



**2015 Annual Report
REVIEW**

Yuba College
2088 North Beale Road
Marysville, CA 95901

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Brian Jukes
3.	Phone number of person preparing report:	530-741-6766
4.	E-mail of person preparing report:	bjukes@yccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	www.yccd.eduhttp://yc.yccd.edu/pdf/academics/2014-15YubaCollegeCatalog.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://yc-acc.yccd.edu/
6.	Total unduplicated headcount enrollment:	Fall 2014: 7,910 Fall 2013: 6,967 Fall 2012: 7,309
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	7,601
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,727
9.	Number of courses offered via distance education:	Fall 2014: 75 Fall 2013: 78 Fall 2012: 74
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 2,984 Fall 2013: 2,911 Fall 2012: 2,996
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
	Were all correspondence courses for which	

13.	students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	67 %									
14b.	Successful student course completion rate for the fall 2014 semester:	68.57 %									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i></p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>680</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>480</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>200</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	680	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	480	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	200
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	200									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	626									
16b.	Number of students who received a degree in the 2013-2014 academic year:	592									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	140									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	400									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	299									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No									
18b.	If yes, please identify them:	n/a									
19a.	Number of career-technical education (CTE) certificates and degrees:	80									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	9									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	0									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0									

20.	<p>2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Registered Veterinary Technician</td> <td>51.08</td> <td>national</td> <td>88.24 %</td> <td>100 %</td> </tr> <tr> <td>Registered Nurse</td> <td>51.38</td> <td>national</td> <td>85 %</td> <td>91.3 %</td> </tr> <tr> <td>Radiologic Technologists</td> <td>41.02</td> <td>national</td> <td>90 %</td> <td>98.45 %</td> </tr> <tr> <td>Cosmetology</td> <td>12.04</td> <td>state</td> <td>0 %</td> <td>75 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	Registered Veterinary Technician	51.08	national	88.24 %	100 %	Registered Nurse	51.38	national	85 %	91.3 %	Radiologic Technologists	41.02	national	90 %	98.45 %	Cosmetology	12.04	state	0 %	75 %
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21.	<p>2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Institution set standard (%)</th> <th>Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Veterinary Technician</td> <td>51.08</td> <td>88.24 %</td> <td>100 %</td> </tr> <tr> <td>Radiologic Technology</td> <td>41.02</td> <td>75 %</td> <td>70.4 %</td> </tr> <tr> <td>Cosmetology</td> <td>12.04</td> <td>0 %</td> <td>72 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	Veterinary Technician	51.08	88.24 %	100 %	Radiologic Technology	41.02	75 %	70.4 %	Cosmetology	12.04	0 %	72 %									
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22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard																						
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23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Yuba College hired a Research Analyst this academic year, providing much needed support in assessing existing practices and providing data for determining new and innovative practice at our college. Program Review and Service Area Review questions have been modified to include assessment of programmatic performance related to student achievement. We have assessed the last three years of data for student retention and success. The three years of data were averaged and targets were set for key indicators. Re-evaluation of the targets with the actual performance this year showed an increase in course completion, unduplicated enrollment in degree applicable credit courses, and the number of students who received a degree. Lastly, and most importantly, we are now 100% compliant in our SLOs.</p> </div>																									

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	1070
	b. Number of college courses with ongoing assessment of learning outcomes	1070
	Auto-calculated field: percentage of total:	100

Programs		
25.	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	107
	b. Number of college programs with ongoing assessment of learning outcomes	107
	Auto-calculated field: percentage of total:	
Student and Learning Support Activities		
26.	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	24
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	24
	Auto-calculated field: percentage of total:	
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://yc-slo.yccd.edu/public-resources.aspx
28.	Number of courses identified as part of the general education (GE) program:	199
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	199
32.	Number of Institutional Student Learning Outcomes defined:	8
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>YC utilizes outreach efforts to poll incoming students about their interests in attending the College, including questions related to ISLOs to learn from incoming students how to best assist them to accomplish their educational goals. A "Quick Reg" survey, including open ended questions and Likert scale is used to query students' knowledge and abilities entering YC. An exit /graduation survey is also conducted with students graduating within an academic year. Data collected from these surveys to date resulted in the institution's recognition of more in-depth data analysis and discussion by stakeholders. Yuba College adopted the Community College Survey of Student Engagement (CCSSE) that draws from National standards indicating five key areas of institutional practices positively related to student learning and persistence. The highly reputable CCSSE, will allow YC to study student behaviors that promote engagement and assess educational processes to improved student outcomes. Information gleaned can be used to compare YC to other comparable colleges in terms of organization, size and location. The benchmark standards from CCSSE include categories of student engagement that are expressions of the eight College ISLOs. YC will use this data to assist in plans to link improvement, budget, and Faculty requests to assessment results.</p> </div>	

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look

forward to including this information from colleges in our report to the Commission and the field in June.

<p>36.</p>	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Yuba College SLO alignment involves stakeholders, including faculty, industry, community members, exceptional students, and administrators who are frequent reminded that SLOs are the skills, knowledge, and disposition students leave the (course, program, institution) with. Each program focuses on 2-3 iSLOs best matched with the discipline. Then participants in workshops/discussion groups consider what skills, knowledge or attributes students will have as an outcome of their participation in a learning activity. From these, SLOs are formulated and assessment methods developed. Courses are then aligned with the PSLOs by Department Faculty, ensuring discussion centered on the idea of instructors and students as co-constructors of knowledge, reflective teaching and learning, even to test or not to test. We understand alignment is a bidirectional process and must be reviewed as such. From these activities reflection and dialog occurs. As analysis occurs, curriculum is considered, teaching and learning can become more focused and intentional. While not true of all programs, there is more and more movement in this direction and the discussion and understanding of learning outcomes become clearer.</p> </div>
<p>37.</p>	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>ISLO data is critical to committees such as Curriculum, Resource Allocation, Educational Master planning, and College Institutional Effectiveness and Accreditation Committee. The Staff Development committee put ISLO reports to work in their planning. Discussion between the YC SLO committee and Academic Senate resulted in developing a rubric for and documentation of narrative reports from data collected from annual assessment reports. YC programs use Quick Registration and Graduate surveys and stakeholder input in developing Program SLOs and for ISLO assessment. Interested parties can access SLO information on the YC portal. Program reviews include simple statistical reports on learning outcomes and summaries of programmatic changes from these findings. Data is then fed into the EMP and IE Report. The SLO committee recommends instructional and student services programs use the program vitality rubric and ISLOs, PSLOs, CSLOs, and, SAOs to communicate student learning internally to constituent groups. YC will share this program health assessment with external audiences - potential students - through our SLO Website.</p> </div>
<p>38.</p>	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Institutional dialog about teaching and learning is reported many ways at Yuba College. Orientations include SLO presentations and occasions for part/fulltime interactions. Department/division meetings with faculty, administrators, and classified staff are opportunities to share/reflect on student learning. SLO expectations and college processes-to- date are discussed. SLO updates are emailed to all YC staff. Ongoing workshops and dialog sessions are offered. SLO reporting and its relationship to Program Review and Institutional Effectiveness are considered in after action reports and shared at "All Staff" meetings. As importantly, SLO discussion is in Program Review, done in a collaborative manner. Accountability for postsecondary institutions today is related to higher education\'s obligation to produce students with work force related skills/abilities; from technical skills to working in teams, critical thinking, communication, and technology. YC continues to become a "learning" college for the 21st century. The consistent message for Instruction is that across all fields we call \"majors\" lie common learning outcomes preparing students to be successful in work, transfer, and citizenship. Authentic SLO\'s underscore the overarching expectations for documentation and is driving our efforts in Institutional Effectiveness.</p> </div>

39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The impact of SLO practices is found in Program Review processes, a tool for programs and services to reflect on learning outcomes and intention teaching. Questions used give faculty and staff opportunity to dialog about how the data from assessment and analysis can be used to improve/change student learning? What can be imagined? What resources are needed to facilitate the process? Information from these discussions is used to prioritize budgets and resource allocation. YC continues to refine the PR process to integrate student learning with achievement and institutional effectiveness. A second success story is our Vet Tech program. At an SLO mapping and creating workshop, the connection between cSLOs, pSLOs, and iSLOs became clear. Within a week the instruction team of this program worked together with full/part time faculty, advisory board members, and outstanding students to consider, improve, align course and program SLOs. A third success story is our psychology department. With a new fulltime faculty on board, department members, conducted a review of course and program SLOs. This led to dialog and reflection. SLOs were redefined to better reflect intended learning. Assessment results led to analysis of discrepancy between learning outcomes at one campus against those of a second YC campus. An action plan is underway.</p> </div>
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Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: n/a 2012-13: 1 2011-12: n/a
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We will do an assessment of the percentage of the units within all of our programs, degrees, or certificates that are offered through Distributive Education. If we find that 50% or more of the units are offered through Distributive Education, then we will need to submit a Substantive Change Report. However, this has yet to be determined.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Sutter County Center Clear Lake Campus
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The Annual Report must be certified as complete and accurate by the CEO (Dr. G. H. Javaheripour). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

[Send e-mail Notification to CEO to certify report](#)

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