



**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

*Western Association  
of Schools and Colleges*

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February 11, 2013

Mr. Rodney Beilby  
Interim President  
Yuba College  
2088 North Beale Road  
Yuba, CA 95901

Dear President Beilby:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 9-11, 2013, considered the institutional Self Evaluation Report, the report of the External Evaluation Team which visited Yuba College October 22-25, 2012, and the presentation by College representatives. Yuba College underwent a comprehensive evaluation in application for reaffirmation of accreditation.

The Commission acted to impose **Probation** and to require that Yuba College correct the deficiencies noted. The College is required to complete a **Follow-Up Report<sup>1</sup>** by **October 15, 2013** demonstrating resolution of the deficiencies noted in the 2012 External Evaluation Report. The report will be followed by a visit of Commission representatives.

Probation is issued when the Commission finds that an institution deviates significantly from the Commission's Eligibility Requirements, Accreditation Standards, or policies or fails to respond to conditions imposed upon it by the Commission. The accredited status of the institution continues during the probation period. The College's deadline for resolving deficiencies and meeting all Eligibility Requirements and Accreditation Standards is **October 15, 2014**.

The Follow-Up Report should demonstrate that the institution fully addressed the recommendations noted below, resolved the deficiencies, and now meets all Eligibility Requirements and Accreditation Standards identified in the External Evaluation Team Report and recommendations.

### **District Recommendations**

#### **District Recommendation 1:**

To meet the Standards, the teams recommend that the chancellor develop and implement short term and long term data driven strategic plans. These should be developed in an inclusive manner, be transparent, clearly communicated, and inclusive of the planning at the colleges. Particular focus should be in the development, implementation, assessment and evaluation of the following: (I.A.4, I.B.2, I.B.5, II.A.2, II.C, III.B, ER 19)



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- A strategic plan guiding the district in integrating its planning processes that result in the district meeting its goals set forth and in line with their vision and mission;
- A planning structure driving allocation of district resources for the district, the colleges, and the off-campus centers; and
- A planning calendar including timelines that are delineated with parties/positions responsible.

**District Recommendation 2:**

To meet the Standards, the teams recommend that the district, in conjunction with the colleges, develop and implement a resource allocation model that is driven by planning and student success. The model should be developed in an inclusive manner, be transparent and clearly communicated and evaluated periodically for effectiveness in supporting the district's and colleges' missions. (I.A.1, I.B, III.A.6, III.B.2.b, III.C.2, III.D.1.a-d, III.D.2.b, III.D.3, III.D.4, IV.B.3.c)

**District Recommendation 3:**

To meet the Standard, the teams recommend that the district provide the following:

- Delineation of its functional responsibilities;
- Determination of whether current functions provided by the district office should be centralized or decentralized to better serve the needs of the students; and
- Clarification of the district level process for decision making and the role of the district in college planning and decision making.

The district should clearly identify district committees, perform a regular review of their work, conduct review of the overall effectiveness of district services to the colleges and widely disseminate the results of those reviews. (I.A.4, I.B.1, III.B, IV.A, IV.B.3)

**District Recommendation 4:**

To meet the Standard, the teams recommend human resources planning be integrated with institutional planning and the district and colleges should systematically assess the effective use of human resources and use the results of the evaluation as a basis for improvement and identify needed staff in faculty, classified, and management positions. Further, the teams recommend the systematic evaluation of all personnel at stated intervals with appropriate documentation. For all employee groups, the district should also follow clearly defined appropriate written evaluative processes that are in written terms. (III.A.1.a-b, III.A.6)

**District Recommendation 5:**

In order to fully meet the Standard, the teams recommend the district develop policies and procedures that clearly define and follow the process for hiring and evaluating the college presidents. (IV.B.1, IV.B.1.j)

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## **College Recommendations**

### **College Recommendation 1:**

To meet the Standard, the team recommends that the college develop and follow a process and schedule for reviewing/revising, applying and evaluating its mission statement. (I.A.3)

### **College Recommendation 2:**

To meet the Standard, the team recommends that the college regularly set college wide goals, identify measurable objectives, and evaluate progress in achieving those goals. (I.B.2)

### **College Recommendation 3:**

As recommended in 2005, to meet the Standard, the team recommends, again, that the college strengthen program review to include a comprehensive and meaningful analysis of data with emphasis on disaggregated enrollment, program completion, success trends and instructional delivery mode. Analysis should integrate the achievement of student learning outcomes. (I.B.3, II.A. 1.b, II.A.1.c, II.A.2.a-b, II.A.2e, II.B.2, II.B.3-4, II.C.2, II.C.2.i, ER 10, Recommendations 2 and 3 from the 2005 Report)

### **College Recommendation 4:**

As cited in the 2005 evaluation report and to meet the Standard, the team recommends that the college develop and fully implement a systematic evaluation cycle for its institutional effectiveness, decision-making, and governance processes in order to assess their efficacy, including:

- Planning
- Program review
- Student learning outcomes
- Committees (practice, procedures and decision-making)
- Results of these analyses and findings should be broadly communicated across the college and used as a basis for improvement. (I.B.6, I.B.7, IV.A.3, IV.A.5, ER 10, ER 19, Recommendations 2 and 3 from the 2005 Report)

### **College Recommendation 5:**

To meet the Standard, the team recommends that the college implement, evaluate and broadly communicate an integrated planning model that strengthens the linkages among the program review, planning and resource allocation processes, and clearly delineates between college and district responsibilities, with institutional stakeholders made more aware of the criteria for prioritization and the procedures employed. (I.A.4, I.B.2-7, III.A.6, III.B.2.b, III.C.2, III.D.4, IV.A.1, ER 19)

### **College Recommendation 6:**

To meet the Standard, the team recommends that the college fully develop Student Learning Outcomes in courses, programs, support services, certificates and degrees; assess the results, evaluate the processes on a cyclical basis; and incorporate results in to planning, resource allocation and decision making. (II.A, II.B, ER 10)

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**College Recommendation 7:**

In order to improve, the team recommends the college identify the learning support and counseling/advising needs of its student population and provide appropriate services to address these needs to support student development and success. (II.B.3, II.B.3.c, II.B.4)

**College Recommendation 8:**

As recommended in 2005, to meet the Standard, the team again recommends, “the College should ensure that faculty and others directly responsible for progress toward achieving Student Learning Outcomes have, as a component in their evaluations, effectiveness in producing those learning outcomes.” Further, the team recommends the college ensure that faculty and others directly responsible for progress toward achieving Student Learning Outcomes have, as a stated component in their evaluations, effectiveness in assessing those learning outcomes for continuous quality improvement. (III.A.1.c, ER 10 and Recommendation 11 from 2005 Report)

**College Recommendation 9:**

To meet the Standard, the team recommends the college develop and implement a comprehensive and coordinated professional development plan for all employees and systematically evaluate professional development activities. (III.A.5.a and b)

**College Recommendation 10:**

As recommended in the 1999 and 2005 evaluation reports and to meet the Standard, the team recommends that the college ensure that custodial, maintenance and grounds staff are adequate to support the existing facilities including the new facilities at Sutter County and Clear Lake Centers and develop a plan to address ongoing staffing needs. (III.A.2, III.B.1)

**College Recommendation 11:**

As recommended in the 2005 evaluation report and to meet the Standard, the team recommends the college ensure that local processes for evaluation, dialogue, and planning of technology needs be designed, developed and implemented to interact with integrated planning at both the college and district level for resource allocation and professional development. (III.A.5.a-b, III.C.1, III.C.2, and Recommendation 15 of the 2005 evaluation report)

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with Eligibility Requirements and Accreditation Standards are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. Yuba College has exceeded the deadline for resolution of deficiencies noted in Recommendations 3, 4, 8, 10, and 11 above and must correct the deficiencies noted in the recommendations above no later than **October 15, 2013**, or the Commission will be compelled to act. In its Follow-Up Report, Yuba College must demonstrate that the institution has fully addressed the recommendations noted above, resolved each of the related deficiencies, and now meets all Eligibility Requirements, Accreditation Standards, and recommendations identified in the External Evaluation Team Report.

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The External Evaluation Report provides details of the team's findings with regard to each Eligibility Requirement and Accreditation Standard and should be read carefully and used to understand the team's findings. The recommendations contained in the External Evaluation Report represent the best advice of the peer evaluation team at the time of the visit, but may not describe all that is necessary to come into compliance. Institutions are expected to take all action necessary to comply with Eligibility Requirements, Accreditation Standards, and Commission policies. The Commission wishes to remind you that while an institution may concur or disagree with any part of the report, Yuba College is expected to use the External Evaluation Report to improve educational programs and services and to resolve issues identified by the Commission.

The College conducted an educational quality and institutional effectiveness review as part of its self evaluation. The Commission suggests that the plans for improvement of the institution included in its Self Evaluation Report be used to support the continuing improvement of Yuba College.

A **final** copy of the External Evaluation Report is enclosed. Additional copies may now be duplicated. The Commission requires that the Evaluation Report and this action letter be disseminated to College staff and to those who were signatories of the institutional Self Evaluation Report. This group should include the Chancellor, campus leadership, and the Board of Trustees.

The Commission also requires that the College's Institutional Self Evaluation Report, the External Evaluation Team Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the External Evaluation Report, please contact Commission staff.

Federal regulations require the Commission to post a Public Disclosure Notice (PDN) for institutions placed on Probation or Show Cause, or when accreditation is terminated. The PDN is used to inform the public of the reasons for such a severe sanction. The Commission will post the PDN on the College's entry in the Directory of Accredited Institutions online at [www.accjc.org](http://www.accjc.org). The institution is permitted to post a response to the PDN. Enclosed find the proposed notice for Yuba College with this action letter, and your comments on it are invited. Please provide the College's response for posting, if any, by March 11, 2013.

Please call this office if the ACCJC staff can be of assistance or if you have any questions.

Mr. Rodney Beilby  
Yuba College  
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On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,



Barbara A. Beno, Ph.D.

BAB/tl

Enclosure

cc: Mr. Brian Condrey, Accreditation Liaison Officer  
Dr. Douglas Houston, Chancellor, Yuba Community College District  
Board President, Yuba Community College District  
Dr. Joan Smith, Chancellor, Yosemite Community College District, Team Chair  
Ms. Martina Fernandez-Rosario, U.S.D.E.

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<sup>1</sup>Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. It contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>). An institution preparing a Show Cause Report is required to follow guidelines for institutional self study in addressing each of the Accreditation Standards cited by the Commission as areas of institutional deficiency.