

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES  
Western Association of Schools and Colleges



**Public Disclosure Notice**

*for*

**Yuba College**

**February 11, 2013**

*This Notice has been developed for use in responding to public inquiries about accreditation status, consistent with the Commission's policies on public disclosure. It should be read in conjunction with the Statement of Accredited Status for **Yuba College**. This Notice has been reviewed by **Yuba College**, and the institution has been notified of the opportunity to submit a response to this notice. If the College has responded to the Public Disclosure Notice, an electronic link to the institutional response will be found on the ACCJC website at: [www.accjc.org](http://www.accjc.org) in the Directory of Accredited Institution, with the information for **Yuba College**.*

Accreditation by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (the Commission or ACCJC) certifies that a college has been found to meet rigorous requirements for quality and that there are reasonable grounds for believing it will continue to meet them. The Commission's requirements can be found on the ACCJC website at: [www.accjc.org](http://www.accjc.org) under Eligibility Requirements & Standards (or [click here](#)). The accreditation process requires an institution to open itself to examination by a group of professionals who evaluate the degree to which an institution meets the Standards. The Standards set requirements for quality that cover many aspects of the college, including: instruction, student support services, library and learning resources, physical environment, technology services, financial management, institutional governance, institutional integrity and honesty, and achievement of institutional mission. Accreditation is awarded only after an institution demonstrates that it complies with Eligibility Requirements, Accreditation Standards, and Commission policies. The Commission reviews the overall quality of each institution every six years. If an institution is found to need improvements, it may be required to undergo additional reviews and monitoring by the Commission.

**Summary of Recent Commission Actions**

The Commission imposed **Probation** for **Yuba College** when the Commission, at its January 9-11, 2013 meeting, reviewed the institution's adherence to the Eligibility Requirements, Accreditation Standards, and Commission policies as part of a comprehensive Institutional Effectiveness and Educational Quality Review. The institution remains accredited during this period and is required to make improvements to address the Commission's findings of non-compliance.

**Probation** is issued when an institution deviates significantly from the Commission's Eligibility Requirements, Accreditation Standards, or Commission policies, but not to such an extent as to warrant a Show Cause order or the termination of accreditation, or fails to respond to conditions imposed upon it by the Commission, including a warning, the institution may be placed on probation. The Commission will specify the time within which the institution must resolve deficiencies. If probation is imposed as a result of the institution's comprehensive review, reaffirmation of accreditation is delayed during the period of probation. The accredited status of the institution continues during the probation period.

The Commission took this action because it determined that **Yuba College** is out of compliance with elements of the Eligibility Requirements, Accreditation Standards, or Commission policies described below. The full text of the Eligibility Requirements and Standards can be found on the ACCJC website at: [www.accjc.org](http://www.accjc.org) under Eligibility Requirements & Standards (or [click here](#)).

**Eligibility Requirement 10 Student Learning and Achievement:** “The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.”

**Eligibility Requirement 19 Institutional Planning and Evaluation:** “The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.”

**I.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.”

**I.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.”

**II.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.”

**II.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.”

**II.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.”

**III.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.”

**III.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.”

**III.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.”

**III.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 at both college and district/system levels in multi-college systems.”

**IV.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.”

**IV.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.”

#### **Additional Information in Understanding this Notice**

An accreditation team of professional educators has evaluated **Yuba College**, written a report summarizing its findings, and provided recommendations to the institution to meet Eligibility Requirements and Standards. This report and the action letter from the Commission, which specifies the next steps the institution must take, provide a detailed description of the reasons for Probation. All institutions are required to make the evaluation team reports and the action letters available to the public. This is usually accomplished by placing these documents on the college website, and the public is directed to seek these documents from the institution directly. Colleges are invited to prepare a response to this notice, and this information may be posted on the college website.

#### **Current Status and Expected Accreditation Activities**

**Yuba College** will be monitored by the Commission and required to submit a **Follow-Up Report** to the Commission in **October 2013**. The Commission will conduct a team visit to assess the institution’s compliance with the Eligibility Requirements, Accreditation Standards, or Commission policies. The Commission will review both reports at its meeting in January 2014. If the Commission determines that **Yuba College** has demonstrated sufficient compliance with the Eligibility Requirements, Accreditation Standards, or Commission policies, the Commission may act to remove Probation. If the Commission determines that sufficient progress to demonstrate compliance with the Eligibility Requirements, Accreditation Standards, or Commission policies has not been made, the Commission may take further action as permitted under the Commission’s “Policy on Commission Actions on Institutions.” The Commission policies can be found in the *Accreditation Reference Handbook* that is located on the ACCJC website at: [www.accjc.org](http://www.accjc.org) under Publications and Policies / All Commission Publications and Policies (or [click here](#)).

#### **Helpful Resources for Understanding this Notice**

The following resources provide additional information that may be helpful in understanding the Commission’s actions and the accreditation status of **Yuba College**:

- A “Statement of Accreditation Status” for **Yuba College** is available upon request from the Commission office.
- The Commission’s Accreditation Standards can be found on the ACCJC website at: [www.accjc.org](http://www.accjc.org) under Eligibility Requirements & Standards (or [click here](#)).

- “Informing the Public About Accreditation,” published by the Council for Higher Education Accreditation, provides additional information on the nature and value of accreditation. It is available at ([http://www.chea.org/public\\_info/index.asp](http://www.chea.org/public_info/index.asp)).
- The “Policy on Commission Actions on Institutions” lists the actions the Commission may apply to institutions under review. It is available in the *Accreditation Reference Handbook* that is located on the ACCJC website at: [www.accjc.org](http://www.accjc.org) under Publications and Policies / All Commission Publications and Policies (or [click here](#)).
- The “Policy on Public Disclosure and Confidentiality in the Accreditation Process” describes the Commission’s policy and procedures for making information available to the public. It is available in the *Accreditation Reference Handbook* that is located on the ACCJC website at: [www.accjc.org](http://www.accjc.org) under Publications and Policies / All Commission Publications and Policies (or [click here](#)).