Department Question of the Month
March 2011

There are several collegial processes at the District and College levels that set values, goals, and priorities which ensure that evaluation and planning rely on high quality research and analysis on external and internal conditions. Beyond the many plans, processes, and administrative structures in place, college constituents cited several ways they assist in participating in processes that help Yuba College establish its values, goals, and priorities; however, a shortage of staffing across the campus has limited these opportunities. At a recent All-Classified Staff meeting, serving on committees, attending meetings, and following policies and procedures were cited as ways to assist with meeting institutional goals. Although aware of and interested in these options, many staff members feel they are unable to engage in these opportunities because of understaffing caused by budgetary restrictions. (IVB-88)

Yuba College, like many other educational institutions throughout the state, has experienced a reduction in personnel at the administrative, faculty, and classified levels. However, the College continues to meet its FTES targets, operate within its established budget, and provide services and programs that continue to lead to student success and the achievement of educational goals.

PLANNING AGENDA

Yuba College meets these standards, and the College is in the process of refining key components to increase institutional effectiveness. Yuba College will work with DC3 to finalize a budget process and clarify District versus College roles.

The DC3 committee as a whole will add ress structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing

budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTIVE SUMMARY

As part of a multi-college district, the Yuba Community College District has adopted Board Policies (BP) and Administrative Procedures (AP) that follow the Community College League of California's (CCLC) recommendations. The Yuba College President ensures that the implementation of statutes, regulations, and governing board policies are implemented and adhered to at the college level. Yearly reports on each aspect of the YCCD Strategic Directions have been presented to the Board since its adoption in 2007. (IVB-186)

As appropriate and prescribed by statutes and

regulations, the President delegates authority to the Academic Senate (10+1 role); Associated Students (ASYC and CLAS); and the Faculty and Classified units. The Board Strategic Directions, YCCD Vision Statement, and College Mission Statement are utilized to develop priorities and directions for Yuba College. Information is conveyed to the Yuba College Leadership Team, the College Council, through direct reports, and within all shared decision-making committees. The president represents Yuba College at the Chancellor's Executive (CHEX) Team. (IVB-90, IVB-91)

SELF EVALUATION

Yuba College meets this standard. Under the direction of the President, Administrative Procedures are aligned with Board Policies to ensure the Board's policies are carried out in administrative practiced at Yuba College. For example, Administrative Procedures 3310-3900 (nineteen in all), address several General Education statues outlined in the Education Code, for which the President must ensure that the College's practices align with these statutes and regulations, while also adhering to established Board Policies. In addition to Administrative Procedures that address General Education, several others ensure that the institutional practices are consistent with the institutional mission and policies. These include Administrative Policies that address Records Retention and Destruction (AP 3310), Equal Employment Opportunity (AP 3420), Program Discontinuation Regulations (AP 4021), and Chapter Five of Administrative Procedures, which outlines the administrative practices to follow and references the legal obligations of the college related to student services. Additionally, Administrative Procedures that pertain solely to Yuba College have been developed in several areas such as Allied Health admission procedures and facilities usage fees. (IVB-92, IVB-93, IVB-94, IVB-95, IVB-96)

PLANNING AGENDA

None.

IV.B.2.d. The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY

The Yuba College President works within District and College level policies and procedures to effectively control the College's budget and expenditures. Under the current budget model, each college in the

district has a budget that is based on the previous year's budget and percentage of Full Time Equivalent Students (FTES) generated by each of the colleges in the district. Each department or campus, working either through the President or Vice President of Academic and Student Services, depending on the budget process reporting structure, develops its recommended budget based on the previous year's budget and taking into account any known or expected changes for the upcoming year. (IVB-97)

Managers are held accountable to monitor their individual budgets, and the Yuba College President is held accountable, by the District Chancellor, to keep spending within the College's established budget. Departmental information is utilized in developing the overall Yuba College budget. Departments cannot overspend their respective budgets, but are able to move money within line items of their own budgets. A recent audit recommendation resulted in a long overdue update to the Purchasing Manual in 2012. Departments have the ability to monitor and submit purchase orders up to specified limits. The District has a purchasing cut-off date that is set to bring expenditures to a close and prepare to finalize the fiscal year. A Fiscal Analyst attends the President's Leadership Team meetings and oversees the college budget. (IVB-98, IVB-187, IVB-188, IVB-189, IVB-215, IVB-216)

> 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.
> -Web-base Question of the Month
> April 2011

SELF EVALUATION

Yuba College meets this standard. The District is currently creating a Resource Allocation Model, which will transition the district and its colleges from an expense based model to a revenue based resource allocation model, which means each college will be provided revenue based on the revenue it produces. This has been over two years in the making as statewide funding reductions have impacted the budget process in the past few years. In the interim, YCCD has not followed its adopted budget development process. The College Council and Academic Senate are kept apprised of the budget development process through presentations from the Vice Chancellor of Business Services. (IVB-99, IVB-190)

Yuba College has traditionally kept spending within its allotted budget, and the College meets this standard. The District, as a whole, has continued to operate with reserves above Chancellor's Office recommended minimums, even during difficult financial times. The process of developing the budget is considered opaque by college faculty and staff and has changed in each of the past few years, none of which have followed the District's adopted budget development process. Further refinement of the Resources Allocation Model, along with its adoption, implementation, and review is needed. College development has been a struggle as massive retirements from Yuba College, as opposed to District Services and Woodland Community College, have produced vacant positions that have been used to balance the budget since 2008. All college constituents desire a more transparent district budget allocation model that is more aligned with the continuous improvement process and has a greater connection between institutional planning and resource allocation.

PLANNING AGENDA

Yuba College, will benefit from the adoption, implementation, and refinement of the Resources Allocation Model currently being created. The autonomy of each college in the district within the Resource Allocation Model is an area of the process that remains unclear and needs to be articulated through the Yuba College Council and DC3 collaboration.

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

> In what ways does the President Communicate with your committee?
> - College President does not meet with committee, though this is not a major problem since the VP of Instruction is our Co-Chair (Curriculum Committee)
> - President has disseminated information by All YC meetings and email. (Public Safety)
> - We have a great relationship with the President. She listens to us. We talk to her at the YC Council. She really makes an effort and she has sought us out. (Associated Students, YC)
>
> -Committee/Project Team
> Question of the Month
> April 2011

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTIVE SUMMARY

The Yuba College President is committed to and engages with several components of Yuba College and the local community on a regular and ongoing basis as a means of serving the institution.

Through serving on and engaging with academic and professional organizations within the community, the Yuba College President learns about and communicates to all constituents served by the college. The President serves on the Yuba City Economic Development Commission and is on the Board of Directors of the Yuba-Sutter Chamber of Commerce. She also has regular and ongoing contact with the Superintendents of local school districts through county-wide meetings for all superintendents and individual meetings with each superintendent. Additionally, she attends and gives presentations to multiple Yuba-Sutter Chamber of Commerce Clubs each year. (IVB-100, IVB-101, IVB-102, IVB-103)

Within the College, the President engages with campus constituents through a variety of mediums and meetings. She uses the campus portal, website pages, a monthly newsletter **FOCUS** and all campus email to communicate with faculty, staff, and students. She also attends every All-Yuba College and All-Clear Lake Campus meetings and participates regularly in the Yuba College Council and Clear Lake College Site Council. The President attends almost every play, athletic event, and art exhibit. (IVB-113, IVB-191)

SELF EVALUATION

Yuba College meets this standard, and the President will continue efforts to meet this standard. She is active in several community leadership activities and is present at campus functions.

A need was identified as a result of her Convocation presentation in 2009, and a subsequent survey revealed a desire for staff to interact more with the college president. As a result, she started regularly attending Associated Student meetings, held open lunch sessions with the President and Vice President, and openly asked for classroom invitations which resulted in over 30 visits since 2010. She indirectly communicates with the Curriculum Committee and Student Learning Outcome Committee through the Vice President of Academic and Student Services. The President interacts regularly with students through classroom visits and meeting with student organizations. Members of Associated Students of Yuba College stated within a recent survey that the President "really makes an effort and is available and gracious." (IVB-104, IVB-105, IVB-106, IVB-107, IVB-108, IVB-109, IVB-110, IVB- 111, IVB-112)

PLANNING AGENDA

None.

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

DESCRIPTIVE SUMMARY

Several policies and procedures are in place and utilized to ensure that Yuba College, which is part of the multi-college Yuba Community College District, receives leadership and direction from the District and governing Doard. This includes the District communicating expectations of educational excellence and integrity and assuring support for the effective operation of the colleges. The District has established clearly defined roles of authority and responsibility between the Colleges and the district in most areas and the district acts as a liaison between the colleges and the governing

board. The Yuba Community College District Multi-College Transitional Plan was adopted in 2005 and the Multi-College Project Team continues to meet on administrative items that have a District-wide impact. (IVB-114, IVB-192)

The Board of Trustees' Strategic Directions, which are reviewed and evaluated on a regular basis, are the referent to which all other planning efforts connect and work to support. Updates to the Strategic Directions occur twice a year during scheduled summer and winter planning sessions. Specific steps that have been taken and advances that have been made to reach the goals articulated in the Strategic Directions are presented to the Yuba College President and other administrators. Additionally, the President provides a monthly report to the Board of Trustees to relay timely and pertinent information about the college. This process transitioned in 2011 upon the hiring of a new Chancellor and the expiration of the Strategic Directions, which resulted in a Board adopted Vision Statement. (IVB22 115)

Multiple planning and shared governance and decision-making structures ensure the conveyance of information to facilitate actions that reflect and address the direction of the district and individual needs of the colleges. The Chancellor's Executive Team (CHEX), the District and College Academic Senates Leadership Group (DCAS), the District Consultation and Communication Council (DC3), and the District Coordinating Curriculum Committee (DCC) are all collaborative structures that serve as the liaison bodies and communication channels between the District, College, and Board. (IVB-116, IVB-117, IVB-118)

Several Administrative Procedures (AP) and Board Policies (BP) delineate functions between the district and colleges. Board Policy 3250 concerns Institutional Planning and it asserts that major plans are to be developed by the District (such as the Facilities Master Plan and Technology Plan) and those plans are to be integrated into plans created by the individual colleges (such as the 5-year Educational Master Plan and the Basic Skills Initiative Plan). Board Policy 4020 outlines the District's role related to Program, Curriculum, and Course Development. The associated Administrative Procedures, AP 4020 concerning Program and Curriculum Development, and AP 4022 concerning Course Approval, outline the roles in developing new programs and curriculum at the District and individual College levels, as well as the Board's role in approving these courses and programs. These

policies are district-wide and cover areas of faculty participation in curriculum, instruction, and student learning matters, including policy related discussions and decisions. (IVB-119, IVB-120, IVB-121, IVB-122, IVB-123, IVB-124, IVB-125, IVB-126)

Other Administrative Procedures and Board Policies establish degrees, graduation requirements and standards of scholarship that are correlated between the college and district levels. For example, Administrative Procedure 4025 established the Philosophy and Criteria for Associates Degrees and General Education for the District and individual colleges. Administrative Policy 4220 outlines the District and Board roles and responsibilities related to standards of scholarship, within which the Board delegates its authority to the Vice Chancellor of Educational Planning and Services and the Academic Senates of the individual colleges to allow for local decision-making at each institution. Similarly, BP 4100 establishes the District expectations related to Graduation Requirements for Degrees and Certificates; while it's associated AP 4100 outlines the College's role in establishing degree and certificate programs that are to be included in the College Catalog. District level responsibilities are also articulated within the Yuba Community College District Services Handbook. (IVB-127, IVB-128, IVB-129, IVB-130)

SELF EVALUATION

This standard is met. The Yuba Community College District has processes in place that span the last decade and transition from a single to a multi-college district. Many conscientious policies and changes have allowed for localized college specific decision making as well as district-wide input and decision making processes. These levels and areas of decision making span policy, procedures, and practices across curriculum, student support services, faculty development, and student contracts and codes of conduct.

The distinction of services was originally developed in The Yuba Community College District Multi-College Transitional Plan that was adopted in 2005. This put into place the basic structure for a multi-college district. Upon full deployment of Woodland Community College as a stand-alone entity within YCCD, it became apparent that further details of exact authority and decision-making needed to be developed. Several items kept appearing that needed district attention but still impact colleges, and additional district-level committees were

created: District and College Academic Senates Leadership Group (DCAS), the District Consultation and Communication Council (DC3), and the District Coordinating Curriculum Committee (DCC). In 2011, Yuba College still provided services for WCC that include support for Financial Aid, Testing/Assessment, International Student Processing, Distributive Education (ITV and online instruction), among others. Further, services previously provided at the district level were pushed down to Yuba College without resulting staff or consideration of workload (i.e. FLEX Program, facilities usage, transportation, curriculum oversight). This additional workload, coupled with the loss of 16.9 classified staff and two deans from 2008-12, has impacted Yuba College's ability to serve the needs of the students. (IVB-195, IVB-196, IVB-197, IVB-198)

To guide the development of the next strategic plan, the YCCD Governing Board developed a Vision Statement that reflects the needs of the 21st Century geographically dispersed and demographically diverse region served. At its first retreat with the newly hired Chancellor, the Governing Board discussed aspirations and strategic needs for the District-both short and long term-and then drafted an updated Vision Statement; it then reviewed and refined this Vision Statement over a series of meetings before taking action to formally adopt the new "Vision Statement" at the October 12, 2011 Regular Board Meeting. The Vision of the Yuba Community College District Board of Trustees is to ensure student success by:

- Providing an innovative, world-class learning environment;
- Building and maintaining an atmosphere of trust within the college district and with our communities;
- Developing and maintaining programs and facilities that best meet the needs of our students and communities;
- Stewarding resources strategically to meet the diverse needs of our communities and region;
- Providing educational, economic, cultural, and civic leadership for our communities and region.

The Chancellor describes the origins of this Vision and process by which the Board developed it. He has communicated with all staff:

"First, it is important to understand that a community college elected board governs by three means: through policy, through setting the strategic direction of a college district (Mission, Vision and Strategic Goals) and through the effectively managing its CEO. With that in mind, the Board and I began discussing the next-generation strategic plan before I stepped in to the position as Chancellor. The previous strategic plan, developed in 2007, had sunset at the end of FY 2010-11 and was extended to FY 2011-12. The Board decided, during the Chancellor Search process, to delay a strategic planning process until after the new Chancellor was installed. You might recall that strategic planning was among the goals the Board set for me in draft at the July Board meeting and adopted at the August meeting.

"Ideally, strategic planning is cyclic and the Board periodically receives updates and recommendations from the institution as it makes progress on strategic goals. The Board then periodically reviews the mission, vision and strategic goals and establishes a new/revised/reaffirmed direction shaped by the updates and recommendations. Ideally this is a formal process; ideally but not in many cases … including ours. One of our gaps as a District, in the wake of the multi-college implementation, is the development of a cyclic strategic planning process that would formalize this periodic review and renewal. That's why, in part, we have a gap between the sunset of the previous strategic plan and the development of the next one." (IVB-194)

PLANNING AGENDA

Yuba College and the District will continue to refine processes and policies. This includes addressing concerns as they arise, maintain the current four-year cycle of updates to policies and procedures (more often if Education Code or Title 5 change), and maintaining current Purpose Statements and activities for related committees and councils to include participation in the Instructional Effectiveness Model Planning and Shared Decision-Making Process Review. The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to

develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

> **IV.B.3.a.** The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

DESCRIPTIVE SUMMARY

The Yuba Community College District has written delineations of responsibility between operational functions of the District and the Colleges, which are known by staff, faculty, and administrators at both levels.

The Multi-College District Plan, which was adopted in 2005, identifies the basic Administrative and Organizational Structure for the District and Colleges. Furthermore, this document defines the roles, expectations, and responsibilities of the College Administration, as well as the District Chancellor. Responsibilities of the College President are further defined in her job description, which asserts she is responsible for "broad decision-making and has administrative authority and leadership responsibility for all aspects of the campus programs, including: instructional and student services; supervision and evaluation of all staff; planning and budgeting; technology; outreach and public relations; as well as coordination with sister college and District Services as delegated by the Chancellor." (IVB-131, IVB-199)

Several areas of responsibility are held at the College level, as outlined in the District Services Handbook. These include allocations, grants, articulation, curriculum approval, budget development, and institutional development. The District handbook was last provided in 2010-11. Each college is supposed to receive a budget and establishes its priority within that budget and it is responsible for its faculty staffing process and decisions. Each college also has an Academic Senate and is responsible for the development of its own curriculum, although efforts are made to ensure that programs and courses that are offered at both colleges are consistent to better serve students. A joint Academic Senate with members from both Yuba College and Woodland Community College was created in 2010

to keep common programs aligned and to discuss and resolve any challenges or issues. Operational recommendations at Yuba College are made by the College Council, and the Clear Lake Campus has a Site Council to make their recommendations. (IVB-132)

Other areas of leadership originate at the District level. The District, through the Chancellor's Office, is responsible for leading the District in accomplishing the Board's Strategic Directions, and new Vision, and establishing District priorities. These responsibilities are accomplished through the work of specific district level administrators. The Vice Chancellor of Administrative Services, at the District level, serves as the Chief Financial Officer for the District and is responsible for Facilities Planning, Fiscal Services, Human Resources Development and Personnel Services, and Police Services throughout the District. The Vice Chancellor of Educational Planning and Services, at the District level, supports the work of each college and its students, as well as provides oversight of District functions such as Information Technologies, Institutional Development (Foundations and Grants), Institutional Effectiveness, Public and Governmental Relations, the Small Business Development Center, and CTE Grants (Perkins IV, Tech Prep, SB-70, and Contract Education. (IVB-133)

SELF EVALUATION

The District and Colleges meet this standard. Further details, especially how they relate to Yuba College's ability to effectively offer its given host of programs and services, must be developed in consultation with the Chancellor and district-level staff. This includes the now vacated Vice Chancellor position. Further, Yuba College still continues to provide services to Woodland Community College without any reciprocal agreements in place. Nevertheless, processes and workflows are clearly established, and timelines and assignments are also established and published/updated annually. None of these delineation of responsibilities has been evaluated for its effectiveness on the work necessary at Yuba College. On the contrary, personnel decisions at the district level have forced additional workload upon Yuba College and used the disproportionate number

> The split between the District and College is hurting communication.
> -All Classified Meeting
> March 4, 2011

of retirements at Yuba College without backfill to balance the district budget since 2008. According to college surveys, this inequity in funding further reduces the services offered by Yuba College to its students. It is the impact to Yuba College, and the services that Yuba College provides, that need further discussion. (IVB-198, IVB-200)

PLANNING AGENDA

The standard is met. Yuba College and the District will maintain an annual update and review of handbooks to include the evolving responsibilities of committees' purpose, role, function, and membership. The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

> **IV.B.3.b.** The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTIVE SUMMARY

The Yuba Community College District generally provides effective services that support the colleges in their missions and functions; however, there are some aspects of District level services that need to be addressed to increase the overall efficiency at Yuba College. Specific areas that have been impacted the most by district decisions related to the elimination of positions that supported Yuba College include: curriculum support and statewide reporting, FLEX Program, facilities usage, and transportation. The decision to remove the Yuba College Cashier was an additional hardship for Yuba College, but this was partly resolved by hiring a part-time cashier. (IVB-200, IVB-201, IVB-202, IVB-203)

The District Administrative Structure is divided as follows:
- Chancellor – The Board of Trustees' designee to lead the operations of the District and provide oversight of the President of each college, who are his direct reports at the college level.
- Vice Chancellor of Administrative Services (VCAS) – Designated to provide essential District wide support in the areas of Facilities Planning; Fiscal Services; Human Resources Development and Personnel Services; Printing, Publications, and Mail; and Purchasing, Contracts, and Accounts Payable. This position was eliminated in Spring 2012.
- Vice Chancellor of Educational Planning and Services (VCEPS) – Responsible to work with each college to increase external partnerships, and to identify and pursue new revenue sources to support the work of the District and each individual college. Additionally, the VCEPS provides oversight of the following District services that support college operations: Information Technologies, Institutional Development (Foundations and Grants), Institutional Effectiveness, Public and Governmental Relations, the Small Business Development Center, and Career and Technical Education Grants (Perkins IV, Tech Prep, SB-70, and Contract Education).

SELF EVALUATION

Yuba College is struggling to provide a certain level of services due to a large number of vacancies (layoffs and retirements) without replacement, at the same time functions previously performed by District Services have been, pushed down to the college level. Yuba has lost a disproportionate number of faculty, staff, and administrators compared to District Services and Woodland Community College. Items that were not addressed in the Multi-College Transition Plan have generally fallen to the responsibility of Yuba College, such as transportation, international students, and testing/assessment. While the District Services conduct annual program reviews in the areas of Educational Services through the IE Model, these are completed without input from Yuba College. The fear is that the

> 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.
>
> -Fine Arts/Language Arts Division/Project Team Question of the Month
> March 2011

vacancy created in the Vice Chancellor will further impact already stretched services at Yuba College in Curriculum Technology, academic leadership, and the CurricuNet software implementation.

District level responsibilities for providing resources to the colleges are clearly defined and support for accomplishing the District's mission is available. The impact of these services at Yuba College needs to be evaluated to assess their effectiveness. This can be accomplished through the Institutional Effectiveness Model Review Processes. However, this evaluation is completed at a district level without Yuba College input or feedback to many services. The perception is that these services are not reflective of Yuba College's needs. (IVB-200)

At the College level, there is a widespread skepticism about the willingness or ability of the District to supply necessary services. A recent survey of a wide range of Yuba College constituents cited "a sense of separation between the District and College" from the Academic Senate and a perception that the "District Office is not attentive to the needs of the college" from the Language Arts and Fine Arts Departments. The Yuba College Leadership Team also stated that there are "not any well established venues and processes for gathering feedback" on services provided by the District. The relationship with the new Chancellor is greatly improved but the services from the District still need to be evaluated. (IVB-134)

Other issues at Yuba College in regard to services provided and processes followed by the District are evidence of areas that need to be addressed. For example, as reported at a Yuba College Academic Senate (YCAS) meeting, the contract education courses for degree credit have not been fully vetted with academic departments and this causes the Academic Senate to be concerned about the quality of the instruction from an instructional area that is not related to their purview. Additionally, changes in campus-wide communication processes and programs have made information transmission between all college constituents more difficult. The District recently transitioned from a listserv based email to a portal, and students, staff, and faculty are learning to work with the new system with limited training opportunities. Another area of concern between the District and Colleges is the recent district-level decision to hire a Human Resources Director while Yuba College still has two vacant dean positions (one for over three years) and a new Sutter Educational Center opening in 2012. (IVB-135,

IVB-136)

PLANNING AGENDA

District Services will collegially consult with Yuba College regarding the impact of District decisions on the workload at the College. This is an essential part of the Strategic Plan being developed by DC3, and it will include significant contributions from Yuba College. The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Chancellor promised to look at the essential elements of both vacant Vice Chancellor positions as part of the clarification process. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles. (See Comprehensive Planning Agenda #4: Clarification of Roles for essential elements to be included in the planning agenda clarifying district vs. college responsibilities)

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTIVE SUMMARY

The Yuba Community College District has traditionally utilized a full time equivalent students (FTES) driven allocation model for funding distribution. The District is in the process of developing and adopting a Resource Allocation Model that will better ensure that the District provides a fair distribution of resources to each of the Colleges and Campuses based on multiple data driven factors, including FTES and College Base-Funding (SB 361 Funding). (IVB- 138, IVB-139)

The current budget process consists mainly of basing the budget allocations of the current year on the past year and the percentage of full time equivalent students (FTES) generated by each college in the district. Slight modifications were allowed to plan for certain expenses, such as accreditation visits. This process was abruptly changed in 2009-10 when it was announced that a the budget "model" moved from a roll-over approach to a 60% Yuba-24% Woodland-16% District Services expenditure model. This impacted Yuba College disproportionately

> 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
> -Yuba College Convocation
> Break Out Discussion
> August 2011

because 34 full time faculty and 16.9 classified staff retired from Yuba College at the end of 2008-09, effectively using their salary savings to balance the district budget shortfalls. In 2010, the Resource Allocation Model was studied where each college will be provided revenue based on the income produces. This model has not been finalized nor implemented. The distribution of resources in this transition expense based model to a revenue based resource allocation model has not occurred.

Developing the new Resource Allocation Model has been a collaborative effort between the District and Colleges over a three year period. The District Consultation and Communication Council (DC3) Budget Subcommittee has been instrumental in evolving the Resource Allocation Model, which when implemented will ensure a more fair distribution of resources throughout the District. A new Budget Summit was created in April of 2012 to set the groundwork for the 2012-13 budget.

SELF EVALUATION

The Yuba Community College District is moving toward meeting this standard. The current budget allocation model has been an area of controversy between the District and Colleges for an extended period of time, which is well documented within Yuba College Academic Senate and Board of Trustees' meetings. The newly developed Resource Allocation Model has been created with participation from the Academic Senate and other college constituents and is designed to provide a fair distribution of resources throughout the District. This model has not been implemented and is going on its third year of development. One area of concern that remains

> Lack of a budget handbook for the past two years, lack of a budget meeting where budgets are handed out and the process and procedures for establishing the next fiscal budget is presented.
> -Web-based Question of the Month
> April 2011

involves the autonomy each college will have with its allocated budget funds. (IVB-140)

Yuba Community College District has not fully developed a process to complete the multi-college transition in several areas, including budget planning and allocation. A budget development process is spelled out in the College Handbook and District Handbook, however, this process was not utilized in any of the three academic years from 2009 through 2012. Fall 2011 Convocation activities discussed this issue and the consensus was that both Yuba College and the District leadership need to follow this established process or collegially develop an entirely new budget development process. (IVB-204, IVB-205, IVB-206)

PLANNING AGENDA

YCCD will need to finalize either a Resource Allocation Model or a Budget Development Process, instead of creating new processes yearly. The Strategic Plan created by DC3 includes this element. The Yuba College Council will work with DC3 on th enewly developed process for implementation at the local level.

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes. (See Comprehensive Planning Agenda #8: Budget Development for essential elements to be included in the planning agenda)

IV.B.3.d. The district/system effectively controls its expenditures.

DESCRIPTIVE SUMMARY

The Yuba Community College District has budgetary guidelines and processes in place at the District, College, and Department levels to ensure that

expenditures are controlled. This process is fully articulated in the Budget Development Process Flowchart, which is printed in the Yuba Community College District Services Handbook, albeit the District Handbook was not produced in 2011-12. Yuba College employs a full time Fiscal Analyst dedicated to budgetary oversight and predictions solely for Yuba College. (IVB-141)

The District has multiple financial control mechanisms that follow standards of good practice in fiscal management. At the District level the budget follows an annual budget development and approval process that contains several steps and includes input from staff, faculty, and administrators. As noted earlier, this timeline has not been followed since 2009, as over 30 retirements which the College has requested permission to be refilled but the salary savings have been used instead for district budget shortfalls due to overall budget cuts, without discussions on the impact for Yuba College. According to both the District and College Handbooks the process is the same. In January, the Governor's budget is reported to the Board of Trustees. By June a tentative budget is adopted by the Board, based on the Governor's January budget and any May revisions made. The tentative budget also includes input from the Fiscal Services Office, the Chancellor's Executive Team (CHEX), Departments, Budget Managers, and Supervisors. In September the Final Budget is adopted by the Board of Trustees (after the State adopts its final budget). In October the Board reviews the end of year closing amounts, based on the fiscal year ending on June 30th. In December the annual audit is adopted by the Board after a review of year end expenses that reconcile revenues and expenditures. The Vice Chancellor of Administrative Services provides regular updates related to the overall budget to the Board of Trustees. All processes are consistent with Board Policy 6250 (Budget Management), Board Policy 6300 (Fiscal Management), and Administrative Policy 6300 (Fiscal Management). (IVB- 142, IVB-143, IVB-144, IVB-145)

Several other processes within the district and college ensure that expenditures are controlled. Each College President is held accountable to keep spending within the College's established budget, and the President holds budget managers accountable within their individual budgets. Departments are able to move money within the line items of their own budgets, but they are not able to overspend their respective budgets. To close out the annual fiscal year the District establishes a Purchasing Cut-Off date that curtails year-end spending and allows the Business Office to complete its year-end budget close-out procedures. The Vice Chancellor of Administrative Services presents a year-end budget close-out to the Board of Trustees in an annual review of budget actual versus expenditures. This presentation includes a review of the budget assumptions at the time the budget was developed and the District's actual performance against the budget assumptions. (IVB-146)

The annual audit is reviewed and approved by the Board of Trustees. The Vice Chancellor of Administrative Services provides direction to departments to correct audit findings where appropriate. These are reported to the board in subsequent audit reports. (IVB-207)

SELF EVALUATION

The Yuba Community College District meets this standard and will continue efforts to meet this standard. Current changes to the Resource Allocation Model will assist in clarifying a current district-wide perception that the budget development process is unclear and difficult to understand.

PLANNING AGENDA

None.

> **IV.B.3.e.** The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

DESCRIPTIVE SUMMARY

Within the Yuba Community College District the Chancellor gives full responsibility to the Presidents of the Colleges to implement and administer delegated District policies without his interference and he holds them accountable for the operation of the Colleges. This is articulated within the President's position description, which delineates the authority, duties, and responsibilities vested in the position. Many of these are defined by the laws of the state of California or the Educational Code (70902). Responsibilities include the successful operation of the College, including Academic Programs and Services, Budget Requirements, Operation Maintenance, and Community Engagement. The Chancellor evaluates the Presidents on an annual

basis to ensure accountability. The process for evaluation is described in the YCCD Management Handbook. This process has recently been changed to a different evaluation mechanism. (IVB-147, IVB-148)

A recent request by the newly hired Chancellor shows a move towards increased autonomy for the College Presidents. The Chancellor requested the authority to approve contracts up to $100K, a substantial increase from the past $15K cap before the request has to be sent through the Chancellor, presented to the Board, and then approved by the Board. Further changes include Chancellor-level authority to authorize hiring but these processes for hiring. (IVB-149)

SELF EVALUATION

The Yuba Community College District meets this standard and will continue efforts to meet this standard. The District amended Board Policy 2440 (Selection and Evaluation of College Presidents) to make it more complete, and the District created and adopted a correlating Administrative Policy. (IVB-150)

The district-level planning process is being developed by the District Communication and Consultation Council (DC3). It is the intent of the Chancellor for the Board to identify the specific mission, goals, and resources for each college within the district. The President will be responsible for carrying out these directives. Specific policies have not been developed as of this writing – evidence that not all policies have transitioned to a multi-college status - but the intent is to give appropriate authority to the Yuba College President in said policy. A recent example related to the Police Academy provides evidence of the Chancellor becoming involved from a district leadership role as the board determines the appropriate location for the Police academies. The Chancellor committed to conducting a district-wide needs assessment instead of moving forward with replacing the decertified Policy Academy at the Yuba College campus without appropriate study. (IVB-208)

PLANNING AGENDA

None.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective

> What are the most effective methods of communication that are used to exchange information between Yuba College, District Offices, and the Board of Trustees?
> - File Sharing
> - Keeping Department secretaries informed so they can be a resource for department.
> - Email
> - Portal with Training
> - Video Conferencing
> - CCC Confer
>
> -All Classified Meeting
> March 4, 2011

methods of communication, and they exchange information in a timely manner.

DESCRIPTIVE SUMMARY

The Yuba Community College District has a structure of using several methods of communication, and information is transferred through appropriate channels of governance. Under the direction of the previous Chancellor there were district wide complaints in this area, although the newly hired Chancellor (Summer 2011) has expressed a desire for and shown a commitment to increased transparency regarding communication between the Colleges, District, and Board of Trustees. The issue of district communication, however, continues to be an issue due to limitations on the email/portal system and a lack of common communicating processes. (IVB-134)

Executive teams and reporting structures are in place to ensure that the Board, District, and Colleges work jointly and provide clear and timely communications in all directions. Within the District the Chancellor reports to the Board of Trustees, as its only employee. The Chancellor is the Board's designee in providing leadership to carry out its Strategic Directions, and now Vision, which are the long term district wide goals. The Chancellor's Executive Team (CHEX) is the primary vehicle through which communication between the District and Colleges takes place. CHEX meets weekly and its membership includes the Vice Chancellor of Administrative Services, the Vice Chancellor of Educational Planning and Services, the Yuba College President, the Woodland Community College President, and the Director of Governmental and Public Relations. This structure of communication ensures that the colleges are well-informed about District issues, Board actions and interests that have an impact on operations, educational quality, and the ability to provide a

high quality education. However, disseminating information in a useful and timely manner continues to be an issue at Yuba College. (IVB-151, IVB-134)

At Yuba College, the President reports directly to the Chancellor and keeps the Chancellor informed of any challenges, issues, or significant accomplishments at the college. The President also attends board meetings and provides a monthly report to her fellow administrators and other college constituents, as appropriate. This includes regular meetings with the Yuba College Leadership Team, the Academic Senate, the Yuba College Council, and other shared governance groups as a means of sharing information and garnering input.

SELF EVALUATION

Yuba College meets this standard and under the guidance of a new Chancellor will continue efforts to improve communication between all college constituents.

In the past, actions have been made that show a lack of communication and a movement towards limiting communication. From 2008-11, Academic Senate leadership often utilized the local newspaper for communications related to the administration of the district by the previous Chancellor and Board of Trustees. This has been improved upon by the newly hired Chancellor, who has stressed a need for and commitment to transparency regarding district-wide communication. The DC3 Committee is evidence of this commitment. (IVB-153, IVB-209, IVB-210)

PLANNING AGENDA

The District plans to continue providing training for and increasing the use of the district-wide portal system, which has the capabilities to create strong channels of communication and information transmittance. Yuba College will conduct a needs assessment to develop a communication plan so that all employees receive information in a timely manner. Additionally, the Board of Trustees is making a concerted effort, under the direction of the Chancellor, to release their agenda before the weekend begins, which will allow for the items to be reviewed and if needed, responded to, by interested college constituents. The DC3 Committee is the central point for information and decisions, and it is incumbent upon its members to effectively communicate with their constituents.

Communication between Yuba College and District

> 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.
> -Fine Arts/Language Arts Division
> Division/Department Question of the Month
> March 2011

Services and amongst Yuba College employees needs improvement. The technology training for full utilization of the portal is necessary to help eliminate the isolation of Yuba College from District Services and Woodland Community College. Because communication is important for trust, transparency, and inclusiveness, a communication plan and the evaluation of its effectiveness will be developed so that all employees and committees can share recommendations, decisions, and information in the most efficient manner. The Yuba College Council has discussed the lack of common communication with the current MyCampus portal system. The College Council will take the lead on developing a communication plan for Yuba College, in consultation with YCCD Information Systems Department. In addition, the DC3 subcommittee Team Two has been charged with developing a plan to "provide training and development for collaboration, skill building, and improve communication systems and collaborative technologies." These two components, a communication plan and technology training, form the planning agenda for improving overall communication. (See Comprehensive Planning Agenda #1: Communication for essential elements to be included in the planning agenda)

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

The Yuba Community College District regularly evaluates the District's role delineation and governance and decision-making structures and

Standard IVB – Table 1
Integrated Planning Rubric Survey

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There is a consistent and continuous commitment to improving student learning and educational effectiveness is a demonstrated priority in all planning structures and processes.					
Senate 2010	2	2	2	1	
Curriculum Committee 2010		2	5	3	
Directors and Deans 2010		5	2	3	1
Total 2010	2 (7%)	9 (32%)	9 (32%)	7 (25%)	1 (4%)
Senate 2011	1	2	2	3	
Curriculum Committee 2011		1	5	6	
Directors and Deans 2011		2	5	3	1
Total 2011	1 (3%)	5 (16%)	12 (39%)	12 (39%)	1 (3%)
Change from 2010 to 2011	-4%	-16%	+7%	+14%	-1%

-If Accreditation Were Today Survey
October 2011

processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The District communicates the results of these evaluations and uses them as the basis for improvement. The processes by which decisions are made and information is shared are all reviewed via the District Institutional Effectiveness (IE) Model and the Continuous Improvement Cycle, both of which are part of the Yuba College Long-Range Planning Model. Since this evaluation is largely completed at the district-level without broad input from Yuba College as to the impact on its daily operations. In individual surveys, Yuba College constituents do not feel that they are effectively served in the decision making process regarding District operations as services have been repetitively moved to the college-level. (IVB-155, IVB-156, IVB-211)

The Chancellor receives recommendations from the College Councils via the College Presidents, the Executive Staff, and other District Committees and Advisory Boards. The Chancellor reviews these recommendations and provides recommendations to the Board of Trustees for action or policy decisions. This system of communication and role delineation is regularly reviewed through program reviews, Institutional Effectiveness Annual Reports, Academic Senate meetings, Deans and Directors Meetings, and within Convocation activities. In the IE Model, the evaluation of district-level services is completed without input from Yuba College and the services that it provides. For example, the Board of Trustees evaluation of their role in the decision making process does not formally include input

from the Yuba College point of view.

All areas of the five major components of the IE Model (Academic Program Review; Student Services Review; Administrative Services Review; District Image and Marketing Review; and the Planning and Shared Decision-Making Process Review) complete a full program every four years and annual updates in the years between the full review cycle. These results are collected; nevertheless, the sentiment exists that planning and budget decisions are made at the district level without proper attention to Yuba College department reviews. (IVB-134, IVB-211, IVB-212)

SELF EVALUATION

Yuba College meets this standard and is moving towards improving areas to further connect plans in place and budget allocations. Currently, processes are place that focus on evaluating and communicating structures and processes to ensure a focus on and commitment to student learning and meeting educational goals at the colleges. All areas have a minimum of three years of continuous evaluation and improvement that then continues on a four year review cycle.

PLANNING AGENDA

Yuba College will continue with the momentum gained over the last three years regarding the IE Model and overall institutional effectiveness. The District will also develop a calendar that continues

the process through the next four year cycle (2012-2016). The DC3 Strategic Plan, currently under development, will include assessment results and the IE Model Program Reviews as they are incorporated into the planning process.

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan. (See Comprehensive Planning Agenda #3: Planning for essential elements to be included in the planning agenda connecting planning to budget allocations)

The DC3 committee is taking the lead on establishing a new culture of shared governance. DC3 Strategic Planning Team One has the specified goal to "improve current procedures to create an integrated, participatory and evidence-based district wide decision process." Once the YCCD Strategic Plan is finalized, it will fall to the Academic Senate and Yuba College Council to disseminate this information, provide updated training for all employees, and adhere to the agreed-upon principles and roles in the decision making process. The planning agenda related to shared governance is the creation and subsequent evaluation of the 2012 YCCD Strategic Plan that is being developed by DC3 Strategic Planning Team One. (See Comprehensive Planning Agenda #7: Shared Governance for essential elements to be included in the planning agenda determining where the process needs to be strengthened)

EVIDENCE IVB

Comprehensive Planning Agenda

Locations of Yuba College Planning Agendas in Institutional Self-Evaluation

PLANNING AGENDA	IA	IB	IIA	IIB	IIC	STANDARD IIIA	IIIB	IIIC	IIID	IVA	IVB
1. Communication		IB1 1B7								IVA2a IVA3 IVA4	IVB3f
Responsible Parties	YC Council, CLC Site Council, YCCD Information Systems Dept., DC3 Committee Team 2, Academic Senate, President, Vice President										
2. Program Review		IB3 IB7	IIA1 IIA1a IIA2f			IIIA6			IIID1a	IVA1 IVA2a	
Responsible Parties	Curriculum Committee, Academic Senate, DC3 Committee Team 2, Deans, Faculty Staffing Committee, Educational Resource Planning Committee, Technology Committee, YC Council, CLC Site Council, President, Vice President										
3. Planning		IB2 IB5 IB6 IB7	IIA6b			IIIA2 IIIA6	IIIB2b		IIID1a IIID1b IIID1d IIID3	IVA2b	IVB1b IVB2 IVB3g
Responsible Parties	YC Council, CLC Site Council, Budget Summit, DC3 Committee Team 1, SLO Committee, Budget Subcommittee, Deans & Directors, President, Vice President										
4. Clarification of Roles		IB1 IB4			IIC1d			IIIC1a	IVA2a IVA2b IVA3 IVA4	IVB1b IVB2 IVB3 IVB3a IVB3b	
Responsible Parties	YC Council, Clearlake Site Council, DC3 Committee Team 2, Vice Chancellor EPS, President, Vice President										

Note: Other planning agendas exist throughout the Institutional Self-Evaluation - these 8 Planning Agendas occur in multiple places.

Locations of Yuba College Planning Agendas in Institutional Self-Evaluation

PLANNING AGENDA	IA	IB	IIA	IIB	IIC	IIIA	IIIB	IIIC	IIID	IVA	IVB
5. Technology		IB4			IIC1c			IIC1a IIC1b IIC1c IIC1d IIC2			
Responsible Parties	YC Council, CLC Site Council, DC3 Committee Team 2, Technology Committee, YCCD Information Systems Dept., DE Dean, Vice Chancellor EPS, Academic Senate, President, Vice President										
6. SLO			IIA1b IIA1c IIA2A IIA2b IIA2F			IIIA1c				IVA2b	
Responsible Parties	YC Council, CLC Site Council, SLO Coordinator, SLO Committee, Academic Senate, President, Vice President										
7. Shared Governance										IVA1 IVA2a IVA3 IVA4	IVB3g
Responsible Parties	YC Council, CLC Site Council, ASYC, DC3 Committee Team 1, Academic Senate, President, Vice President										
8. Budget Development						IIIA2 IIIA6	IIIB2a IIIB2b		IIID1a IIID1b IIID1d IIID3	IVA2a	IVB1b IVB2 IVB2d IVB3c
Responsible Parties	YC Council, CLC Site Council, DC3 Committee Team 3, Budget Summit, Deans & Directors, Budget Subcommittee, Academic Senate, President, Vice President										

Note: Other planning agendas exist throughout the Institutional Self-Evaluation - these 8 Planning Agendas occur in multiple places.

This Planning Agenda was a year-long process that was identified through the data gathering and writing process of the Institutional Self Evaluation Report. Yuba College identified eight main planning agenda topics that both (a) relate to the ACCJC Accreditation Standards and (b) were areas where we need to improve as an institution. These planning agenda items have evolved throughout the 2011-12 academic year. With the work of all college constituents, they were identified as priorities for college planning. Additionally, the hiring of a new Chancellor in July 2012 improved the overall strategic planning process for YCCD, and individual committees have already begun to make recommendations for improvement within these areas. All eight planning agendas are mentioned throughout the entire Institutional Self Evaluation Report and appear in this section as a compilation of major planning agendas that must be addressed. These were all self-identified and there is a consensus that these are areas where Yuba College and Yuba Community College District need to improve upon during the upcoming years.

Discussions used to finalize the Yuba College Planning Agenda:
- Yuba College Convocation Break-out Discussions – August 10, 2011
- All-Yuba College Meeting – April 12, 2011, September 12, 2011
- YCCD DC3 Strategic Planning Discussion – October 3, 2011
- Yuba College Vice President email – December 13, 2011
- Yuba College Council Discussions – September 6, 2011; October 11, 2011; October 25, 2011; December 6, 2011; January 10, 2012; January 24, 2012

Planning Agenda #1: Communication

I.B.I., I.B.7., IV.A.2.a., IV.A.3., IV.A.4., IV.B.3.f.
Pages: 111, 124, 270, 279, 283, 310

Communication between Yuba College and District Services and amongst Yuba College employees needs to be examined. A standard listserve function was disabled as YCCD moved to MyCampus Portal system in January of 2011. While the functions of the portal are not widely understood, it is acknowledged that the technology is superior with a portal system than with the previous "all Yuba" email blasts. The technology training for full utilization of the portal is necessary to help eliminate the isolation of Yuba College from District Services and

Woodland Community College. Finally, because communication is important for trust, transparency, and inclusiveness, a communication plan and the evaluation of its effectiveness should be developed so that all employees and committees can share recommendations, decisions, and information in the most efficient manner.

The Yuba College Council has discussed the lack of common communication with the current MyCampus portal system. The College Council will take the lead on developing a communication plan for Yuba College, in consultation with YCCD Information Systems Department. The DC3 subcommittee, Team Two, has also been charged with developing a plan to "provide training and development for collaboration, skill building, and improve communication systems and collaborative technologies." These two components, a communication plan and technology training, form the planning agenda for improving overall communication.

Essential Elements to be included in the Planning Agenda:
- Define the use of the portal/web site/email
- Explore the benefits of a shared calendar
- Effectively communicate the College and District organizational structure, including directory, pictures of employees, and develop strategies to form relationships between departments/ divisions/groups/campuses
- Further refine the emergency communications process, including publicity
- Define the role of committee members, including reporting responsibilities
- Involvement of Clear Lake campus in communication strategies
- Develop multiple avenues for disseminating information: email, portal, email, text, bulletin boards, electronic boards, etc.
- Training on the use of technology for communication – use of portal and how it was designed
- Create training videos for faculty, staff, and students to use the appropriate technology resources available
- Establish a formal review of website content and format
- Include communication within Yuba College and between both district colleges (added at September 12, 2001 all-YC Meeting)

Planning Agenda #2: Program Review

I.B.3., I.B.7., II.A.1., II.A.1.a., II.A.2.f., III.A.6., III.D.1.a., IV.A.1., IV.A.2.a.

Pages: 116, 124, 131, 133, 152, 220, 249, 267, 271

Academic Program Review continues to be robust throughout the entire campus. Program Reviews of Student Services and Administrative Services have also been completed yearly in the past four years. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. However, there is a common sentiment that program review planning is not fully incorporated into the budget development processess. It should be noted that the program review process has been improved by adding such activities as the Curriculum Committee review in 2004 and the Office of the Vice President review in 2009, which led to producing a more substantial standard set of data elements in 2010 and the implementation of TracDat in 2011.

The Yuba College Curriculum Committee is undergoing a robust study of the program review process, including possible rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new District strategic plan based upon the recent Board of Trustees' Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan compose the planning agenda for program review improvements.

Essential Elements to be included in the Planning Agenda:
- Define the process once a Program Review is turned in
- Define appropriate reviews at division level, Curriculum Committee/Senate, College Council, VP/President
- Ranking and prioritization process – integrating all four areas (staffing, facilities, equipment, curriculum)
- Revisit the role of Faculty Staffing Committee, Educational Resources and Planning Committee, Technology Committee
- Delineate between short and long term goals in program review
- Change timeline to fit with budget development process
- Define relationship with Educational Master Plan and board/college strategic goals
- Specify the role of Clear Lake into process
- Develop a clearly defined feedback loop as decisions are made

Planning Agenda #3: Planning: Needs to connect with budget allocations

I.B.2., I.B.5., I.B.6., I.B.7., II.A.6.b., III.A.2., III.A.6., III.B.2.b., III.D.1.a., III.D.1.b., III.D.1.d., III.D.3., IV.A.2.b., IV.B.1.b., IV.B.2., IV.B.3.g.

Pages: 115, 120, 122, 124, 161, 215, 220, 228, 249, 252, 253, 259, 274, 291, 299, 311

The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to develop a plan to address "gaps in the Program Planning and Resource Allocation Process." The work of this group will form a new District strategic plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan.

Essential Elements to be included in Planning Agenda:
- Formalize the linkages with program review
- Create objective rubrics for committees that make recommendations (i.e. Faculty Staffing Committee matrix)
- Formally relate the Yuba College planning with the Mission Statement, Educational Master Plan, SLOs
- Create a standard set of data elements to be used by committees in planning
- Formalize feedback loop for decisions that have been made
- Create a plan for budgeting during crisis and/or budget cuts – incorporate the use of appropriate data
- Develop staffing plans for departments/divisions based upon assumptions and goals of the college
- Explore the role of grants and external funding and feasibility of hiring a grant writer

Planning Agenda #4:
Clarification of Roles: Yuba College vs. District Services

I.B.4., II.C.1.d., III.C.1.a., IV.A.2.a., IV.A.2.b., IV.A.3., IV.A.4., IV.B.1.b., IV.B.2., IV.B.3., IV.B.3.a., IV.B.3.b.
Pages: 118, 202, 235, 271, 274, 279, 283, 291, 299, 303, 305, 306

The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Vice Chancellor of Educational Services and Planning resigned in June 2012 and the Chancellor promised to look at the essential elements of this position as part of the clarification process. Team Two of the Strategic Plan has been charged with developing a plan to "provide training and development for collaboration skill building, and improve communication systems and collaborative technologies." The Yuba College Council will serve as the conduit for findings and recommendations from the DC3 subcommittee, and ultimately the overall DC3 committee, for further development of roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and delineation of responsibilities to serve as the planning agenda for clarifying college and district roles.

Essential Elements to be included in Planning Agenda:
- Define the roles of District Services vs. Yuba College, including Clear Lake
- Communicate places where Yuba College is serving the District and WCC – create a plan for these to properly transition to the appropriate location at the College or District level (testing, financial aid, admissions, DE)
- Define the roles of District Services in an accessible handbook
- Define Committee roles – reporting structure, authority for recommendations, communication with district/WCC/YC

- Develop a clearly defined feedback loop as decisions are made
- Delineate the role of the President in decision making, budgeting, program development based upon local needs

Planning Agenda #5:
Technology: Service, access and training for Yuba College employees

I.B.4., II.C.1.c., III.C.1.a., III.C.1.b., III.C.1.b., III.C.1.c., III.C.1.d., III.C.2.
Pages: 118, 201, 235, 237, 239, 241, 244

Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricuNet, etc.). The Information Systems Department will survey and prioritize a list of training needs for all Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees.

Essential Elements to be included in Planning Agenda:
- Ensure appropriate training for faculty and staff – develop a plan for communication related to changes in technology
- Develop a place for College-level technology leadership – define District role in technology/IT department – clarity of College-level roles for IT and DE
- Create purchasing review and standards, replacement schedule for all employees and computer labs
- Create expectations and rules for the use of technology (role of portal, email, website)
- Develop a plan for technology integration into daily operations: technology trainer, instructional technology specialist, Division/Department representation in technology decisions
- Include other technology aspects outside of

instruction (added at September 12, 2001 all-YC Meeting)

- College input to District as to the level of technology necessary to support teaching (added at September 12, 2001 all-YC Meeting)
- Appropriate staffing levels to support technology (added at September 12, 2001 all-YC Meeting)
- Develop College wide availability for students to access to laboratories and technology (added at September 12, 2001 All YC Meeting)

Planning Agenda #6:
SLO: Moving to a required level of Proficiency

II.A.1.b., II.A.1.c., II.A.2.a., II.A.2.b., II.A.2.f., III.A.1.c., IV.A.2.b.
Pages: 136, 138, 143, 144, 152, 212, 274

Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. Data analysis and interpretation are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC "Proficiency Level" rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this schedule. The SLO Committee and SLO Coordinator will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all

Yuba College will need to develop a planning agenda to improve upon the deficiencies which are identified in the Accreditation Self Study. What is one such item that Yuba College should include in its planning agenda?
- Increase student retention
- Confusing clear delineation
- Ed Master Plan not being used to make decisions
- Better morale if shared governance was improved. Put on top and have a summary done yearly
- Mission statement: do we follow it and we need to see if it is reflective
- Maintenance/safety/security
- There is a lot of planning but budget is sometimes the main issue.
- Budget/planning - plans how to step back and process scale back
- Look at future-not just what has been lost to see what will be needed.

-All YC Meeting
April 12, 2011

faculty members. Ongoing SLO training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes.

Essential Elements to be included in Planning Agenda:
- Refine meaningfulness of SLOs to individual departments – incorporate data analysis into department/division decision making
- Create appropriate involvement for adjunct faculty
- Develop an ongoing training plan that includes an online resource database and rubrics for assessment
- Ensure proper communication with Clear Lake faculty

Planning Agenda #7:
Shared Governance: Where does it need to be strengthened

IV.A.1., IV.A.2.a., IV.A.3., IV.A.4., IV.B.3.g.
Pages: 267, 271, 279, 283, 311

The DC3 committee is taking the lead on establishing a new culture of shared governance. DC3 Strategic Planning Team One has the specified goal to "improve current procedures to create an integrated, participatory and evidence-based district wide decision process." Once the Strategic Plan is developed, it will fall to the Academic Senate and Yuba College Council to disseminate this information, provide update training for all employees, and adhere to the agreed-upon principles and roles in the decision making process. The planning agenda related to shared governance is the creation and subsequent evaluation of the 2012 YCCD Strategic Plan that is being developed by DC3 Strategic Planning Team One.

Essential Elements to be included in Planning Agenda:
- Roles of individuals, accountability, and responsibility for decisions
- Roles of committees, recommendation bodies vs. authority for decisions
- Formalize a feedback loop – decisions that are made based upon shared-decision making committee structure
- Report on committee goals and provide updates toward progress
- •Develop comprehensive training for committee chairs on roles of committees

- Create a plan to involve students in the committee structure, including recruiting and meaningful participation

Planning Agenda #8:
Budget Development: Following our process or reinventing a new one

III.A.2., III.A.6., III.B.2.a., III.B.2.b., III.D.1.a., III.D.1.b., III.D.1.d., III.D.3., IV.A.2.a., IV.B.1.b., IV.B.2., IV.B.2.d., IV.B.3.c.

Pages: 215, 220, 228, 228, 249, 252, 253, 259, 271, 291, 299, 301, 307

The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to "provide extensive opportunities for review and input of improvements to program planning and resource allocation process." While this is a district-level implementation, the Yuba College Council, the Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes.

Essential Elements to be included in Planning Agenda:
- Develop clear description of who defines the College's priorities
- Communication plan for sharing information across departments, divisions, and campuses
- Incorporate total cost of ownership (TCO) cost model for new buildings, programs and positions
- Refine and implement a budget allocation model, including its impact to Yuba College (education for stakeholders, level of decision-making at the College)
- Revisit YCCD budget development process and ensure that it is followed – discussion of work from positions that are eliminate or not refilled (at all levels)
- Enrollment management principles – targeting funded FTES, relationship between budget and WSCH/FTEF, enrollment predictions and departmental FTES goals
- Define accountability for all groups – recommendations also involve responsibility

Yuba College
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