



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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February 7, 2014

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

Dear President Beilby:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 8-10, 2014, reviewed the Follow-Up Report submitted by Yuba College and the report of the evaluation team that visited November 6, 2013. The Commission took action to **remove Probation** and **issue Warning** and require the College to submit a **Follow-Up Report** by **October 15, 2014**.¹ The report will be followed by a visit of Commission representatives. The report should demonstrate full resolution of the College Recommendations 2, 3, 4, 5, 6, and 9 and District Recommendations 1, 2, 3, and 4 noted below.

Warning is issued when the Commission finds that an institution has pursued a course deviating from the Commission's Eligibility Requirements, Accreditation Standards, or Commission policies to an extent that gives concern to the Commission. The institution is expected to correct its deficiencies in a time specified by the Commission. The accredited status of the institution continues during the warning period.

Need to Correct Deficiencies

The Accreditation Standards, as an integrated whole, represent indicators of academic quality and institutional effectiveness. Deficiencies in any Standard will impact quality at an institution, and ultimately the educational environment and experiences of students. The Commission found Yuba College remains deficient in meeting the following Eligibility Requirements and Accreditation Standards: ER 10 and 19, Standards I.A.1, I.A.4, I.B, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A, II.A.2, II.B, II.C, III.A.1.a-b, III.A.6, III.A.5.a, III.A.5., III.A.6, III.B, III.B.2.b, III.C.2, III.D.1.a, III.D.1.b, III.D.1.c, III.D.2.b, III.D.3, III.D.4, IV.A, IV.A.1, IV.A.3, IV.A.5, IV.B, IV.B.3 from college and district recommendations.

Please note that under U.S. Department of Education regulations, when an institution is out of compliance with Standards, the Commission "must immediately initiate adverse action against the institution or require the institution to take appropriate action to bring itself into compliance with the agency's standards within a time period that must not exceed...two years." Yuba College must fully resolve the noted deficiencies by October 2014.

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The time to correct the deficiencies noted in Recommendations 3 and 4 has been extended for cause.

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.C.2.i, II.B.2, II.B.3-4, II.C.2, 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 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)

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)

- 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/position 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.4, III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d, III.D.2.b, III.D.3, IV.B)

District Recommendation 3:

To meet the Standards, the teams recommend that the District provide the following:

- Delineation of its functional responsibilities;
- Determination of whether current functions provided by the District offices 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)

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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)

The Follow-Up Report submitted in October 2013 will become part of the accreditation history of the College. I have previously sent you a copy of the Follow-Up Visit Report. Additional copies may now be duplicated. The Commission requires that you give the reports and this letter appropriate dissemination to your College staff and to those who were signatories of your college report. This group should include the Chancellor, campus leadership, and the Board of Trustees.

The Commission also requires that the Follow-Up Report, the Follow-Up Visit 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 Follow-Up Visit Report, please contact Commission staff.

Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year review cycle. Yuba College must demonstrate to the Commission at the time of the next regularly scheduled report that the recent changes implemented to resolve deficiencies and meet Eligibility Requirements and Standards have been sustained.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and educational quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

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¹ 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>