2016 Annual Report
Final Submission
04/01/2016

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:	530-740-1717
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:	https://yc.yccd.edu
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 2015: 7,021 Fall 2014: 6,725 Fall 2013: 6,929
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	7,964
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,461
9.	Number of courses offered via distance education:	Fall 2015: 80 Fall 2014: 75 Fall 2013: 78
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,925 Fall 2014: 2,697 Fall 2013: 2,847
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

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 2015 semester:	70%

15.	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. 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.	
	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

#	Question	Answer
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	731
16b.	Number of students who received a degree in the 2014-2015 academic year:	571
16c.	Number of students who received a certificate in the 2014-2015 academic year:	173
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 2014-2015:	486
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
18b.	If yes, please identify them:	NA
19a.	Number of career-technical education (CTE) certificates and degrees:	81
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.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:	

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
radiology technician	41.02	national	0 %	99.3 %

	veterinary technician	51.08	national	0 %	97 %
	registered nurse	51.38	national	0 %	84 %
	cosmetology	12.04	state	0 %	85 %

21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
cosmetology	12.04	0 %	72 %
radiology technician	41.02	0 %	82.81 %
vetrinary technician	51.08	0 %	82.76 %
registered nurse	51.38	0 %	87.23 %

22.	Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard

23.	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 (1,250 character limit, approximately 250 words).

Effective practices include the following: 1. Changes to program review process and the development and adoption of a more robust and inclusive program review feedback process. 2. Yuba College\'s participation in the CCSSE and SENSE Surveys assess the experiences of our students and compare our results to similar institutions nation wide. 3. An Aspen Institute visit and evaluation and Yuba College\'s incorporation of Completion by Design as a means to measure student success. 4. Yuba College\'s participation in Leading from the Middle and developing a wider variety of dual enrollment courses for local high schools as well as constructing clearer pathways in CTE programs. 5. The redesign of a Math Boot Camp (used to help student place higher on the math placement exam) because the data collected indicated that students weren\'t experiencing the increase in placement test scores due to the layout of the program. These issues have been addressed and resulted in a much shorter more condensed Boot Camp that should more appropriately meet our students\' needs. 6. The creation of a new ENGL 97 course to accelerate instruction from the lowest level of composition to transfer level.

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
	Courses	

24.			
	a.	Total number of college courses:	937
	b.	Number of college courses with ongoing assessment of learning outcomes	937
		Auto-calculated field: percentage of total:	100

25.	**Courses**	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	130

	b.	Number of college programs with ongoing assessment of learning outcomes	114
		Auto-calculated field: percentage of total:	87.7

26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	21
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	20
		Auto-calculated field: percentage of total:	95.2

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	https://district.yccd.edu/pages/yc-new/CommitteeDetail.aspx?aid=68
28.	Number of courses identified as part of the general education (GE) program:	181
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	73.2%
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 *program Student Learning Outcomes*:	181
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.	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 (1,250 character limit, approximately 250 words).
	Yuba College polls incoming students about their interests in attending the college, including questions related to iSLOs. This practice has aligned registration survey questions with iSLO assessment schedule. Questions are used to query students\' knowledge and abilities and are tied to the graduation survey which is conducted with students graduating within an academic year. Both incoming and exit surveys are then compared. 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 allows the college to study student behaviors that promote engagement and assess educational processes to improved student outcomes. Information gleaned can be used to compare Yuba College 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 cross-correlate this data with our internal student surveys, interpret findings, discuss and apply to plans to link improvement, budget, and Faculty requests to assessment results. Data analysis is shared through emails, committees, and posted on YC SLO public sites.

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.

36.	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 (1,250 character limit, approximately 250 words).

Yuba College SLO alignment involves stakeholders, including faculty, industry, community members, students, and administrators who are frequently 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 within a discipline. From this, PSLOs are formulated and assessment methods developed. Course curriculum is 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. Course curriculum is driven by the program outcomes we hope to have our students attain. 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.

37.	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 (1,250 character limit, approximately 250 words).

SLO data is critical to Curriculum, Budget and Resource Allocation, Educational Master planning, and College Effectiveness and Accreditation Committees. At least one member of the SLO committee sits on each these committees. SLO committee members are on staff development, BSI and SSSP committees. YC programs use Registration and Graduate surveys and stakeholder input in developing Program SLOs and iSLO assessment. SLO information can be accessed on the YC portal. Program reviews include simple statistical reports on learning outcomes and summaries of programmatic changes from these findings. Data is fed into the EMP and IE Report. YC shares this program health assessment with external audiences - potential students and stakeholders - through SLO Public Sites. Email updates are sent out regularly to all YC constituents to share information, updates, and to offer support and education. This has led to requests for individual work sessions, professional development workshops, and casual discussions on SLOs, all of which lead to the better understanding SLOs. SLO committee members are assigned programs and services to support and assist. As YC becomes more and more successful at tracking and monitoring SLO cycles, positive outcomes can be boasted in catalogues, brochures, professional conference, college day activities, etc.

38.	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 (1,250 character limit, approximately 250 words).

Institutional dialog about teaching and learning is reported many ways at Yuba College. Orientations for adjunct faculty include SLO presentations and occasions for part/fulltime interactions. Full time faculty have opportunities at Convocation specifically designated for each discipline to dialog with their peers prior to the beginning of the new academic year. 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 /dialog sessions are offered. SLO reporting and its relationship to Program Review and Institutional Effectiveness are considered in after action reports, shared at meetings. SLO discussion is done in a collaborative manner in Program Reviews. Accountability for postsecondary institutions today is related to higher education\'s obligation to produce students with workforce-related skills/abilities; from technical skills to working in teams, critical thinking, communication, and technology. YC continues to become a \"learning\" college for the success of all students. The consistent message is that across all majors lie common learning outcomes, preparing students for success in work, transfer, and citizenship.

39.	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 (1,250 character limit, approximately 250 words).

As a first example, the English department has long used a holistically scored final exam that is graded by two department faculty who are not the instructor of record. The department

uses a \"norming\" session at the beginning of each grading period to ensure that the standard of assessment is understood and followed by all. This system ensures that the department uses a consistent standard of assessment, that the final exam is identical for all students at each level of composition, and that an objective means of assessment is used. It naturally became a means of Course and Program SLO assessment and is now used in Department-wide discussions at the beginning of each semester as the faculty examine the pass rates and discuss the appropriateness of the assessment tool. As a second example, Yuba College has incorporated several questions regarding SLOs (and SAOs) into its Program and Service Area Reviews. Departments are asked if they have mapped Program SLOs (or SAOs) to iSLOs, and whether they have mapped Course SLOs to the Program SLOs. They are asked to analyze their own assessment of SLOs and core competencies. Student learning data is core to Program and Services Reviews.

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:	2014-2015: n/a 2013-2014: n/a 2012-2013: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Mission/Objectives 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 our programs, degrees and certificates that are offered through Distributive Education. If we find 50% or more of the units are offered through DE, then we will need to submit a Substantive Change Report. However, this has yet to be determined. We will also revisit our mission in the coming year, to make it more concise and broad. If we make changes and if those changes require a substantive change, we will submit a report for that as well.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 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 data included in this report are certified as a complete and accurate representation of the reporting institution.

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