Yuba College

Accreditation Follow-up Report

October 2013

ACCREDITATION FOLLOW-UP REPORT

Submitted by:

Yuba College

2088 North Beale Road
Marysville, CA 95901
Yuba Community College District

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2013

Phone: 530-741-6707
Fax: 530-749-3867
yc.yccd.edu

Table of Contents

President's Message

ACCJC Committee Members:

The faculty, staff, administration, and students of Yuba College as well as our Chancellor and the Yuba Community College District Board of Trustees are pleased to present our college's responses to the eleven recommendations that were forwarded following the site visit in October 2012. Yuba College appreciated the Accrediting Commission for Community and Junior Colleges' (ACCJC) External Evaluation Team's visit, observations, and the recommendations forwarded to the college in January 2013.

At the time of the visit, Yuba College was beginning to see significant transformations brought about by administrative change and renewed faculty and staff engagement. The engagement and commitment of the entire campus community is authentic and was commended by the visiting team.

The transformation at Yuba College is evident in the collaborative work that has been done in the last few years. There has truly been a grass-roots effort throughout the college to become a more effective, more data-driven and more student-centered institution. When the team visited last October, they found a college that was enthusiastic and hard at work making needed revisions to our planning and effectiveness processes, as well as working on SLO development and assessment.

After receiving the recommendations from the ACCJC, the College's work was affirmed. We continued throughout the year working on the areas that had already been started and those that had been articulated by the Commission. We feel that there has been significant progress and are very proud of the work that has been done.

As the interim President of Yuba College, I want to recognize the dedication of so many individuals who have taken on leadership roles and participated on project teams and committees in an effort to satisfy the ACCJC recommendations and our expectations for ourselves. Yuba College is committed to self-evaluation, planning and assessment and will continue to exhibit these standards in the future.

Yuba College would like to thank the ACCJC staff for your dedication, support, and leadership throughout this process and your commitment to sustain accountability among the institutional members.

Professionally,

Rod Beilby
Interim President

Preface
A Decade of Change

Conducting the Self-Evaluation in preparation for reaffirmation of accreditation gives pause for reflecting on the history of the institution. In looking back over the past ten-plus years in the Yuba Community College District (YCCD), one gets a strong sense of the state of flux that has characterized the district during its transformation from a single institution to a multi-college district. This preface provides a brief chronology of the evolving dynamics within the district in the past decade, during which YCCD has experienced significant changes.

In 1999, the YCCD Board of Trustees established a strategic initiative to develop the Woodland Center to full college status, thereby transitioning YCCD to a two-college structure. Thus began more than a "Decade of Change" driven largely by design but also in part by circumstances.

In 2001, upon the retirement of the incumbent, the Board developed a search for a new Superintendent /President and purposefully set the expectation for the new leader to "*Provide leadership in the District's efforts to transition into a multi-college district*." The new Superintendent/President was hired in 2002 and, despite tenuous budget circumstances, began working with constituents across the district to plan the process for transformation. Along with the convening of the Multi-College Project Team in 2003, the Board reaffirmed the commitment to seek multi-college status.

In 2004, another leadership change occurred when a new Executive Dean for the Woodland Center was hired with the charge to develop the college structure and guide the approval processes with state entities. Shortly thereafter, YCCD began conducting its Accreditation Self Study as a single institution in preparation for a site visit in October, 2005.

In 2006, the District reorganized into a preliminary multi-college structure, essentially delineating the district into three entities: District Office, Yuba College and Woodland Community College, for operational purposes and to facilitate further planning. At the same time, the District embarked on a facilities assessment to identify the need for renovations, upgrades and expansion, culminating in the YCCD Facilities Master Plan and preparation for a Prop 39 Facilities Bond Measure (Measure J) on the November 2006 ballot. In addition to these ambitious undertakings, the Board also convened facilitated strategic planning sessions to develop Strategic Directions for the district as the foundation for college strategic planning for 2007-2011.

Measure J was successfully passed by the voters, and YCCD embarked on a seven year construction program with extensive projects planned at each site (Clear Lake, Linda, and Woodland campuses) and new sites constructed in Colusa and Sutter Counties.

In October 2007, Woodland Community College submitted its Self Study in application for Candidacy and Initial Accreditation to the Accrediting Commission for Community and Junior

Colleges (ACCJC) and in June 2008, WCC was approved as the 110th community college in the state.

Around this time, the economic crisis hit the nation with particularly deleterious impact in California. Fiscal year 2008-2009 brought a wave of significant budget reductions. Between 2007 and 2011, YCCD experienced one reduction after another, which affected the full implementation of the multi-college transition plan, which was predicated on additional staffing to build out administrative functions.

2007-2011 was a period of austerity that eroded the climate of Yuba Community College District. During that time, the District (1) embraced a strategic initiative to expand from a single-college district to a multi-college district, which required additional capacity and (2) at the same time experienced significant resource reductions. These two pressures were foremost in impacting the climate of the district including extreme distrust and frustration with the administration at the time. The District had committed to a transition plan predicated on the ability to grow, but the lack of resources and the eroding climate and confidence in leadership resulted in the District and the colleges having under-developed systems and processes.

The 2010-2011 academic heralded another transition in leadership at the District level; the Board began the search for a new Chancellor, and the November election brought a change-over in Trustees. Faculty and staff provided input to the Board of Trustees regarding the desired profile and characteristics and emphasized the importance of trustworthiness. Following the hiring of Dr. Douglas Houston, the Board committed through the Chancellor's Performance Criteria to establish inclusive planning processes in the development of strategic goals and to improve/enhance District culture.

In this new inclusive and collaborative context, the Colleges and District have made great strides in improving the culture and climate and in the continued development, implementation and assessment of integrated planning systems and processes. Such was the status of the Colleges and District which the teams observed and noted during the October 2012 visits. This Self Evaluation Report demonstrates the progress and improvements that have been achieved over the past year.

Statement on Report Preparation

Following a site visit by an external evaluation team that visited Yuba College on October 22 – 25, 2012, the Accrediting Commission for Community and Junior Colleges acted to issue a status of probation to the College in a letter dated February 11, 2012. It was requested that Yuba College correct deficiencies noted in the External Evaluation Report as they relate to the mission statement (recommendation #1), goals and objectives (recommendation #2), program review (recommendation #3), integrated planning (recommendation #4), college effectiveness (recommendation #5), student learning outcomes (recommendation #6), student support and counseling/advising needs (recommendation #7), student learning outcomes evaluation (recommendation #8), professional development (recommendation #9), maintenance and operations staffing (recommendation #10) and technology (recommendation #11.) The ACCJC also required the college to complete a follow-up report by October 15, 2013, demonstrating resolution to the deficiencies in recommendations 3, 4, 8, 10 and 11 noted in the External Evaluation Report, followed by a visit of an evaluation team.

Immediately after the visit, the college charged accreditation working teams with the task of addressing the recommendations; for each working team a manager, faculty member and, when possible, classified staff member were identified to be on point and accountable for the specific recommendation. Working teams also engaged appropriate committees in order to accomplish the work identified and complete the writing of the report in their areas. Representative committees and organizations that were included throughout this collaborative process include:

- Yuba College Council
- Yuba College Academic Senate
- College Effectiveness and Accreditation committee
- Student Learning Outcomes committee
- Curriculum Committee
- Basic Skills Initiative Committee
- Student Services Committee
- Faculty Staffing Committee
- Classified Staffing Committee
- Yuba College Faculty Association
- Yuba College Adjunct Faculty Association
- Educational Supervisor's Association
- Staff Development Committee
- FLEX Committee
- Technology Committee

Through these committees and their collaboration with other college-wide stakeholders, recommendations 3, 4, 8, 10 and 11 have been fully developed and will be fully implemented and evaluated by the end of this academic year.   Further, significant progress on

recommendations 1, 2, 5, 6, 7 and 9, required for completion in 2014 as per the External Evaluation Report have also been made. Most of these recommendations will complete a full cycle of implementation and evaluation at the end of this academic year as well.

Throughout the year, the College Effectiveness Committee, the Yuba College Council, the Academic Senate and the Co-Accreditation Liaison Officers (ALOs) have communicated with college constituents regarding the progress of the accreditation work through forums, emails, minutes and Convocation activities. At the September Board meeting, the College Vice President/Co-ALO also provided a detailed report on the accreditation efforts to the Board of Trustees. There has been great collaborative effort and substantial communication in addressing the recommendations from the Commission, and we believe that this process has been a positive growth experience for the entire College community.

In closing, we believe that this opportunity has made us a stronger, more collaborative, more effective institution. Our Faculty, Staff and Administrators are extremely dedicated and committed to providing the highest quality education to our students. We are also committed to using the standards set forth by the ACCJC to accomplish this goal.

The Commission, in its Action Letter of February 11, 2013 requested a Follow-Up Report to be submitted by October 15, 2013. In response, this report presents a narrative and evidence that describes Yuba College's resolution of, and progress made towards, the deficiencies identified in the Commission action letter.   The report also addresses protocols that have been established to ensure that recommended changes and improvements have been sustained. The Commission requested that Yuba College respond to the following College recommendations:

College Recommendation 1 (Regularly Review Mission):
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 (Planning/Goal Setting & Evaluation):
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 (Program Review):
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 (Systematic Evaluation):
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 (Integrated Planning):
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 (SLO Assessment):
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)

College Recommendation 7 (Assess Student Needs):
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.4)

College Recommendation 8 (SLO Assessment / Faculty Evaluations):
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 (Professional Development):
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 (Custodial / M & O Support):
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.B.1, III.A.2)

College Recommendation 11 (Technology Planning):
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.C.1, III.C.2, III.A.5.a-b and Recommendation 15 of the 2005 evaluation report)

District Recommendation 1 (Strategic Planning):

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.C, and III.B):

- *A strategic plan guiding the District in integrating its planning processes, that result in the District meeting its goals set forth 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 (Resource Allocation):

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.I, I.B, III.A.6, III.B.2 .b, III.C.2, III.D.4, III.D.l.a, III.D.l.b, III.D.l.c., IIID.1.d, III.D.2.b, III.D.3, IV.B.3.c)

District Recommendation 3 (Delineate Responsibilities of Multi-College Structure):

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 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.I, III.B, IV.A, IV.B.3)

District Recommendation 4 (Human Resources):

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 Hiring/Evaluating College Presidents):

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.l, IV.B. lj)

Yuba College has worked assiduously since the ACCJC Team visit in October, 2012 to address the team's observations and respond to their attendant recommendations. Both Yuba College and the District's responses are reflected in the following pages.

Accreditation Follow-Up Report
Certification Page

Date: October 15, 2013

To: Accrediting Commission for Community and Junior Colleges,
             Western Association of Schools and Colleges

From: Rod Beilby, Interim President Yuba College
             2088 North Beale Road
             Marysville, CA 95901

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signed:

_____

(Chief Executive Officer)

Accreditation Follow-Up Report
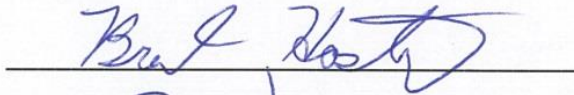## Certification Page

Date: October 15, 2013

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Rod Beilby, Interim President Yuba College
2088 North Beale Road
Marysville, CA 95901

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.
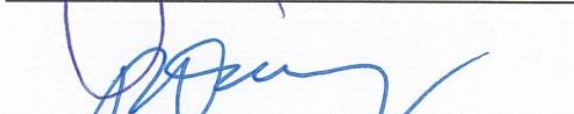
We certify that we have read the final Follow-Up Report and that we were involved in the self-evaluation process.
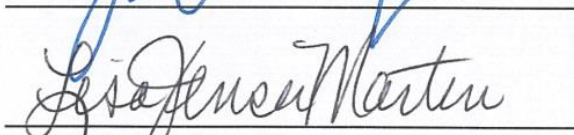
Mr. Brent Hastey
President YCCD Board of Trustees

Dr. Douglas B. Houston
Chancellor, Yuba Community College District

Rod Beilby
Interim President Yuba College

Lisa Jensen-Martin
Accreditation Liaison Officer/Co-Chair/Interim
Vice President Academic and Student Services

Brian Condrey
Accreditation Faculty Co-Chair

Greg Kemble
President, Yuba College Academic Senate

Teresa Dorantes-Basile
President, Classified Schools Employees Assoc.

Carolina Coronado
President, Associated Students of Yuba College

Response to Team and Commission's Recommendations

College Recommendation 1 (Regularly Review Mission)

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)

A. Summary of Progress and Accomplishments on Recommendation

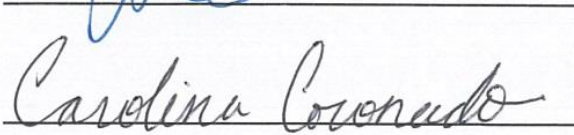| Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Develop and follow a process and schedule for reviewing/revising, applying, and evaluating its mission statement	• Yuba College Council (YCC) formed Recommendation 1 team to develop a response to the recommendation (YR01.01) • YCCD presented a district vision and value statement to the colleges, to be revised on a six year cycle (YR01.02) • The Recommendation 1 team developed a process and schedule for the college mission statement, which coincides with the district vision and value statement revision cycle (YR01.03) • The Recommendation 1 team presented the mission statement process and schedule to YCC (YR01.04) • Proposed mission statement process and schedule was approved and adopted by YCC, with application to begin October 2014 (YR01.05) • Yuba College Council used the mission statement as a basis for evaluating and revising college goals (YR01.06) • Process and cycle for reviewing and revising the college mission statement broadly communicated through the publication of *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College* (YR01.07)

B. College Response to Recommendation 1

> *In order to fully meet the Standard, the college needs to develop and follow a process and schedule for reviewing/revising, applying, and evaluating its mission statement.*

Yuba College developed and will follow a process and schedule for reviewing, revising, applying, and evaluating its mission statement. The first step in meeting the standard occurred when the Yuba College Council established the Recommendation 1 team and tasked them with developing a mission process and schedule.

The process and schedule for reviewing, applying, and evaluating the college mission is published in the *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College*, which describes the process as follows:

- The process for evaluating and revision the Yuba College Mission and Vision statements occur on a three year cycle. This cycle is aligned with the six-year Yuba Community College District Strategic Planning Protocol with the difference that the college undergoes a "midterm" review of its mission statement in order to be more responsive to emerging trends and community needs.
- Every six years the strategic planning protocol of the district provides the college with a Vision and Values statement. This statement, along with the college's current mission and visions statements, and various external and internal inputs, is discussed and evaluated at YC Council and the YC Academic Senate in order to determine what changes may be necessary to the Yuba College mission and vision statement. Internal and external input, which are crucial for the college midterm self-reviews, may include direction from the CCCCO, YCCD Chancellor, local and regional advisory committees, local and state labor market data, trends in articulation and transfer data, program and institutional SLO outcomes and local government organizations that have resources devoted to the educational process.
- Once new Mission and Vision statements emerge from this process, they are shared with all academic divisions, staff and administrators for review and possible revisions. The review includes how these statements will shape the college goals and impact the Educational Master Plan. This review and revision process will occur on a three year cycle beginning October 2014.

This process has been broadly communicated in *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College*. The mission statement was also used by the Yuba College Council as a basis for reviewing and revising the college goals in March 2013. (*I.A.3*)

College Recommendation 2 (Planning/Goals Setting and Evaluation)

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)

A. Summary of Progress and Accomplishments on Recommendation

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Set college wide goals	• Yuba College Council developed specific college wide goals, which are aligned with the college mission (YR02.01, YR02.02) • Published the goals through a variety of media (YR02.03, YR02.04, YR02.05, YR02.06, YR02.07, YR02.08)
Identify measurable objectives	• Established and implemented a process whereby college committees and project teams develop objectives in support of the college goals and submit Committee Objective Reports (YR02.06, YR02.09) • Established a process whereby the College Effectiveness and Accreditation Committee reviews each Committee Objective Report for quality assurance and to ensure that they reflect the Yuba College Mission and Goals (YR02.09, YR02.10) • The Yuba College Council provided committees and project teams with assistance and training in developing objectives and associated metrics (YR02.11, YR02.12)
Evaluate progress in achieving those goals	• Developed a process whereby college committees and project teams evaluate progress toward objectives and submit Committee Self- Assessment Reports (YR02.07, YR02.13) • Developed a process whereby the College Effectiveness and Accreditation Committee reviews these reports and submits an Institutional Effectiveness Assessment report to the Yuba College Council based on its findings (YR02.14) • Established a process whereby College Effectiveness and Accreditation Committee may ask for an After Action Report from

	any committee or responsible party to assess progress toward objectives and correlation with college goals (YR02.15, YR02.16)
Use goals for planning	• Established as a formal practice that Yuba College Goals appear at the beginning of the college Educational Master Plan (YR02.17)

B. College Response to Recommendation 2

> *In order to fully meet the Standard, the college needs to set college wide goals.*

Yuba College has established college wide goals. This was undertaken by the Yuba College Council, which developed specific college wide goals with the input of student, classified, faculty, and management representatives. (*I.B.2*)

After distributing the goals to the college community at large for feedback, gathering that feedback, and revising the goals accordingly, the Yuba College Council approved the following Yuba College Strategic Goals on March 15, 2013:

1. Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success.
2. Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.
3. Steward our institutional resources with increasing effectiveness and efficiency.
4. Research and utilize effective modes of delivery for our courses and services.
5. Design our programs in such a way as to allow students to complete their educational goals in a timely manner.
6. Evaluate our programs, services and processes to ensure continuous quality improvement.
7. Improve the quality of the student experience at all our campuses and centers.
8. Develop partnerships to enhance educational resources and student opportunities.
9. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

The Yuba College goals are derived from and support the Yuba College Mission, which specifically values emphasizing "excellence in student learning and success" (see goals 1 and 6), responding "effectively to the diverse educational and economic needs of the community" (see goals 3, 4, and 8), embracing "diversity and [providing] comprehensive quality educational programs and services" (see goals 2 and 5), "promoting leadership and responsibility" (see goal 9), and "regularly reviewing its mission and its effectiveness" (see goal 7).

These goals are now widely published through the following media:

- The 2013-14 Yuba College Catalog, page 14
- On the Yuba College "Office of the President" web page
- On all Yuba College Council Agendas
- On all Yuba College Committee Objectives Reports
- On all Yuba College Committee Self-Assessment Reports
- Within the online Program Review process

The Yuba College goals are also incorporated into the college Educational Master Plan to emphasize the importance of these goals in driving planning. (*I.B.2*)

In order to fully meet the Standard, the college needs to identify measurable objectives.

Each committee, council, and team submits a Committee Objectives Report (COR) by the third week of September of every academic year, aligning its short-term and long-term objectives with Yuba College goals. The Committee Objectives Report asks each committee to consider its objectives from last academic year, which of them had been met, and what the committee will do differently as a result of its success (or lack thereof) last year. The committees are then asked to set both short term (within the coming academic year) and long-term (in the coming 2-3 years) objectives that correlate with the current college goals; to create a metric whereby to measure those objectives; and to establish a baseline whereby to gauge their progress; and to assess the costs associated with each objective. These reports are then returned to the College Effectiveness and Accreditation Committee, which reviews them for quality assurance and to ensure that they reflect the Yuba College Mission and Goals. *(I.B.2)*

In order to fully meet the Standard, the college needs to evaluate progress in achieving those goals.

Yuba College has developed mechanism for evaluating progress toward achieving college goals. To indicate achievement of Yuba College's goals, all committees and project teams must submit a Committee Self-Assessment Report in April of every academic year to offer evidence of meeting their short-term objectives and to describe their progress in meeting their long-term objectives. The College Effectiveness and Accreditation Committee reviews these reports and incorporates results into the annual Institutional Effectiveness report to the Yuba College Council. Furthermore, the College Effectiveness and Accreditation Committee may ask for an After Action Report (AAR) from any committee or responsible party to assess mid-year progress toward objectives and correlation with college goals. (*1.B.2*)

For the implementation year (2012-13), all committees and project teams were asked to complete a hybrid of the Objectives Report and the Self-Assessment report, recognizing that in its first year of implementation, given the limited time available, the committees would likely struggle to identify objectives, metrics, and baselines to achieve Yuba College's goals. However,

the College Effectiveness and Accreditation Committee believed that this exercise would prepare the committees for the full process in the following academic year. (*I.B.2*)

Committees and project teams were encouraged to contact the President's office to schedule hands-on training sessions for developing objectives derived from the college goals and metrics for assessing progress toward these objectives. An email announcing training and support opportunities also included a PowerPoint slide that committee chairs were encouraged to use to introduce committee members to this new process. (*I.B.2*)

> ***In order to fully meet the Standard, the college needs to use goals for planning.***

The Yuba College Educational Master Plan (EMP) provides the college and district with a basis for making planning and budgetary decisions. The EMP is written on a six-year cycle but updated annually. It is the centerpiece of our institutional planning model (see diagram below). The Yuba College Council re-evaluates the college's goals every September in preparation for updating and/or writing the EMP by the following January. The Yuba College Goals appear at the beginning of the EMP and direct the work of the Yuba College Council and the direction of college planning as captured in the EMP. (*I.B.2*)

Integrated Planning

Yuba College

Planning Areas

Instruction
- Academic Senate
- Academic Standards
- Basic Skills (BSI)
- Curriculum
- Distributive Education
- FLEX
- SLO Committee

Student Services
- Academic Integrity
- College Access & Awareness
- Diversity
- Student Services

Human Resources
- Classified Staffing
- Faculty Staffing
- Human Resources
- Management Staffing
- Staff Development

Physical Resources
- Facilities & Equipment
- Perkins IV/CTE

Technology
- Technology

December | January | February | March | April | May | June | July | August | September | October | November

EMP — Yuba College Council

External Data

College Funding Allocation $

Instruction | Student Services | Human Resources | Physical Resources | Technology

Enrollment Management Team

Managers

Budget — Budget Committee

Program Review

SLO's

External and Internal Data

Divisions and Departments

Revised 6/12/13

College Recommendation 3 (Program Review)

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. l.b, II.A.l.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)

A. Summary of Progress and Accomplishments on Recommendation

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Strengthen program review to include comprehensive and meaningful analysis of data	• Curriculum Committee created and tested a rubric for assessing quality of program reviews, including the use of data (YR03.01, YR03.02) • Revised program review format and created the 2013-2014 Program Review Template to require data analysis (YR03.01, YR03.03)
Ensure that analysis emphasizes disaggregated enrollment	• Established as practice that faculty are provided with disaggregated enrollment data and uploaded that data into Tracdat (YR03.04) • Established a question in 2013-2014 Program Review Template that requires the preparers to consider how program or department goals align with the education, diversity, demographic, and workforce needs of local communities (YR03.03)
Ensure that analysis emphasizes program completion and success trends	• Established questions in 2013-2014 Program Review Template that ask preparers to consider what their programs or departments have done to improve completion of degrees, certificates, or transfers (YR03.03)
Ensure that analysis emphasizes instructional delivery mode	• Established a question set in 2013-2014 Program Review Template that emphasizes instructional delivery mode and teaching methodologies (YR03.03)
Ensure that analysis integrates achievement of student learning outcomes	• Established questions in 2013-2014 Program Review Template which requires departments or programs to report on

	which course and program SLOs were assessed within the last year and how assessment data influences program, department and/or course improvement (YR03.03) • Completed and shared the annual SLO compliance survey (YR03.07, YR03.08) • Established as part of the institutional planning process that deans and managers will review and share completed program review and associated SLO Data every November (YR03.09) • Circulated the Student Graduation Survey to measure success toward meeting Institutional SLOs (YR03.10)
Develop guidelines for the validation and consistent quality of program reviews	• Program Review Evaluation Rubric developed by curriculum committee to help improve the quality of Program Review reports (YR03.11) • Validation field added to Tracdat in order to share Program Review Evaluation conducted by Curriculum Committee (YR03.12) • Established in Tracdat an "Add Feedback" field that allows deans, the Vice President, or representatives to various committees to provide feedback related to particular requests by departments within program review (YR03.13) • Established as part of the revised Integrated Planning Process a requirement that mangers and faculty assess previous program reviews (YR03.14) • Program Review Evaluation Rubric developed by curriculum committee to help improve the quality of Program Review reports (YR03.01, YR03.11)
Integrate SLO assessment results into planning, decision, and resource allocation	• Established as the college's Goal #1: "Foster a culture of evidence-informed decision making, including SLO development/assessment and other

	measures of student success" (YR03.15)
	• Increased internal and external data requirements, including SLO assessment results, for resource allocation through the integrated planning process (YR03.16)
	• Assessed and revised the SLO Committee Purpose Statement, reaffirming the committee commitment to monitoring incorporation of SLO's and their assessment into program review (YR03.17)
	• Assessed and revised the SLO Committee Purpose Statement, reaffirming the committee commitment to monitoring incorporation of SLO's and their assessment into Education Master Plan (YR03.17)
	• Established as part of the revised institutional planning process a requirement that mangers and faculty assess previous program reviews and prior year SLOs(YR03.14)
	• Developed a Budget Process Evaluation Tool that asks management staff to consider whether allocations were driven by the Educational Master Plan, Program Review, and the College Mission (YR03.18)
	• The BSI Committee developed SLOs for BSI-funded projects and will annually evaluate the committee planning and funding agenda based on SLO assessment results (YR03.19)
Increase compliance with USDE evidentiary requirements through setting institutional standards for student achievement and success and regularly monitor and discuss progress towards the standards	• Set established institutional standards for student achievement and success (YR03.20, YR03.21)
	• Established practice of sharing institutional standards for student achievement and success in the annual Institutional Effectiveness Report (YR03.22)
Align program review with college goals	• Yuba College Council developed college goals aligned with college mission

	(YR03.23, YR03.24) • Yuba College Council established a 3-year cycle of evaluation and revision of college goals (YR03.25) • Created a question in 2013-2014 Program Review Template about how department or program directions align with college goals (YR03.03)

B.   College Response to Recommendation 3

> *In order to fully meet the Standard, the college needs to strengthen program review to include comprehensive and meaningful analysis of data.*

Yuba College has strengthened program review to include a comprehensive and meaningful analysis of data. Revisions to the program review format were a result of the work of the Curriculum Committee. During the spring 2013 semester, the Curriculum Committee developed and piloted a rubric to assess completed program reviews and use that assessment to make specific recommendations for how data and analysis of that data could be incorporated into a new program review format, the 2013-2014 Program Review Template. Working with the office of the Vice President of Academic and Student Services, the Curriculum Committee made significant changes to the structure of the program review. (*II.A.2.a*)   Examples of this new approach can be found throughout the 2013-2014 Program Review Template. Those preparing program reviews are now asked to consider the following questions related to data analysis and assessment:

- How is current and previous program review data used to refine and improve program or department practices? (*I.B.3, II.A.2.e, II.B.3-4, II.C2*)
- How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities? (*II.A.2.e, II.B.3*)
- How is your program or department direction driven by empirical data? (*I.B.3*)
- What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans? (*I.B.3, II.A.2.e*)
- If applicable, how are teaching methodologies in your program or department assessed? (*II.A.1.b*)
- If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies? (*II.A.1.b*)
- If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction? (*II.A.1.b*)
- Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year? (*II.A.1.c, II.C.2*)
- For each of the above, how did the assessment data influence program, department and/or course improvement? (*I.B.3, II.A.1.c, II.A.2.e, II.C.2*)

Concurrent with this change, the college has made a commitment to providing data for the completion of program review. Data sets now include disaggregated enrollment data, and faculty are provided with an extensive set of data resource links, including labor, demographic, and education trends. (*II.A.2.e*)

> *In order to fully meet the Standard, the college needs to ensure that analysis emphasizes disaggregated enrollment.*

Yuba College now provides disaggregated enrollment data for program review. This data is uploaded into Tracdat so that it is easily accessed. Moreover, the 2013-2014 Program Review Template now includes numerous questions that require preparers to reflect on data trends and the role data plays in program improvement. (*II.A.2.e*)

> *In order to fully meet the Standard, the college needs to ensure that analysis emphasizes program completion and success trends.*

To ensure that program review includes meaningful analysis of program completion and success trends, the newly developed 2013-2014 Program Review Template requires that programs reflect on student success. For example, Question A2 asks how available services demonstrate an increase in student success and program completion, and Question D4 asks for reflection on what the program has done to improve completion of degrees, certificates, of transfers, and what plans the program has made to increase completion rates. (*II.B.3, II.B.4, II.C.2*)

The "2012-2013 Report on Distance Education Activities" presented to the YCCD Board of Trustees at their July 11 meeting serves as an early example of this type of analysis, including an analysis and comparison of student retention and success broken down by age, race, and gender, as well as face-to-face versus DE classrooms. (*II.A.1.b, II.B.3*)

> *In order to fully meet the Standard, the college needs to ensure that analysis emphasizes instructional delivery mode.*

To ensure that program review includes meaningful analysis of instructional delivery mode, the newly developed 2013-2014 Program Review Template devotes two questions to teaching methodologies in general and, when appropriate, two further questions assessing the Distance Education modalities in particular.

Specifically, the template asks:
- If applicable, how are teaching methodologies in your program or department assessed? (*II.A.1.b*)

- If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies? (*II.A.1.b*)
- If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction? (*II.A.1.b*)
- If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students? (*II.A.1.b, II.C.2, II.B.3, II.C.2*)

> **In order to fully meet the Standard, the college needs to ensure that analysis integrates achievement of student learning outcomes.**

To ensure that program review includes meaningful analysis of the achievement of SLOs, the newly developed 2013-2014 Program Review Template requires that faculty identify which Student Learning Outcomes, at both course and program levels, were assessed the previous year, and that faculty identify concrete examples of how the SLO assessment data influenced program, department, and/or course improvement. (*II.A.2.a, II.A.2.e, II.C.2*) Specifically, program review preparers are asked:
- Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year? (*II.A.1.c, II.A.2.b, II.A.2.e, II.C.2*)
- For each of the above, how did the assessment data influence program, department and/or course improvement? (*II.A.1.c, II.A.2.b, II.A.2.e, II.B.4, II.C.2*)

The Student Graduate Survey offers a further set of data for program and institutional SLO assessment and improvement by asking graduating students a series of questions targeted at the institution's effectiveness at achieving institutional SLOs. (*II.A.2.b*) For example, students are asked to explain the uses of library databases; to define the scientific method; and to assess their abilities to write effective essays, make effective verbal arguments, understand customs of other cultures, and be civically involved in civic activities. (*II.C.2, II.B.3*)

> **In order to fully meet the Standard, the college needs to develop guidelines for the validation and consistent quality of program reviews.**

The Curriculum Committee has developed new, rigorous guidelines for the validation and consistent quality of program reviews in the form of a Program Evaluation Rubric. This rubric has been adapted into a set of questions for the 2013-2014 Program Review Template, which serves as the first line of quality control for program review by making expectations explicit, and by guiding the program review process to focus on the elements necessary to integrated planning. (*I.B.3, II.A.2.a*)

Consistent quality is further assured through discussion among faculty and supervising managers at the end of the program review writing process as part of the preparation for final submission.

> *In order to fully meet the Standard, the college needs to develop a process by which poor-quality program reviews are appropriately revised.*

Yuba College has developed a process by which poor-quality program reviews are appropriately revised. As mentioned above, the number of poor-quality reviews is minimized through the application of clear and explicit guidelines as laid out in the 2013-2014 Program Review Template, as well as by the consultation between faculty (or faculty and managers) regarding the strengths and weaknesses of the previous year's program reviews.

If these preventive measures are not adequate, however, a consultation with supervising managers at the end of the program review writing process offers an opportunity for poor-quality program reviews to be appropriately revised in time for submission.

> *In order to fully meet the Standard, the college needs to integrate SLO assessment results into planning, decision, and resource allocation.*

Yuba College has made, and continues to make, significant process in the use of SLO assessment results into the areas of planning, decision-making, and resource allocation, beginning with the first college goal to "foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success." (*II.A.1.c, II.C.2*)

The 2013-2014 Program Review Template encourages the use of SLO assessment results for planning and decision making. Programs are asked to explain how SLO assessment data influenced program, department, or course improvement. (*I.B.3, II.A.1.c, II.A.2.e, II.B.4, II.C.2*)

The college has also increased data requirements, including SLO assessment results, for resource allocation through the integrated planning process. All planning decisions must be supported by analysis of data, which includes SLOs. (*II.A.1.c, II.C.2*)

The SLO committee, among its many duties, has been charged for some time to monitor the incorporation of SLOs into program review processes (2013-2014 SLO Purpose Statement Purpose #5) and to coordinate the integration of SLOs into the Educational Master Plan (2013-2014 SLO Purpose Statement Purpose #7). In its most recent Committee Objectives Report, this commitment is reaffirmed in its primary Long-Term Objective: to integrate SLO assessments into program review.

Another example of how SLOs are playing an increasingly important role in planning, decision-making, and budgeting can be found in the work of the BSI Committee. The BSI Committee has developed SLOs for BSI-funded projects and will annually evaluate the committee planning and funding agenda based on SLO assessment results. This includes funding for Yuba College learning support centers. (*II.A.1.c, II.C.2, II.B.3, II.C.2*)

> *In order to fully meet the Standard, the college needs to increase compliance with USDE evidentiary requirements through setting institutional standards for student achievement and success and regularly monitor and discuss progress towards the standards.*

As required by the USDE, the college has set institutional standards for student achievement and success. These standards were developed and approved by the College Council and approved by the Academic Senate. These bodies and the College Effectiveness and Accreditation Committee are responsible for monitoring progress towards these standards and creating institution-wide discussion based on this progress. Forums for such discussion will include all-college meetings and convocation.

> *In order to fully meet the Standard, the college needs to align program review with college goals.*

The 2013-2014 Program Review Template was developed with the Yuba College goals in mind. The most explicit manifestation of this influence appears in Program Review question that asks preparers "How do program or department goals align with stated Yuba College goals?" Answers to this particular question will be collected and delivered to the College Effectiveness and Accreditation Committee as part of the group's assessment of how well college goals are being met. (*I.B.3*)

More generally, every question in the Program Review template is connected in some way to one or more college goals. The first goal asserts that the college will "foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success." A number of questions within program review support this goal, including the following:

- How is current and previous program review data used to refine and improve program or department practices? (*I.B.3, II.A.2.a, II.A.2.e*)
- How is your program or department direction driven by empirical data? (*I.B.3*)
- If applicable, how are teaching methodologies in your program or department assessed? (*II.A.1.b*)
- If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies? (*II.A.1.b, II.A.2.a*)

- If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction? (*II.A.1.b, II.B.3*)
- Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year? (*II.A.1.c, II.A.2.b, II.A.2.e, II.B.4, II.C.2*)
- For each of the above, how did the assessment data influence program, department and/or course improvement? (*I.B.3, II.A.1.c, II.A.2.c, II.A.2.e, II.B.3-4, II.C.2*)

Many of these questions also support college goal #6, which states that the college will "Evaluate our programs, services and processes to ensure continuous quality improvement." (*I.B.3, II.A.2.a, II.A.2.e, II.C.2*) Similarly, Yuba College Goal #4—"Research and utilize effective modes of delivery for our courses"—is reflected in Program Review question D9 and D11, but also D12, which asks "If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?" (*II.A.1.b, II.C.2, II.B.3, II.C.2*)

Yuba College Goals #5 and #7 respectively state that the college will work to "Design our programs in such a way as to allow students to complete their educational goals in a timely manner" and "Improve the quality of the student experience at all our campuses and centers." (*II.A.1.b, II.B.3*) These goals are supported by the following program review questions:
- Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why. (*II.C.2, II.B.3, II.C.2*)
- If services are available, how do they demonstrate an increase in student success? (*II.C.2, II.B.3-4, II.C.2*)
- What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans? (*I.B.3, II.A.2.c*)
- To what degree does your program or department have adequate and appropriate technology to support effective instruction (e.g., software, computers, and information technology)?
- To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related).
- To what degree does your program or department have adequate facilities to support effective instruction? Please explain.
- Does this program or department have adequate full-time faculty to support a high quality program? Please explain.
- Does this program have adequate technical/clerical staff to support a high quality program?
- In the last year, what professional development or networking has faculty and/or staff participated in?
- How did these activities contribute to student success? (include supportive data) (*II.B.3-4*)
- How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity? (*II.B.3*)

College Recommendation 4 (Systematic Evaluation)

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)

A. Summary of Progress and Accomplishments on Recommendation

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Develop and implement a systematic evaluation cycle for its institutional effectiveness that includes all constituents	• Evaluated previous integrated planning process (YR04.01, YR04.02, YR04.03) • Established and communicated a clear integrated planning process (YR04.06, YR04.07, YR04.08, YR04.09, YR04.10, YR04.11) • Developed and communicated a systematic evaluation cycle for assessing the integrated planning process (YR04.12, YR04.13, YR04.14, YR04.15, YR04.16, YR04.17) • Created a Yuba College institutional effectiveness report format, which will be completed annually, and devised plans for distributing results to all (YR04.18, YR04.17)
Develop and implement a systematic evaluation cycle for shared decision-making and governance processes Develop and implement an evaluation cycle for committees and project teams	• Revised an existing shared governance survey to include specific, detailed questions about shared decision-making and governance processes (YR04.19, YR04.20, YR04.21) • Created a college-level Institutional Effectiveness Report format that includes an area dedicated to assessing Shared Decision making (YR04.17) • Extended evidence for effectiveness in

	the area of Shared Decision making to include quantitative data based on committee participation (YR04.17, YR04.22) • Developed a committee/project team self-assessment system in which committees establish objectives and metrics for measuring progress toward those objectives in the first month of the academic year and evaluate progress toward meeting those objectives at the end of the academic year (YR04.24)
Develop and implement an evaluation cycle for all planning	• Revised the college integrated planning model and created a comprehensive system for evaluating the planning cycle (YR04.11, YR04.17) • Established a revised Institutional Effectiveness Report format that includes an area dedicated to assessing Planning and Budgeting (YR04.17)
Use the results of systematic evaluation to improve groups, processes, and programs	• Revised the Educational Master Plan (EMP) to include the annual Institutional Effectiveness Report (YR04.28) • Revised the integrated planning process so that Program Review plays a meaningful part in college planning (YR04.29) • Revised the annual Institutional Effectiveness Report to include data on committee effectiveness and participation (YR04.17, YR04.22) • Revised the format of program review to include questions encouraging self-reflection and data analysis (YR04.30) • Created annual Committee/Project Team Objectives and Self-Assessment reports that require committees to reflect on progress toward meeting objectives and identify barriers toward meeting unaccomplished objectives (YR04.24, YR04.31) • Created an EMP planning area writing outline that requires EMP planning

	groups to analyze information drawn from program review, Committee/Project Team Objectives and Self-Assessment Reports, and various committee reports in order to draw conclusions about areas for improvement (YR04.32) • Developed Program and Service Vitality rubrics to provide feedback to the college community about the health of programs and services (YR04.33) • Program Review Evaluation tool developed by curriculum committee to help improve the quality of Program Review (YR04.34) • Added a Self-Evaluation field in Program Review that allows faculty to evaluation their own Program Review based on product quality (YR04.35, YR04.36)
Develop institutional effectiveness processes that clearly delineate the role of the college or district	• Established an internal institutional effectiveness assessment cycle that is distinct from but aligns with the district's IE Model (YR04.25, YR04.17, YR04.37) • Developed and published a college Guide to Integrated Planning and Institutional Effectiveness (YR04.16)
Establish widespread institutional discussion of data, beyond program review Create dialog about continuous improvement of student learning and institutional processes outside of program review	• Established as a college goal #1: "Foster a culture of evidence-informed decision making, including SLO development/ assessment and other measures of student success"(YR04.26) • Established institutional levels of performance for success, retention, degree completion, and transfer (YR04.38) • FLEX and Professional Development Committees have conducted surveys to establish area of need in staff training (YR04.39, YR04.40, YR04.41) • Required ommittees to establish objectives that support college goals and metrics and baselines to measure progress toward those objectives (YR04.42, YR04.43) • Established a Staff Development Committee (YR04.44, YR04.45)

	- Staff Development Committee planned upcoming "Student Success Lives Here Symposium" (YR04.46) - BSI Committee developed requirements that proposals for funding be supported by research and data (YR04.60, YR04.61) - Created a requirement that all BSI-funded programs and services develop and assess SLOs (YR04.47, YR04.48, YR04.49) - Set November reporting dates for SLO committee (YR04.50) - SLO Coordinator presentation at 2013-2014 Convocation (YR04.51) - SLO Coordinator Fall 2013 beginning of the year report to Academic Senate (YR04.52) - Enrollment Management Team initiatives to improve student success through scheduling (YR04.53) - Developed Program Vitality Rubric to measure program and service health (YR04.39)
Establish measurable objectives to indicate the college's achievement of its goal Establish a means for assessing its progress toward institutional goals other than the alignment of these goals with district strategic priorities	- Established a system of developing committee objectives linked to college goals and using the assessment of those objectives to measure progress toward the goals of the college (YR04.42) - Required all committees to establish objectives that can be linked to specific college goals (YR04.42) - Revised Program Review to include questions about how programs are serving college goals (YR04.30)
Establish formal process of evaluating planning and resource allocation processes	- Established a revised Institutional Effectiveness Report format that includes an area dedicated to assessing Planning and Budgeting (YR04.17) - Developed a Budget Process Evaluation tool to be used by managers following the budget allocation process, the results of which will be incorporated into the annual Institutional Effectiveness report (YR04.54)

Ensure that program reviews include a comprehensive and meaningful analysis of data	• Expanded data sets provided to faculty and staff in Tracdat for the purposes of completing program review (YR04.55) • Revised Program Review format to include specific questions related to the use of data and assessment results for program, curricular, and methodological improvement (YR04.35)
Strengthen the content and analysis within program reviews to effectively support planning and resource allocation processes Revise program review to include justifications for resource allocation	• Revised Program review format to improve content and analysis (YR04.35) • Revised the college Integrated Planning Model so that Program Review functions as an engine for planning and resource allocation (YR04.56) • Revised Program Review format to a Budget Impact section that requires evidentiary support (YR04.35) • Developed a Facilities and Equipment funding request process and rubric based on Program Review content (YR04.57, YR04.58)
Establish guidelines for the validation of program reviews in order to ensure program review quality	• Program Review Evaluation tool developed by curriculum committee to help improve the quality of Program Review Reports (YR04.34) • Validation field added to Tracdat in order to share Program Review Evaluation Conducted by Curriculum Committee (YR04.59) • Established in Tracdat an "Add Feedback" field that allows deans, the Vice President, or representatives to various committees to provide feedback related to particular requests by departments within program review (YR04.27)
Produce program reviews that consistently communication matters of quality assurance to appropriate constituents	• Revised Program Review format to include questions related to quality assurance of programs and services (YR04.30) • Developed an EMP Planning Area Outline that requires planning groups to identify areas for improvement based on an analysis of program review content

B. College Response to Recommendation 4

> *In order to fully meet the Standard, the college needs to develop and implement a systematic evaluation cycle for its institutional effectiveness that includes all constituents.*

Yuba College has developed and implemented a systematic evaluation cycle for institutional effectiveness. In order to accomplish this task, it was first necessary for the college to evaluate and revise its integrated planning process. The previous process came under scrutiny when the college underwent a leadership change at the beginning of the 2012-2013 academic year. The Yuba College Council determined that the existing planning process lacked transparency and was not inclusive. Essentially, planning occurred through the office of the Vice President, and little effort was made communicate how and why decisions were made. As a result, there was a widespread perception that planning and evaluation mechanisms such as program review did not contribute to a process of continuous quality improvement. (*IV.A.5*)

As the college—led by the Yuba College Council and the newly established and broadly representative College Effectiveness Committee—evaluated the existing integrated planning process, it concurrently began developing a set of tools to evaluate institutional effectiveness in the areas of Shared Decision Making, Planning and Budget, Program and Service Review, and Student Learning Outcomes. (*I.B.6, IV.A.3, ER 19*)

As a result, Yuba College now has a number of mechanisms in place to systematically evaluate institutional effectiveness. These mechanisms—the pieces of Yuba College's institutional effectiveness "toolbox"— work together to constitute a annual institutional effectiveness cycle that allows the college to measure the efficacy our processes in the areas of these four major areas. (I.B.6) These measurement tools provide the basis for an annual comprehensive Institutional Effectiveness Report (IER), which is shared with the district and college community while providing a key element in our Educational Master Plan (EMP). The IER is written by the College Effectiveness and Accreditation Committee. By incorporating the findings of an Institutional Effectiveness Report into the college's EMP, the college is able to broadly communicate results across the college and identify areas for future improvement. (*IV.A.3*)

> *In order to fully meet the Standard, the college needs to develop and implement a systematic evaluation cycle for shared decision-making and governance processes. The college has specifically been tasked with developing and implementing an evaluation cycle for committees and project teams.*

Yuba College has developed and implemented an annual systematic evaluation cycle for shared decision making and governance. The college uses two primary tools to measure the efficacy

shared decision-making and governance processes and the results of these assessments are incorporated into the annual Institutional Effectiveness Report. (*IV.A.3, IV.A.4*)

The first tool is a Shared Decision Making survey. This survey, updated in April 2013 by the College Effectiveness and Accreditation Committee, is distributed to a random sample of committee members across campus in order to measure training, communication, participation, and cooperation of and among committee members. (*IV.A.5*)

A second way the college assesses the effectiveness of committees is through the two-part Yuba College Committee/Project Team Objectives Report (COR) and Committee Self-Assessment Report (CSAR). Each committee submits a COR to the College Effectiveness and Accreditation Committee by the third week in September, and in May of each year the same committees file their CSAR based on their work toward obtaining their objectives. (*IV.A.4*) The College Effectiveness and Accreditation Committee then collects and analyzes these committee self-assessment reports to draw conclusions about the degree to which committees are engaged in productive work that serves the goals of the institution. (*I.B.6, ER 19*) The CEAC also engages in a quantitative analysis of committee membership by comparing the "Active" members of these committees listed on the COR against the committee membership rosters developed by Senate and Classified union leadership. Further, reported committee membership numbers can be compared against the total number of classified and faculty employees in order to determine the breadth of committee participation. (*IV.A.3*)

> *In order to fully meet the Standard, the college needs to develop and implement an evaluation cycle for all planning.*

Yuba College has developed and implemented an evaluation cycle for integrated planning. The aforementioned COR/CSAR reporting system also allows Yuba College to assess institutional effectiveness in the area of Planning and Budgeting. By requiring committees to align their proposed long and short-term objectives to existing Yuba College goals, the Yuba College Committee/Project Team Objectives Reports create a self-regulating system of accountability to the goals of the college; if a proposed committee objective does not appear to serve an institutional goal, the committee is encouraged to confront this fact and re-focus their work. The Committee Self-Assessment Reports have a similar self-regulating function in that the questions force committee members to reflect on and honestly report their progress toward serving the goals of the college through the committees' success or failure in meeting their own objectives. (*IV.A.3, ER 19*) The CSARs also provide opportunities for committees to identify barriers to achieving their work, including a lack of budget or institutional commitment. (I.B.6) This information, in turn, is shared with both the College Effectiveness and Accreditation Committee for inclusion in a widely distributed Institutional Effectiveness Report and with planning area groups responsible for producing sections of the Educational Master Plan (EMP). Through these channels, the planning and budgetary concerns of committees receive

consideration and action if necessary, and at minimum become reflected in future EMP updates. (*I.B.6, I.B.7*)

Another tool for assessing planning and budgeting comes in the form of a Budget Process Evaluation undertaken by deans and directors based on annual budget allocation requests. This process involves the consideration of the following questions: Were budget allocations clearly explained, both approvals and rejections? Was the process sound, fair, and equitable? Were budget considerations driven by the Educational Master Plan, Program Review, and the college Mission? What could be done to improve the budget allocation process? (*I.B.6*) The results of this survey are forwarded to the Yuba College Effectiveness and Accreditation Committee for incorporation into the annual Institutional Effectiveness Report. This report provides the basis and evidence for improving evaluation processes. (*I.B.7, IV.A.3, ER 19*)

> *In order to fully meet the Standard, the college needs to use the results of systematic evaluation to improve groups, processes, and programs.*

Yuba College is using the results of systematic evaluation to improve groups, process, and programs. The prime initiatives to improve the use of the results of systematic evaluation include the new Committee Objectives Report/Committee Self-Assessment Report (COR/CSAR) system, a radically revised Program Review format and two accompanying Program Review feedback tools, and new approach to organizing, writing, and making use of the college's Educational Master Plan.

The previously described COR/CSAR system allows committees to engage in continuous quality improvement while providing the college with a broad view of committee efficacy that can be employed to improve committee and project team practices across the college. (*IV.A.5, ER 19*) This system was first employed in a hybrid form for the 2012-2013 academic year, but will be fully implemented for 2013-2014, with the Committee Objectives Reports for 2013-2014 already having been completed. (*I.B.6*)

The college's revised Program Review format, which includes a number of questions that require departments to engage in rigorous self-assessment in key areas, including curriculum, technology, and professional development, creates the conditions for a cycle of continuous quality improvement that was lacking in previous iterations of the program review format. In addition, the Curriculum Committee-developed Program Review Evaluation tool will allow departments to receive feedback on the content of program reviews. This new assessment tool is intended to improve the quality of program review and therefore enable programs to improve their capacity for self-evaluation and thoughtful planning. Finally, the Program and Service Vitality Rubrics, which are intended to measure program health, provide a secondary feedback loop for the quality improvement of departments and service programs. (*I.B.7, ER 19*)

Another important step in ensuring that the college uses the results of systematic evaluation to improve groups, processes, and programs comes in the form of the revised approach to producing the college Educational Master Plan and an accompanying change in how EMP is used to make planning and budgetary decisions.

In the past, the content of the EMP was largely determined by a small group of faculty and administrators using workforce and demographic data to forecast potential areas for resource investment and growth for the college. Although done in good faith, the product was—despite its inherent purpose—generally useless in terms of providing actionable information for short- and long-term planning. Such was the conclusion reached by the College Council as part of their evaluation of the existing EMP. And, because it was produced without broad input, the EMP also tended to be disconnected from the planning work occurring in Program Review and in the college committee structure.

Where essential planning and self-assessment processes were previously ignored in the creation of the EMP, Program Review and the college committee structure are now the engines for Yuba College's central planning document. (*I.B.6, IV.A.3*)

A major section of the EMP is dedicated to reflecting on the current state and providing future directions for the five major areas of the college's planning process: Instruction, Student Services, Human Resources, Physical Resources, and Technology.

The production of content for these five major planning areas is assigned to planning area writing teams. These teams are made up faculty, staff, and managers who serve on committees whose work is related to a particular planning area. (*IV.A3*) In order to write their assigned section, these teams are provided with relevant information from program, student service, and administrative reviews; pertinent content from Yuba College Committee/Project Team Objectives and Self-Assessment Report; information from periodic Yuba College Committee Reports and Plans solicited by the Office of the President or Academic Senate; internal and external data provided by the District; and reports and directives issued by the State Chancellor's Office. This approach to drawing on a broad range of documents with a strong assessment component fundamentally changes how the college makes use of systematic evaluation for integrated planning. (*I.B.6, IV.A.3, ER 19*)

> *In order to fully meet the Standard, the college needs to develop institutional effectiveness processes that clearly delineate the role of the college or district.*

Yuba College has worked closely with the Yuba Community College District (YCCD) to ensure that institutional processes clearly delineate the role of the college versus those of the district.

Institutional effectiveness processes and cycles have been formalized for the college in the *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College*, and YCCD

continues to use its own IE Model, which was itself evaluated and revised, to assess district-wide institutional effectiveness. (*I.B.6*)

In October 2012, coinciding with the expiration of the prior District Strategic Plan, YCCD completed a full four-year cycle of Institutional Effectiveness Review using a five component IE model. In addition, the colleges and district services annually reported goal achievement related to the eight strategic directions; the IE model was the primary vehicle for assessing the strategic plan. As part of the evaluation of the integrated planning process, the District also conducted a review of the institutional effectiveness cycle and implemented improvements in the assessment and evaluation processes. The IER continues to include Academic Program Review, Student Services Review, Administrative Services Review and Participatory Decision-Making Review. The IER now includes the assessment of goal attainment that was formerly the annual strategic directions report. Key Predictive Indicators are in development and will be part of the enhanced assessment cycle in spring 2014.

In November of 2013, the College Effectiveness and Accreditation Committee (CEAC) will provide the District with a report that provides information relevant to the components of the District IE model. (*IV.A.3*) Content for this report is based on an analysis of recently completed program, service, and administrative reviews; CEAC-maintained data on participatory governance structures and institutional levels of performance; and SLO Committee status reports.

Recognizing the need to have in place internal IE assessment mechanisms, Yuba College developed its own IE process and cycle and defined four areas of assessment: Shared Decision Making, Planning and Budget, Program and Service Review, and Student Learning Outcomes. (*IV.A.5*) The college's annual Institutional Effectiveness report, published in early May, equips college stakeholders with actionable information about the these areas and provides the college leadership with the information necessary to provide a mid-year update to the Chancellor's Executive Leadership Committee and the District Board on institutional effectiveness at Yuba College. (*IV.A.3*) Upon publication of the college Institutional Effectiveness report, the College Effectiveness and Accreditation Committee can also solicit feedback from both the District and college stakeholders regarding the efficacy of existing evaluation mechanisms. (*I.B.7, IV.A.3, IV.A.4*)

> *In order to fully meet the Standard, the college needs to establish widespread institutional discussion of data, beyond program review, and create*
> *dialog about continuous improvement of student learning and institutional processes*
> *outside of program review.*

Yuba College has transformed itself into an institution that consistently engages in meaningful discussion of data beyond program review and in doing so has created dialog about continuous student learning and institutional processes.

This commitment to using data for the purposes of improving processes and student learning was formalized in the recently revised college goals. Of these goals, the first was to "Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success." This goal has had a pervasive influence on the work of departments, committees, project teams, and other employee groups across campus. (*IV.A.3*)

Another important moment in this transformation occurred last fall when the college developed, approved, and broadly communicated through its College Council and Academic Senate institutional levels of performance for success, retention, degree completion, and transfer.

The College Effectiveness and Accreditation Committee worked with the Council and Senate to develop these standards. This committee has played an important role in encouraging committees to make use of data for planning generally and student learning improvement more specifically. One significant step toward in this direction was the development by this committee of previously described Committee Objectives/Committee Self-Assessment reporting system. This two-part committee objective-setting and self-assessment process required committees to establish objectives to support college goals and create metrics to measure progress toward those goals. The CEAC is itself responsible for collecting and making public data about committee progress toward these objectives. (*I.B.6, IV.A.3*)

This commitment to data and assessment has become pervasive to the culture of the college and has organically manifested itself throughout our committee system.

One committee that has set the standard in this regard is the Basic Skills Initiative Committee (BSI). This committee has adopted the requirement that all BSI funding requests be supported by institutional student success data and outside research. In addition, the committee has developed BSI SLOs and now requires all BSI-funded programs and services to develop and assess SLOs. (*I.B.6*)

The college SLO committee is also showing leadership in the area. While the college continues its steady progress toward full course SLO development and assessment, the SLO committee has taken significant steps toward creating discussion about student learning outcome data. The committee is scheduled to present a formal SLO update report to the Senate by the first week of November—immediately following the completion of the annual SLO compliance survey—but has already provided the Senate with an early semester update on SLO assessment progress since the 2012-2013 school year. In addition, the Yuba College SLO coordinator presented SLO development and assessment data to the entire college at the 2013-2014 Convocation meeting.

The recent establishment of a Professional Development Committee has also led to meaningful discussions of student success data. One of the first acts of this committee was to plan and host a "Student Success Lives Here" Symposium, which will be held November 1st. This symposium is

premised on the need for honest discussion of student success data and the strategies available to faculty and staff for improving student learning.

Another example of how data is driving dialog about student success can be found in the work of the college Enrollment Management Team (EMT). This group has been responsible for a number of initiatives to improve student learning and institutional processes. This group has developed the Program and Service Vitality Rubrics to measure how well academic and student support programs are serving students. It has also used data to examine how student success might be improved through course scheduling.

> *In order to fully meet the Standard, the college needs to establish measurable objectives to indicate the college's achievement of its goals and develop and implement a means for assessing its progress toward institutional goals other than the alignment of these goals with district strategic priorities.*

Yuba College has developed and implemented a method for developing measurable objectives to indicate the college's achievement of its goals. The college has also developed a means for assessing its progress toward institutional goals other than the alignment of these goals with district priorities. This is accomplished through the college's COR/CSAR system. Each committee is required to develop a set of long- and short-term objectives at the beginning of the year. Each of these objectives must align with and support one or more of the college goals. Moreover, committees are responsible for developing metrics and establishing baselines for measuring progress. At the end of the year, committees complete a self-assessment report, which requires them to report on their progress toward their objectives. (*IV.A.3*) The results of this self-assessment are collected by the College Effectiveness and Accreditation Committee, which reviews all complete CSARs and conducts an analysis of these reports to determine how well college goals are being met through the work of our committees. The CEAC also analyzes these reports to determine the incidence of objectives supporting particular goals; this allows the college to be provided with regular feedback about whether particular goals are receiving enough attention within our shared governance structures. (*I.B.6, IV.A.5, ER 19*)

A new program review format that includes a "Goals" field also provides opportunities for the college to measure progress toward the achievement of its goals through department or program goals and initiatives. Departments are specifically required to explain in program review reports how "program or department goals are aligned with stated Yuba College Goals." In addition to encouraging self-reflection and promoting the alignment with the work of the programs with college goals, the goal question field can be used by both the Curriculum Committee and the College Effectives and Accreditation Committee to draw conclusions about the extent to which college goals are serving as an engine for program planning and share that information with the college stakeholders. (*I.B.6, IV.A.4, IV.A.5*)

The previously-cited COR/CSAR reporting system also allows Yuba College to assess institutional effectiveness in the area of Planning and Budget. By requiring committees to align their proposed long and short-term objectives to existing Yuba College goals, the Yuba College Committee/Project Team Objectives Reports create a self-regulating system of accountability to the goals of the college; if a proposed committee objective does not appear to serve an institutional goal, the committee is encouraged to confront this fact and re-focus their work. (*IV.A.3*) The Committee Self-Assessment Reports have a similar self-regulating function in that the questions force committee members to reflect on and honestly report their progress toward serving the goals of the college through the committees' success or failure in meeting their own objectives. (*I.B.6*) The CSARs also provide opportunities for committees to identify barriers to meeting objectives, including a lack of budget or institutional commitment. This information, in turn, is shared with both the College Effectiveness and Accreditation Committee for inclusion in a widely-distributed Institutional Effectiveness Report and with planning area groups responsible for producing sections of the Educational Master Plan. (*IV.A.5*) Through these channels, the planning and budgetary concerns of committees receive consideration and action if necessary, and at minimum become reflected in future EMP updates.

The previously mentioned Budget Process Evaluation undertaken by deans and directors allows specifically for an evaluation of resource allocation processes. (*ER 19*) If deans and directors determine that the process was flawed or unfair, these opinions can be shared out to the rest of the college. (*I.B.7*)

Yuba College has completely revised program review in order to ensure that departments and services are engaging in comprehensive and meaningful analysis of data. Various data sets, including those for SLOs, program success and retention, demographics, disaggregated enrollment, are stored in Tracdat, the platform used by the college to produce Program Reviews. Armed with these data sets and other planning resources (http://yc.yccd.edu/about/research-planning-links.aspx), departments and programs must answer a number of questions that require them to engage in data analysis or explain how data has provided a basis for program improvements. These questions include:

- How is current and previous program review data used to refine and improve program or department practices?
- What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?

- Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
- Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
- For each of the above, how did the assessment data influence program, department and/or course improvement?
- How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
- How is your program or department direction driven by empirical data?

> *In order to fully meet the Standard, the college needs to strengthen the content and analysis within program reviews to effectively support planning and resource allocation processes.*

The revised college Program Review format strengthens the content and analysis within program reviews to support the college's planning and resource allocation processes. The Review Format was evaluated and revised by the Curriculum Committee. (*I.B.6, I.B.7*) Previously, Program Reviews were unstructured and inconsistent in terms of content and quality. The new format provides a range of questions that require faculty and staff to consider the various practices and resources that underlie their programs, including, where applicable, support services, teaching methodologies, distance education, program and course student learning outcomes, professional development, technology and equipment, and facilities. (*IV.A.3*)

The new, robust, diversified Program Reviews function as engines for the college planning and resource allocation processes. The content of Program Reviews is drawn out of Tracdat and used by EMP Planning Area Writing Groups to define planning agendas in five areas: Instruction, Student Services, Human Resources, Physical Resources, and Technology. In support of this new function, a Budgetary Impact field has been added to the section of the Program Review dedicated to program recommendations.

Even prior to the revisions of the Program Review format, the college was taking steps to use completed Program Reviews as the basis for resource allocation. For example, when the Facilities and Equipment Committee solicited requests for equipment acquisitions during the spring 2013 semester, submitting groups were required to cite their Program Reviews to qualify for consideration. Moreover, the rubric for evaluating requests assigned points based on whether the request was rated of High, Medium, or Low Priority in Program Review.

> *In order to fully meet the Standard, the college needs to revise program review to include justifications for resource allocation.*

As previously described, the Yuba College Program Review format has been revised to include a field that requires departments and services to consider budgetary impact when developing their planning agendas.

> *In order to fully meet the Standard, the college needs to establish guidelines for the validation of program reviews in order to ensure program review quality.*

The college has developed guidelines and mechanisms for the validation of program review. These guidelines are formalized in the a *Guide to Integrated Planning and Institutional Effectiveness* at Yuba College.

The Program Review Evaluation tool was developed by the curriculum committee in order to improve the quality of Program Review. (*I.B.7*) Each completed Program Review will be subject to this quality assurance process, the results of which will be posted into a validation field within Tracdat.

A new "Add Feedback" field within Tracdat allows deans, the Vice President, or representatives from various committees to provide feedback on Program Review. Deans are expected to use this field to conduct their own validation of program review quality.

> *In order to fully meet the Standard, the college needs to produce program reviews that consistently communicate matters of quality assurance to appropriate constituents.*

Yuba College has revised the program review format so that program reviews consistently communicate matters of quality assurance to appropriate constituents. (*I.B.6, IV.A.3*) This has been accomplished in part by incorporating into program review explicit questions about self-assessment and continuous quality improvement. Questions of this type include:

- How is current and previous program review data used to refine and improve program or department practices?
- If applicable, how are teaching methodologies in your program or department assessed?
- If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
- If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
- If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
- In the last year, what professional development or networking has faculty and/or staff participated in? How did these activities contribute to student success? (include supportive data)

These answers to these questions provide content for sections in [EMP planning area outlines](#) dedicated to assessment and improvement planning. (*I.B.6*) For example, the planning area outline for instruction includes the following questions that align with and depend upon questions related to quality assurance within Program Review:

- What is the current status of our instructional programs? In what areas are they adequately serving our students? Are there areas in which instruction and curriculum is not adequately serving our students and community?
- What evidence do we have that instructional programs are serving students in a way that align with the college goals and mission?
- What does the college need to do to improve instruction and curriculum so that students and the community are better served?
- What areas should the college and district invest in, in order to improve instruction and curriculum at Yuba College? Provide evidence and citations to support your conclusions.

Analogous questions appear in EMP sections dedicated to the other major planning areas for the college: Instruction, Human Resources, Physical Resources, and Technology. By incorporating information from Program Review into the EMP Planning Areas, the college is able to broadly communicate matters of quality assurance to all institutional stakeholders. (*I.B.6, IV.A.3*)

College Recommendation 5 (Integrated Planning)

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)

A. Summary of Progress and Accomplishments on Recommendation

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Evaluate the integrated planning model	• Evaluated previous integrated planning process (YR05.01, YR05.02, YR05.03, YR05.04, YR05.05, YR05.09) • Established the College Effectiveness and Accreditation Committee to take a lead on the evaluation process (YR05.13)
Implement and communicate an integrated planning model	• Established, communicated, and implemented a clear integrated planning model and process (YR05.06, YR05.07, YR05.08, YR05.09, YR05.10, YR05.11, YR05.14)
Develop a continuous formal link between program review, planning, and resource allocation	• Revised the integrated planning process so that Program Review plays a meaningful part in college planning and budgeting (YR05.15, YR05.11, YR05.16, YR05.17, YR05.02) • Established a budget committee (YR05.18) • Developed and implemented a system of evaluating equipment acquisition requests based on Program Review (YR05.19, YR05.20, YR05.21) • Established a system for evaluating professional development travel requests based on Program Review defined needs (YR05.22, YR05.23)
Develop an EMP based on college goals rather than broad district goal statements	• Established clear, measurable college goals (YR05.24) • Developed an EMP development process grounded in a consideration of the college goals (YR05.25)

Develop a planning process that delineates between college and district responsibilities	• Function Map evaluated and revised (YR05.26, YR05.27, YR05.28) • Revised the college planning process with a focus on internal planning needs (YR05.29, YR05.02, YR05.03) • Established a college-level Technology Committee (YR05.13, YR05.30)

B. College Response to Recommendation 5

> *In order to fully meet the Standard, the college needs to evaluate the integrated planning model.*

When the ACCJC site team visited Yuba College in October 2012, they noted that the new college leadership was in the process of developing a new integrated planning model. The concern expressed in the recommendation report was that no clear, formal evaluation process had occurred before this process was initiated. The problem the college found itself in was that while a planning process existed, it lacked transparency and was not inclusive. Essentially, planning for the college was handled by the Vice President, and while documents existed that described how planning should occur, those documents were not accurate. Moreover, no formal mechanism existed to evaluate the processes these documents described. To outsiders, including the incoming leadership and newly empowered College Council, the lack of transparency and inclusiveness regarding basic planning decisions made it difficult to determine what exactly the group was evaluating; what "worked" for the former Vice President was a mysterious "black-box" system to those tasked with making over the college planning processes.

What did exist at the college was consensus that the old way of doing things was not working. By any measure, our processes were broken; but so too were the college's measurement tools. While the District had an Institutional Effectiveness model in place, the college lacked the tools to assess something as essential as its local integrated planning process. The limited existing mechanisms that might provide data to support the conclusion that our planning model was not working to acceptable standards—like the results of college shared decision-making survey—had not been broadly shared. In addition, as the College Effectiveness and Accreditation Committee learned when they evaluated the survey in April of 2013, it had—despite its intention—limited value for reaching conclusions about how well its shared decision-making and planning processes were functioning.
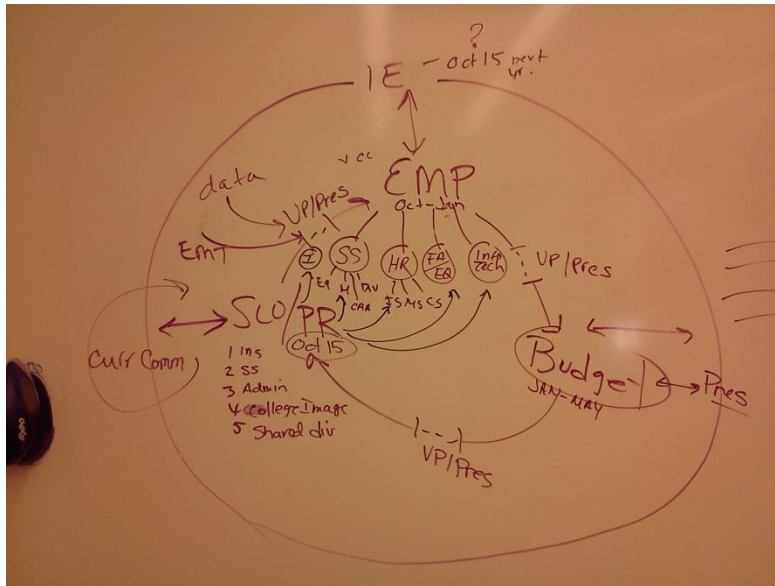
Figure 1

In the absence of an formal system for assessing planning, the interim President, interim Vice President, and members of the faculty leadership, including the co-ALO, began sketching out—literally, on a conference room white board (*see Fig. 1*)—what they believed the existing planning model looked like based on what was reported in the 2012 College Self-Study and their own experiences with planning at the college. The conclusion they reached was that the Vice President's office *was* the planning process. Program Reviews, the supposed engines for college planning, were submitted to the Vice President's office, but it was not clear by what means the content of these documents influenced planning and budgetary decisions. (*I.B.5-7*)

This analysis was shared with members of the YC College Council who determined that this approach to planning was too opaque and needed to be improved. As a result, the Council created the College Effectiveness and Accreditation Committee (CEAC) and tasked it with creating an inclusive, transparent planning model to replace the old approach. Both the results of the analysis and the decision to empower CEAC to develop a new planning model were communicated broadly, including at a October 12, 2012 all-college meeting. (*I.B.4-7, IV.A.1*)

After working to refine the planning process, the College Effectiveness and Accreditation Committee turned its attention to creating a system for assessing planning at Yuba College. An assessment process and cycle was developed that will allow the college planning process to be evaluated in its parts so that it can be improved as needed. If the planning process is not effectively functioning, procedures have been developed and broadly communicated that will allow the College Council to intervene and make necessary improvements without having to completely re-invent the college's planning process. (*1.B.4-7*)

Figure 2

> *In order to fully meet the Standard, the college needs to implement and communicate an integrated planning model.*

The college has implemented an integrated planning model and broadly communicated it.

The earliest version of the current planning model was first shared in diagram form at an all-college accreditation forum on October 12, 2012. (see Fig. 2) It represented the best attempt by college leadership to describe an inclusive integrated planning model in which program review drives planning and budgetary decisions. As a follow-up to this meeting, on October 16, 2012, the PowerPoint presentation featured at this forum was sent to all Yuba College employees. *(I.B.4-7)*

Recognizing the need to build on these early attempts to develop a new planning model, on February 22, 2013, the College Effectiveness and Accreditation Committee (CEAC) was tasked by the College Council to fully develop the diagrammatic representation of the in-draft integrated planning model. Meeting weekly, the committee worked from early March 2013 through the first week of May 2013 to turn a diagram and set of ideas into a fully implementable cyclical planning process. During this process, drafts of the model were shared with various committees, including an April meeting of the Student Services Committee. *(I.B.4-7)*

On May 10, 2013, an Integrated Planning Model Diagram and Narrative was approved by the College Council. A week later, on May 17, these documents were emailed to all Yuba College employees with the following message:

> *Attached you will find two documents that describe the Yuba College planning process developed over the last year by the YC College Council. With the guidance of our acting President and Vice President, the YC Council looked closely at the way planning was accomplished (or not) in the past and tried to come up with a better, more inclusive, more transparent way to make planning decisions. These documents are the result of many months of hard work by a newly empowered group of people committed to improving Yuba College and the service we provide to our students. This email is intended as a cursory introduction to the model they came up with; you will hear much, much more about it in the coming months.*
>
> *About the documents: The integrated planning diagram visually represents Yuba College's planning process and the planning narrative tells the "story" of how planning occurs at the college. You will notice in the diagram that the EMP, or Educational Master Plan, is a central piece in our planning process. The planning portion of our EMP is divided into five areas--instruction, student services, human resources, physical resources, and technology--and will be fed from our program and service reviews by planning area groups made up of members of relevant committees. The EMP will also be annually evaluated and updated as necessary. This means that our program and service reviews and annual updates will take on greater importance than in the past. Our goal as an institution is to use program and service review to provide fresh content for*

the EMP so that the EMP can be used as a planning and budgeting tool. This will transform our program and service reviews into useful and meaningful tools rather than objects that "sit on a shelf" or get buried in some database.

The implementation of this model is in its early stages. Some portions have been tested out, but most haven't. Full implementation starts now, and that's where you come in.

To make this work, to make it more than just another diagram that gets put into a folder and collects dust, we need everybody to do their part. This plan depends on rigorous program and service review and a vigorous, active committee system. The planning model is not a machine that spits out conclusions and ideas; it depends on commitment and hard work on from everybody. This model will demand much it but also promises much in return. If you've ever been disappointed by our planning processes in the past, this is your opportunity to change that.

Finally, please know that this is not meant to be the last word on how planning will occur at Yuba College. The planning model itself will be regularly evaluated, and if something isn't working, it will be addressed and the model refined as necessary. This commitment to continuous quality improvement is a feature of a well-functioning institution, and this is the path we're on.

The diagram and narrative were again shared with all college employees at the 2013-2014 Convocation Ceremonies.

On September 22, 2013, College Council-approved *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College* was [electronically distributed](#) college-wide. This document includes detailed, reader-friendly descriptions of Yuba College's planning processes. The guide was also referenced at a September 24, 2013 all- Yuba College Joint Division/department meeting and at a similar meeting at the Lake Center on October 2, 2013. *(I.B.2-7)*

> **In order to fully meet the Standard, the college needs to develop a continuous formal link between program review, planning, and resource allocation.**

Yuba College has developed planning processes that insure a continuous formal link between program review, planning, and resource allocation. These processes were fully implemented to begin the 2013-2014 academic year. Faculty have been receptive to these new process, which put great demands on the whole college to work together to accomplish our goals. *(II.A.6, III.B.2.b, III.C.2, III.D.4)*

The Yuba College Educational Master Plan (EMP) is the college's central planning document for institutional planning and budgetary decisions. A comprehensive revision of the Yuba College

EMP is undertaken every six years, but the document is updated on an annual basis. Revisions and updates to the college's EMP are based upon information drawn from program, service, and administrative reviews; annual committee and project team objectives and self-assessment reports; and relevant internal and external data.

The EMP includes sections that specifically provide demographic, student success, and institutional effectiveness data, but the largest portion of the document is dedicated to establishing the current status and future directions for five primary planning areas--Instruction, Student Services, Human Resources, Physical Resources, and Technology. *(II.A.6, III.B.2.b, III.C.2, III.D.4)*

The work of updating these planning areas in the EMP is assigned to EMP area planning groups. These groups are made up of representatives from various committees whose work falls under the purview of a specific planning area. For example, the Student Service planning area is largely the responsibility of the Yuba College Student Services Committee, but representatives of the Academic Integrity, Diversity, College Access & Awareness join Student Service committee members to work on both annual updates and six-year revisions to the Student Service planning area. Because these planning area groups draw upon a broad membership, they are sometimes referred to planning area "super committees." While not formal committees, these ad hoc "super committees" share with committees a specific purpose and scope of work. In this case, they are responsible for drafting and revising information in the EMP that can be used for future planning and budgetary decisions. *(II.A.6, III.B.2.b, III.C.2, III.D.4)*

The Yuba College EMP establishes processes, standards, directives and priorities for the following academic year. Although Integrated Planning is cyclical and, therefore, without a definitive beginning or end, it is perhaps best to begin describing the college's planning process in the summer during which the YCCD Board of Trustees establishes short-term goals for the District. *(1.B.2-7)*

June-July
Between June and July, planning for the next academic year begins as the YCCD Board of Trustees establishes short-term goals for the District at its summer planning retreat. These goals are based in part on reports from the colleges, including a Yuba College Institutional Effectiveness Report to the Board. At the college level, Yuba College data sets are requested from the District for Program and Service Reviews that will be due in October. The College requests internal and external data from the District for the purpose of informing the upcoming cycle of Program and Service review and the revision of the EMP. Also, in July each campus, center, division, and department receives its allocated budget as the result of a budget process driven primarily by the former year's EMP.

August
In August at Convocation, YCCD Board short-term goals and feedback on the prior year's Program and Service Review process and any updates to the process that will be implemented

in the coming year are shared with faculty and staff. Also at Convocation, the College Effectiveness and Accreditation Committee presents a College Effectiveness Report based on its findings from the last academic year, including a reflection on Yuba College's success in meeting its goals and how its success (or lack thereof) may affect future goals. As the semester commences in August, faculty and staff receive internal and external data to begin writing Program and Service Reviews. At this time all college committees begin meeting to review the Committee Self-Assessment Reports from the last academic year and begin writing their Committee Objectives Reports for the current academic year.

September

By the third week of September all Yuba College committees and project teams submit their Committee/Project Team Objectives Reports to the College Effectiveness and Accreditation Committee. Yuba College Council re-evaluates and develops college goals based in part on the College Mission, which undergoes its own process of revision and evaluation at the Yuba College Council.

October

Program and Service Reviews are due before the end of October, at a date agreed upon the Yuba College Curriculum committee and President's office. In October Yuba College Council begins writing the Educational Master Plan, and the various staffing committees prioritize needed positions and/or organizational restructuring. By the end of October, relevant information from Program and Service Reviews is distributed to the appropriate committees (Academic Senate, Student Services, Human Resources, Facilities and Equipment, and Information Technology) charged with writing planning areas for the Educational Master Plan. (These committees are noted in red on the diagram.) Appropriate information from Program and Service Reviews and data from SLOs are also shared with Yuba College managers and the Enrollment Management Team. The Enrollment Management Team shares Program Vitality rankings, room utilization decisions, and scheduling principles, which affect college planning, to the Yuba College Council to be included in the EMP.

November

By November 15th, deans will have reviewed the recently submitted Program and Service Reviews and SLOs with each of their respective departments to assess accomplishments, areas of needed improvement, and required resources that impact departmental and/or division budgets. The departments, working with their deans, identify objectives for the current academic year. These objectives are recorded in Tracdat.

December

By mid-December, using Program and Service Review information and external and internal data, the committees charged with writing planning areas for the Educational Master Plan (Academic Senate, Student Services, Human Resources, Facilities and Equipment, and Information Technology) must submit Programs and Services Planning Reports to the Yuba College Council.

January

By the end of January, the Yuba College Council, using input from the Programs and Services Planning Reports, finalizes the EMP.

February

Using the recently finalized EMP and the Governor's Budget Proposal, the Budget Committee begins formulating budget priorities. Once formulated, those budget priorities are made available on the Budget Committee webpage. The EMP is published on the college website and in print form; two copies of the EMP are made available at each campus and center library. Furthermore, EMP highlights are shared with faculty and staff at a February Joint-Division meeting or college forum.

March

From mid- to late-March, the Enrollment Management Team submits the Program Vitality results to the Budget Committee. At the same time, division, center and campus budget requests from Managers are made to the Budget Committee. Managers restrict their budgeting requests to line-item expenses that are ongoing and which are not under the purview of a Yuba College committee, such as a staffing, technology, or equipment committee. All college committees begin working on Committee Self-Assessment Reports (CSARs), identifying which of their objectives have not been met over the academic year and how their plans have been modified as a result.

April

In planning the following academic year's budget for the college, the Budget Committee draws primarily from the EMP, supplanted by program vitality information from the Enrollment Management Team, and restricted by the allocation of monies from the District. Committees submit their CSARs to the College Effectiveness and Accreditation Committee.

May

The College Effectiveness and Accreditation Committee synthesizes the CSARs for an Institutional Effectiveness Report to be presented to the Board at its summer retreat.

As this planning framework was developed, it became necessary for the college to develop new committees to close the loop between planning and resource allocation. The most important of these was the Budget Committee, a body which previously did not exist at the college level and whose work is described above.

Within the new integrated planning process, other supporting processes have emerged that ensure a continuous formal link between program review, planning, and budget allocation. For example, the Facilities and Equipment Committee was transformed from an occasional project team to a full standing committee under College Council purview. With this new status came a new commitment to using program review defined needs and need prioritizations as a basis for evaluating equipment acquisition requests. The committee made its expectations in this regard

clear, and requests that were not supported by program review were simply not considered. *(III.B.2.b)*

The Professional Development committee—itself newly established to address the broad professional development needs of the college— has taken similar steps toward using program review as a basis for planning and budgeting decisions. All requests for professional development travel funds must be based on the defined professional development needs in program and service reviews. *(II.A.6)*

What these initiatives demonstrate is that when provided with a planning and budgeting framework that values program review, committees will find ways to similarly value program and service review when making budgetary decisions. *(II.A.6, III.B.2.b, III.C.2, III.D.4)*

> ***In order to fully meet the Standard, the college needs to develop an EMP based on college goals rather than broad district goal statements.***

Yuba College has developed a process for producing an Educational Master Plan (EMP) based on college goals rather than broad district goal statements. The Yuba College goals are developed by the Yuba College Council with input from the college community and in alignment with the District Vision Statement but also the college's own Mission and Vision Statements. The following list of nine goals was formally adopted by the YC Council on March 13, 2013 *(I.A.4, 1.B.2-3)*:

1. Foster a culture of evidence-informed decision-making, including SLO development/assessment and other measures of student success.
2. Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.
3. Steward our institutional resources with increasing effectiveness and efficiency.
4. Research and utilize effective modes of delivery for our courses and services.
5. Design our programs in such a way as to allow students to complete their educational goals in a timely manner.
6. Evaluate our programs, services and processes to ensure continuous quality improvement.
7. Improve the quality of the student experience at all our campuses and centers.
8. Develop partnerships to enhance educational resources and student opportunities.
9. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

The Yuba College Council's defined objectives for the EMP make it very clear that while the college is guided by District goals and visions, the EMP is based on college goals that serve the District's goals and vision. The EMP objectives are as follows:

- To fulfill the Yuba College Mission, reflect the Board of Trustees' vision and support institutional Student Learning Outcomes.

- To provide the foundation for strategic planning and decision-making in facilities, staffing, equipment, budget, and other areas that support the anticipated courses, programs, and services of Yuba College.
- To provide a framework for making decisions about program offerings and services.

To reinforce the importance of the college goals to the EMP, the college goals are announced in Section II of the EMP.

More importantly, program review and the committee COR/CSAR reporting system are the primary engines for generating content for Planning Area portions of the EMP. Program Review and Committee Objectives Reports, in turn, are extensively informed by the college goals. (*I.B.2-7*)

Each committee uses the goals of the college to establish their own committee objectives. These objectives must be linked to specific goals, and are evaluated at the end of every year. In the case of program and service reviews, departments and programs are explicitly asked in the new program review to explain how their goals align with stated Yuba College goals. In addition, and quite intentionally, every question in the new program review format can be related back to one or more of the college goals. (*I.B.2-7*)

> ***In order to fully meet the Standard, the college needs to develop a planning process that delineates between college and district responsibilities.***

As previously described at length in this section, Yuba College has developed an integrated planning process that serves the college's planning needs while aligning with the District planning cycle. The college and District have also worked together revise the Function Map and in doing so delineate college and District responsibilities. Other important steps toward distinguishing between college and district responsibilities include the establishment of a Yuba College Budget Committee and a college-level Technology Committee that will allow the District-provided technology services to be more responsive to college technology planning needs. (*I.B.4-7, IV.A.1*)

College Recommendation 6 (SLO Assessment)

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)

A. Summary of Progress and Accomplishments on Recommendation

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Make progress in developing SLOs for administrative units	• Completed SLO Committee Purpose Statement (YR06.01) • Completed YC SLO Committee Objective Report (YR06.02) • Continued discussion of administrative unit SLO at SLO committee meeting (YR06.03)
Ensure that all departments, administrative units and student services areas are at the proficiency level of the ACCJC Rubric for SLOS, to include the use of SLO data for planning	• New SLO coordinator and co-chairs appointed (YR06.04) • SLO committee membership vetted (YR06.04) • Work meetings scheduled for Fridays alternating regularly scheduled SLO committee meetings (YR06.03) • Ad Hoc committee formed to develop SLO Handbook (YR06.03, YR06.06, YR06.24) • Ad Hoc committee formed to schedule meetings with individual departments to create authentic pSLOs and assessments (YR06.03) • SLO committee members will meet with math department to create authentic assessments for program pSLOS (YR06.03)(YR06.XX) • Tracdat and SLO training with WCC Director of Planning, Research, and Student Services and members of the SLO committee (YR06.05) • Survey of graduating students to assess 8 SLOs and "Quick Reg" (YR06.06, YR06.07, YR06.08)
Incorporate SLO data into planning process, moving beyond just including the data in	• BSI Committee developed SLOs for BSI-funded projects (YR06.09, YR06.10)

program reviews and use data derived from SLO assessment results into planning, decision making, and resource allocation	
Improve communication regarding SLO data and assessment	• Institutional Effectiveness (IE) process developed that included a requirement that departments meet to discuss the previous year's SLO results prior to department members writing their program review updates (YR06.11) • Requirement that managers consult with faculty regarding SLOs from the previous year was shared with managers Enrollment Management Team meeting (YR06.12, YR06.13) • SLO Coordinator report to Academic Senate (YR06.14) • SLO Coordinator presentation at 2013 Convocation (YR06.15, YR06.23) • SLO Coordinator and Committee Scheduled Report to College defined in Integrated Planning model (YR06.16) • College Education Master Plan format revised to include SLO data reporting (YR06.17)
Make improvements in the area of student services area SLO development and assessment and use SLO data in the area of student services for planning	• A Student Services SLO review was conducted and a tracking completion calendar was developed by course and by program, with a specific deadline (YR06.18) • The Student Services Committee and the SLO Committee are working in collaboration to ensure that SLOs as well as the assessments are not only done on a timely basis, but are used to measure student learning outcomes (YR06.19)
Assess the results and evaluate the processes on a cyclical basis	• 2013 Graduation Survey circulated (YR06.22) • Conducted a survey of new students (Spring 2013 Quick Reg Survey) to establish baselines for institutional SLOs (YR06.23) • Program Review Template revised to include numerous questions about SLO

	assessment ([YR06.20](), [YR06.21]())

B. College Response to Recommendation 6

> *In order to fully meet the Standard, the college needs to make progress in developing SLOs for administrative units.*

Yuba College has not made significant progress in developing SLOs for administrative units, but discussions are occurring. At the August 8, 2013 and September 12, 2013 regular meetings of the SLO committee and a special September 6, 2013 work meeting of the committee, members discussed the issue of administrative SLOs (aSLOs). The contexts for these discussions were the need for the college to address Recommendation #6. Work has begun in the sense that there is dialog about how to formulate administrative SLOs that recognize the role administrative units play in helping support student learning, but these discussions have not yet advanced beyond the discussion stage. The SLO committee will consider adopting aSLO development and assessment as a long-term committee goal, but for now much of its energy is focused on developing and assessing course and program SLOs. (*II.A*)

> *In order to fully meet the Standard, the college needs to ensure that all departments, administrative units and student services areas are at the proficiency level of the ACCJC Rubric for SLOS, to include the use of SLO data for planning*

Some degree of progress has been made in this area, but there is much more to do. In a report to the Academic Senate on August 29, 2013, the SLO coordinator put forth the following strategies to move the college forward in this area in a focused and purposeful fashion. (*II.A*)

First and foremost on the list was the need to build a cohesive SLO committee. It was explained to the Senate that the previous years' committee was rife with philosophic disagreements and suffered from a lack of leadership. The new SLO coordinator explained to the Senate that she believes that committee personnel changes that were made will lead to more progress in this area.

The second strategy was to create an e-document SLO handbook. As the SLO coordinator reported the Academic Senate, this e-handbook will be clear and concise and easily accessible. The e-handbook will include information on the different levels of SLOs, how they relate to each other, and how they feed into the overall planning, resource allocation and decision-making processes at the college.

In order to develop this handbook, at the September 13, 2013 committee meeting an ad hoc group was tasked to complete the handbook by the end of October 2013. Work meetings to accomplish this task are being held every week that does not have a regular SLO Committee meeting scheduled. The "e-handbook work group" had their first meeting September 9, 2013.

The plan is to share this handbook by announcing its publication it to all college employees, placing it on the SLO website, and sharing it through the college Portal.

In addition to the initiative announced to the Academic Senate, the SLO committee will be assisting departments in developing program, degree, administrative, student services SLOs and pSLO assessment methods. At the September 13, 2013 SLO Committee meeting, a second ad hoc work group was established for this specific purpose. This group will develop a calendar and call or email individual department coordinators, faculty, or deans to schedule individual department meetings to develop authentic SLOs and assessments at all levels. (*II.A, II.B*)

While this group prepares to engage in focused worked in this area, some steps have already been taken. To prepare for this push to develop pSLOs, the SLO committee co-chair met with Basic Skills Initiative Committee in August 2013 to create pSLOs and will schedule a second session to develop assessment tools. (*II.A*)

In addition, the Math department, working with SLO committee members, has developed pSLOs and scheduled a follow-up meeting to develop assessments. Also, the music department has been communicating with with SLO co-chairs and the Curriculum Committee coordinator to finalize program *and* transfer degree SLOs.

The goal of the SLO committee is that all courses, programs, certificates, and degrees have authentic and meaningful SLOs in place by spring of 2014. (*II.A, II.B*)

> *In order to fully meet the Standard, the college needs to incorporate SLO data into planning process, moving beyond just including the data in program reviews and use data derived from SLO assessment results into planning, decision making, and resource allocation.*

Yuba College has made, and continues to make, significant process in the use of SLO assessment results into the areas of planning, decision-making, and resource allocation, beginning with the first College Goal to "foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success." (*II.A, II.B*)

The 2013-2014 Program Review Template enables the use of SLO assessment results for planning and decision making. Programs are asked to explain how SLO assessment data influenced program, department, or course improvement (Question D15). (*II.A, II.B*)

The college has also increased data requirements, including SLO assessment results, for resource allocation through the integrated planning process. All planning decisions must be supported by analysis of data, which includes SLOs. (*II.A, II.B*)

The SLO committee, among its many duties, has been charged for some time to monitor the incorporation of SLOs into program review processes. This responsibility was formally added

into the SLO Purpose Statement for 2013-2014 and reaffirmed in the committee's most recent Committee Objectives Report as the group's primary long-term objective.

Another example of how SLOs are playing an increasingly important role in planning, decision-making, and budgeting can be found in the work of the BSI Committee. The BSI Committee has developed SLOs for BSI-funded projects and will annually evaluate the committee planning and funding agenda based on SLO assessment results.

> *In order to fully meet the Standard, the college needs to improve communication regarding SLO data and assessment.*

The college SLO committee is also showing leadership in the area. While the college continues its steady progress toward full course SLO development and assessment, the SLO committee has taken significant steps toward creating discussion about student learning outcome data. The committee is scheduled to present a formal SLO update report to the Senate by the first week of November—immediately following the completion of the annual SLO compliance survey—but has already provided the Senate with an early semester update on SLO assessment progress since the 2012-2013 school year. In addition, the Yuba College SLO coordinator presented SLO development and assessment data to the entire college at the 2013-2014 Convocation meeting.

Also, in order to more broadly communicate about SLO data and assessment, Yuba College's EMP will include a section dedicated to SLO reporting.

> *In order to fully meet the Standard, the college needs to make improvements in the area of student services area SLO development and assessment and use SLO data in the area of student services for planning*

The SLO committee will be assisting departments, including non-academic support programs, in developing program SLOs and pSLO assessment methods. At the September 13, 2013 SLO Committee meeting, a second ad hoc work group was established for this specific purpose. This group will develop a calendar and call or email individual department or service coordinators, faculty, or deans to schedule individual department meetings to develop authentic SLOs and assessments. An SLO co-chair is working specifically with Student Services to assist with pSLOs and authentic assessments and see them through the cycle of assessment and data collection for use in planning. (*II.B.*)

The Co-Chair of the SLO Committee met with counselors to review and discuss the status of the counseling SLOs and conduct a training refresher on how to access and enter data into TracDat,

including SLOs. At this meeting, the results of the spring student satisfaction survey were entered into the system to complete the assessment of the Counseling Department SLOs for 2012-2013.

In addition, EOPS Counselors participated in the discussion, reviewing EOPS SLOs and determining the steps to follow to enter the assessment data for 2012-2013.

At their Financial Aid meeting, staff discussed the fact that the Financial Aid SLO was written based on the Federal Student Loan program and that effective in the fall of 2013, the college is no longer participating in Federal Student loans. Because of this change, a decision was made that the new SLO needed to be written about improved services to students. Discussion centered about how to determine which students actually check their portal or email account and a decision was made to conduct a student survey.

> ***In order to fully meet the Standard, the college needs to assess the results, evaluate the processes on a cyclical basis***

The Yuba College SLO Committee has completed assessment of the eight Institutional Student Learning Outcomes through a survey of graduating students (2012 & 2013) and students at a registration event ("Quick Reg") in 2013. The results from 2012 were shared with the SLO Committee, and the results from 2013 will be reviewed in the fall of 2013. SLO evaluation has been part of the program review process for the past two years. (*II.A*)

In 2009, the Yuba College SLO Committee decided on a four-year evaluation cycle for SLOs to match the district program review cycle, which began in the fall of 2010. The goal was to have 25% of all active courses be assessed each year with the goal of 100% assessed within the program review cycle. While no formal evaluation process was in place, it became clear at SLO committee meetings that the goal would not be met, and it wasn't. A new assessment cycle was announced at the 2013-2014 Convocation. All active courses will be assessed at the end of each semester, beginning with the Fall 2013 semester.

The committee has not created a formal process to evaluate the effectiveness of our processes (such as linking SLO assessment to the program review cycle) or the tools by which SLO assessment has been done (such as using TracDat). Although informal evaluation of the SLO processes and tools have occurred (which previously resulted in moving to an electronic assessment tool from a paper assessment tool) the SLO Committee will need to develop a regular, periodic evaluation process for evaluating our tools, processes, and progress in assessing student learning. This will be completed by spring 2014. (*II.A, II.B*)

College Recommendation 7 (Assessment of Student Needs)

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)

A. Summary of Progress and Accomplishments on Recommendation

Key Issues Identified by Commission	Accomplishments as of October 15, 2013
Identify the learning support and counseling/advising needs of its student population	In order to obtain a student perspective on learning support and advising needs, a series of surveys were conducted, as follows: • Counseling conducted a survey to identify student satisfaction as well as student needs (YR07.01, YR07.02, YR07.03) • YCCD conducted a district-wide comprehensive survey, which was systematically administered in English and math classes throughout the District to identify student needs and satisfaction with academic and student services at each of the Colleges and Centers: Yuba College, Woodland Community College, Beale Center, Sutter Center and Clear Lake Campus (YR07.04) • Clear Lake Campus conducted a survey to identify student needs and overall satisfaction with the Center (YR07.05, YR07.06, YR07.07) • Other Student Support Services areas are in the process of conducting student surveys this fall (YR07.23)
Provide appropriate services to address the counseling and learning support needs to enhance student development and success	• Yuba College created a Student Services Committee to assess as well as to address student counseling and learning support needs (YR07.28) • Requests for two counseling replacements were processed and approved for spring hires (YR07.24) • Counseling services have been increased at Sutter Center through adjunct faculty (YR07.09) • A part-time Student Services/ Financial Aid

	Technician position was approved to improve services to students at the Sutter Campus (YR07.10)
	• Financial Aid and EOPS recommended the blending of a Financial Aid/EOPS Specialist position to improve services to students at the Sutter campus (YR07.29)
	• The course offerings at Sutter Center include several Counseling courses, plus an on-line section to enhance student retention and success (YR07.11, YR07.12)
	• The Sutter Center began to provide evening services to students as well as evening courses to meet the needs of a variety of students (YR07.09)
	• The Diversity Committee has scheduled various workshops to be held at the Sutter and Yuba Campuses (YR07.13)
	• The Diversity Committee will launch its first event for 2013-2014 with a "Diversity Celebration" on October 24 at the Yuba Campus and has invited student clubs, Student Services and Academic program staff to participate (YR07.14, YR07.30)
	• Through its Crossing Borders-Building Bridges Diversity workshop program, a series of workshops are being offered at the Sutter campus (YR07.13)
	• The new Student Success and Support Program, formerly known as Matriculation process, provides additional funds to support adjunct counseling and increased services to students, such as tutoring and intervention approaches, such as improved placement scores through participation in English and math workshops (YR07.25)
	• College-wide student sign-in software for tutoring services was selected to improve services for students (YR07.15)
	• A program score card is being developed to evaluate all student services in meeting the program objectives and the overall college's goal of increasing student success,

	persistence and retention rates (YR07.18)
	• The College has utilized the EOPS-CARE Advisory Committee to create a High School-Yuba College Counseling Sub-Committee to improve the quality of the students' experience at all campuses and centers (YR07.26)
	• In collaboration, Financial Aid at Yuba College and Woodland Community College purchased the TransForm Software to begin the electronic conversion of all Financial Aid related forms, such as Verification and Appeals. This conversion will make it easier for students to complete whole processes online (YR07.27)
	• The YC College Access and Awareness Team coordinated a successful "Quick Reg" program in the spring of 2013 and met in fall of 2014 to assess and discuss the spring of 2014 event (YR07.17)
	• In the spring of 2013, the Diversity Committee established the following goals (YR07.16):
	1. To review YC Report Card to assess student progress with an eye towards the identification of specific at-risk student populations
	2. Research the development and implementation of a Recognized Umoja Project at Yuba College
	3. Conduct focus groups with faculty, staff and students to measure campus climate in relation to diversity
	4. Focus on student success intervention to enhance success of special populations at- risk

B. College Response to Recommendation 7

> *In order to improve and meet the Standard, the college needs to identify the learning support and counseling/advising needs of its student population.*

Yuba College has taken a number of steps to identify the learning support and counseling and advising needs of its students. One of the primary means for identifying student learning support, counseling, and advising needs was the use of surveys. Counseling surveys were last administered at the Marysville campus in 2009; at the Clear Lake campus, surveys to improve counseling services had never been used. When the Yuba College submitted its Self Evaluation Report of Educational Quality and Institutional Effectiveness it asserted a commitment to developing student surveys to solicit student feedback on satisfaction and level of effective delivery of services, and that commitment was met. Those surveys were developed—or in some cases revised or selected from existing surveys—and administered to students.

At the beginning of the fall 2013 semester, Yuba College distributed the Survey of Entering Student Engagement (SENSE) to 49 sections of Math and English courses across the Yuba College service area. This included 30 sections at the Marysville campus, twelve at the Sutter Center, six at the Clear Lake campus, and one at the Beale Air Force Base outreach facility. In total, approximately 1500 students were surveyed.

In the spring of 2013, a Counseling Sub-Committee updated the Student Satisfaction Survey and administered it to over 270 students. The survey was distributed in one section per course: Engl. 1A (2 sections); Engl. 51 (2 sections); Engl. 105; Engl. 1B; Math 50; Math 52; Stats; Culinary 3AR; BCA 17; OA 17B; ECE 31. Survey results are available for review. (*II.B.3.c*)

> *In order to fully meet this Standard, the college needs to* **provide appropriate services to address the counseling and learning support needs to enhance student development and success.**

Yuba College has a comprehensive selection of Student Support Services responsible for the matriculation of students. The college has prioritized critical student services to ensure that students are able to efficiently register for courses, participate in orientation, develop an educational plan, and access financial assistance.

One way student services have been improved is through personnel decisions. Requests for two counseling replacements were processed and approved for hire in spring 2013. Also, to improve support services at the Sutter Center, a number of steps have been taken:

- Counseling services have been increased at Sutter Center through adjunct faculty
- A part-time Student Services/ Financial Aid Technician position was approved to improve services to students at the Sutter Center
- Financial Aid and EOPS recommended the blending of a Financial Aid/EOPS Specialist position to improve services to students at the Sutter Center
- Evening counseling services are now offered at the Sutter Center

Course offerings in counseling have also been extended and otherwise improved to enhance student retention and success. The course offerings at the Sutter Center include several

Counseling courses, plus an on-line section.   The college has also has begun offering evening courses at Sutter to meet the needs of a variety of students.

The college developed a new Yuba College Student Services Committee in response to the ACCJC site team recommendations.   The committee is comprised of representatives from student services programs and services across campus. This includes representatives who work in or oversee the following areas:

- Admissions and Records
- Assessment
- College Success Center
- CalWORKs
- Campus Life
- Counseling
- Career and Transfer
- Disabled Student Services
- Educational Talent Search
- EOPS/CARE
- Financial Aid
- Outreach
- Upward Bound
- Veterans Services

The committee is charged with providing oversight, guidance and accountability to the different student services areas and developing short-term and long-term objectives to increase student success, persistence, and retention target rates across the college service area.

In addition, the committee oversees the following additional Sub-Committees: Academic Integrity, College Access and Awareness, Diversity. It will also oversee the Student Success and Support Plan and the Student Equity Plans and be responsible for the production of the Student Services section of the Yuba College Educational Master Plan. (*II.B.3*)

To improve student services, the Student Service Committee has been identifying strategies that include quantitative and qualitative data collection. The committee plans to request student participation at the committee level, distribute student surveys, and coordinate student forums. As previously mentioned, surveys have already been disseminated at the Yuba College main campus and the Clear Lake Campus. The results will be shared with the committee, which will be responsible for analyzing the data, in fall of 2013. (*II.B.3*)

The committee made it an objective to complete program reviews for all Student Services Programs and develop a timeline to make sure that the reviews are adequately being reviewed and updated. Recently all Program Review data was assessed for the completion of the Student Services Program Reviews, and it was confirmed that all reviews had been completed by summer of 2013. In addition, the Student Services Committee will form a sub-committee to ensure that in the future all Program Reviews are conducted in a timely manner. (*II.B.4*)

The Yuba College Student Services Committee is also in the process of developing the Yuba College Scorecard for student services. This scorecard will be used to evaluate all student services in meeting the program's objectives and the overall college's goal of increasing student success, persistence and retention rates. The Yuba College Scorecard will focus on retention, persistence, and graduation rates; communication; marketing and outreach; innovation and technology utilization; staff and professional development; customer service and expedient self-assessment of meeting short-term and long-term objectives. (*II.B.3.c, II.B.4*)

Yuba College has adopted technology to improve the quality of services offered to students. During the fall 2012 semester, a work group made up of representatives from various student academic support centers, including the College Success Center and Writing and Language Development Center, evaluated tutor tracking software programs before purchasing Tutor-Trac for use at academic support centers at all college campuses and sites. (*II.B.3*)

In another initiative to use technology to improve services, the Yuba College and the Woodland College Financial Aid Offices entered into an agreement with Perceptive Software to purchase a product to electronically convert all Financial Aid related forms, such as Verification and Appeals forms. The advantage of this process is that this software is part of Image Now, the software that has been used in Financial Aid and other departments to store forms and documents electronically. In addition, when fully implemented, the documents that students submit electronically to the Financial Aid Office will be stored within the Image Now system. (*II.B.3.c*)

The Financial Aid Office has also been actively working on the conversion of paper to electronic student files through Image Now. Most recently, the focus was the conversion of student verification forms, appeals as well as student loans, into a PDF format. All these forms are posted on the Financial Aid web page. This process has diminished the number of students standing in line to request forms and the cost of duplication. The Counseling Department and EOP&S/CARE will also converting from paper-based to electronic records systems. (*II.B.3.c*)

Services for students are also being improved through outreach. The College Access and Awareness Committee coordinated a meeting between high school counselors, the Yuba College counseling department, and members of Student Services meeting to assess and discuss a streamlined "Quick Reg" registration process and identify any room for improvement in spring 2014. The goal is to accommodate 600 senior students and conduct a "Quick Reg" event at both the Marysville campus and Sutter Center.

The Yuba College EOPS-CARE Advisory Committee also created a High School/Yuba College Counseling Sub- Committee in order to improve the quality of the students' experience at all campuses and centers. This approach links the expertise of local high school Counselors and Yuba College Counselors and staff to assess student needs as they prepare to enter higher education. As high school students transition into Yuba College, they can be paired with

student support programs for which they are eligible to enhance their potential to successfully complete their courses during their first year.

In addition to the work of EOPS-CARE, the pre-college Educational Talent Search (ETS) and Upward Bound (UB) TRiO programs have formed a partnership to refer graduating senior students to the EOPS-CARE Summer Readiness Program. This approach was successful for summer of 2013. (*II.B.3.c*)

The Diversity Committee has worked with the Yuba College Crossing Borders-Building Bridges cultural event series to schedule various workshops and events at the Sutter and Yuba campuses that enhance student development and success. The Diversity Committee will launch its first event for 2013-2014 with a "Diversity Celebration" on October 24 at the Yuba Campus and has invited student clubs, Student Services and Academic program staff to participate. Through its Crossing Borders-Building Bridges Diversity workshop program, a series of workshops are being offered at the Sutter campus that provide for the cultural and educational enrichment of students at Yuba College.

Finally, the new Student Success and Support Program, formerly known as Matriculation process, provides additional funds to support adjunct counseling and increased services to students, such as tutoring and intervention approaches, such as improved placement scores through participation in English and math workshops.

The college has a number of other initiatives planned for the coming year. These include the following:
- The Yuba College Student Services Committee will review and assist in a seamless implementation of the State Chancellor's Office Student Success Initiative, Enrollment Management Plan (EMP), the new Student Success and Support (SSSP), and the Yuba College Diversity Plan. (*II.B.3, II.B.4*)
- The college has plans to apply for a Title IV Federal Grant to improve and expand services for students.
- The Diversity and Student Services Committees are investigating the possibility of implementing a Recognized Umoja Project at Yuba College.
- The Diversity Committee has also made it an objective to conduct focus groups with faculty, staff and students to measure campus climate in relation to diversity

College Recommendation 8 (SLO Assessment/Faculty Evaluation)

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)

A. Summary of Progress and Accomplishments on Recommendation

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013

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 and assessing those learning outcomes	• Yuba Community College District Administrative Procedures were updated to include the following language regarding the evaluation of college presidents: "The performance evaluation will be based on the position description, contract, goals and objectives, and leadership in producing student learning" (YR08.05, YR08.03, YR08.04)
	• Because the components of faculty evaluations are a part of the Contract between the Yuba Community College District and the Yuba College Faculty Association, District and YCFA negotiating teams were formed to discuss adding this component. The teams met to discuss this item on the following dates and times (YR08.01):
	  • July 17, 2013
	  • August 14, 2013
	  • August 16, 2013
	  • August 21, 2013
	  • August 28, 2013

The completion of SLOs will be a component of the faculty evaluation form	• Meeting between the Academic Senate President and YCCD Director of HR to discuss updates to the faculty evaluation process. (YR08.02) • Meet and confer meeting on August 26 and September 16 with YC American Federation of Teachers to discuss SLO as part of

	evaluation process (YR08.05, YR08.06, YR08.07)

B. College Response to Recommendation 8

> *In order to fully meet the Standard, the college needs to ensure that faculty and others directly responsible for progress toward achieving Student Learning Outcomes have, as a component in their evaluations, effectiveness in producing and assessing those learning outcomes.*

Although SLOs are considered part of the professional responsibilities of a faculty member and this item is implicitly a component of the evaluation process, at the time of this writing there is no formally adopted written agreement between the Faculty Association and the District to include explicit language regarding SLOs as a component of faculty evaluations.

But progress in this matter has been made. The District and union teams have tentatively agreed on contract language. As verified through negotiations and the final contract amendment (9/12/2013) with the Yuba College Faculty Association, the following language was tentatively agreed upon:

> *"In amending Article 7.1.5, the district administration and Association recognize the professional responsibility of the faculty to continue performing a myriad of functions to insure success for all students, including the development, implementation and assessment of Student Learning Outcomes (SLOs).*
>
> *The district administration and Association acknowledge and understand that this provision is not intended or designed to be a punitive tool to evaluate faculty members on the student outcomes of the SLOs, but rather the development and implementation of SLOs, as required in the ACCJC Report. The district administration acknowledges that the development and implementation of SLOs is a collaborative process among faculty members, and the district supports that collaborative process in order to guarantee success for all students."*

Yuba College is in the process, described above, of ensuring that faculty and others directly responsible for progress toward achieving Student Learning Outcomes have a component in their evaluations showing that Student Learning Outcomes were produced and assessed. *(III.A.1.c)*

Once YCFA receives confirmation of the District's agreement, as per the current agreement between the Yuba College Faculty Association and the Yuba Community College District the following steps must be taken in order to ratify the proposed contract language:

a. YCFA must give three days' notice of presentation to the membership of the new language. The presentations must be made at each of the District's institutions.
b. The membership must be given 10 days to review and discuss the changes.
c. A vote will be held to approve the changes. The changes must receive a majority vote of the YCFA membership to be accepted.

At that time, the changes will become part of the existing contract.

> ***In order to fully meet the Standard, the college needs to ensure that the* completion of SLOs will be a component of the faculty evaluation form.**

The current full-time faculty evaluation form does not explicitly mention the development or assessment of SLOs, but the form is undergoing revisions and is expected to be replaced by a new form that will be implemented for the 2014-2015 academic year.

Yuba Community College District Chief Human Resources Director met on several occasions in a meet and confer setting in order to discuss with the Yuba College Adjunct Faculty Association the inclusion of SLO development and assessment as part of evaluation.

College Recommendation 9 (Professional Development)

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)

A.   Summary of Progress and Accomplishments on Recommendation

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Develop and Implement a Comprehensive and Coordinated Professional Development Plan for all employee	• Formation of Yuba College Staff Development Committee (YR09.01) • Developed Purpose Statement (YR09.01) • Developed Objectives for 2012-2013 (YR09.01) • Met and conferred with ARC Staff Development Coordinators regarding their staff development program (YR09.02) • Reviewed other Community College Staff Development plans (YR09.03, YR09.04, YR09.08) • Developed Objectives for 2013-2014 (YR09.05) • Built liaison with Flex Committee. Co-chairs from both Staff Development and Flex committees participate on both committees (YR09.09, YR09.10) • Reviewed and revised Flex Needs Assessment Survey administered in August 2013 to YC faculty to adapt for Staff Development committee to administer to classified and administration (YR09.06, YR09.11) • Administered the adapted Flex Needs Assessment Survey to classified and administration on the week of September 15th 2013 (YR09.12)
Systematically Evaluate Professional Development Activities	• Have begun collaboration with Flex Committee to standardize post-workshop assessment tools (YR09.07) • Have developed a Staff Development Travel (General Funds) Request Form tied to program review and student success and a Rubric to evaluate requests (YR09.13, YR09.14)

Address technology needs of all employee groups	• Flex and SD Committee Professional Development surveys to be administered annually (YR09.12, YR09.06) • Program Reviews (to be reviewed in Spring 2014 after completion) • Technology and DE Committees' needs assessment results (under development)

B.   College Response to Recommendation 9

> *In order to fully meet the Standard, the college needs to develop and implement a comprehensive and coordinated professional development plan for all employees.*

Although an Academic Senate committee, the Yuba College Flex committee. has provided a range of training opportunities for faculty related to teaching and learning, the ACCJC visiting team correctly observed that the college does not provide a coordinated program of professional development opportunities for classified staff and administrators. (*III.A.5.a., III.A.5.b.*)

The first step for Yuba College to address this recommendation was to build an infrastructure capable of creating and implementing a comprehensive and coordinated professional development plan for all employees. The activities related to this infrastructure that were completed in spring-fall 2013 are:

- The college formed a Staff Development Committee that reports to the Yuba College Council. Membership includes three faculty selected by the Academic Senate, an equal number of classified representatives, and a management representative who serves as committee co-chair. (*IV.A.2.a.*) At the first meeting of this committee in April 2013 the group developed a purpose statement and short-term and long-term objectives. (*I.B.2.*)
- Staff Development Committee representatives visited American River College to confer with colleague staff development coordinators.
- The Staff Development Committee reviewed staff development programs from two other colleges.
- The college established collaboration between the Staff Development Committee and the Flex Committee through the co-chairs of each committee serving on the both committees.
- The Staff Development Committee drafted a collaborative plan among the Staff Development Committee, the Flex Committee, and IT Department in order to standardize marketing by establishing a common the site and content format for posting professional development activities.
- The college Vice President assigned the Staff Development Committee the responsibility to oversee and approve the use of travel and staff development funds.
- The Staff Development Committee collaborated with Curriculum Committee representatives to add questions on staff development in program reviews beginning

fall 2013, including a report of workshops attended, workshop evaluations, and staff development needs

- The Staff Development Committee distributed Flex Workshop [Needs Assessment Survey](#) to all classified and management employees in September 2013.

Yuba College will follow-up on these important first steps through the following activities slated for the rest of this academic year:

- The College will use the results of the September 2013 survey to develop a schedule of staff development activities for 2013- 2014
- The college will work with the District Human Resources Department to delineate functional responsibilities among the District, the Flex Committee, and the Staff Development Committee (*IV.3.a.*)
- Develop a rubric for the distribution of travel and staff development funds that links those resource allocations to program reviews and institutional SLOs (*III.D.1.a.*)
- Ensure compliance with the accountability measure that requires recipients of travel and staff development funds to share the lessons learned in a workshop or a report to the Board of Trustees within six months of the funded activity
- Attend the RP Group workshop on October 11, 2013, "Creating and Sustaining Faculty Professional Development" (http://www.rpgroup.org/sssc13/post-conference-workshops) to gain further education and establish networks with staff development colleagues at other colleges
- Establish workshops to share in-house expertise, on topics such as outcomes assessment

Yuba College is fulfilling Recommendation #9 by establishing a sustainable infrastructure to develop, implement, and assess a comprehensive array of staff development activities for all employees (*III.A.5.a., III.A.5.b.*)

While positive steps have been and are being made in the direction of accomplishing this recommendation starting from the mere formation of a Staff Development Committee (SDC) at the end of April 2013, the SDC is still in a fledgling stage. While admittedly, a formal plan has not yet to date been established, many of its parts are underway and discussions, necessary collaborations, and planning in an active stage. The Staff Development Committee meets twice a month for two hours, which has proven to result in more productivity than weekly 50-minute meetings. The group is determined to have a staff development plan in place for 2014-2015 that outlines activities for the year as well as a system of assessment and data collection to drive their professional development activities scheduled. Additionally, the SDC and Flex committees intend to design a professional development week during the week of convocation in August 2014.

> *In order to fully meet the Standard, the college needs to systematically evaluate professional development activities.*

The Staff Development Committee has begun collaborating with the Flex Committee to create a standard form of assessment to use after professional workshops/activities. A draft of this form can be found on the SDC Website under *Documents*. Additionally, effective fall 2013, Yuba College's program reviews will now specifically address staff development in terms of workshops attended, workshop evaluations, and staff development needs and desires. This will enable the Staff Development Committee to focus its professional growth activities around documented needs of the institution as a whole.

At a future meeting, the Staff Development Committee plans to discuss and develop SLOs by which the committee can not only approve travel/funding forms received for Staff Development funding, but also evaluate the effectiveness of the Staff Development itself in meeting its short and long-term objectives and the goals of the institution.

> *In order to fully meet the Standard, the college needs to address technology needs of all employee groups.*

Both the Flex and SD Committees will lean on the annual Flex and Staff Development Professional Development Needs Assessment Survey, Program Reviews, and both Yuba College's *Technology Committee's* and *Distance Education's* needs assessments to ascertain desired and needed technology training. The technology committee will be responsible for offering these specific trainings and will collaborate with both the Flex and Staff Development committees concerning logistics of these workshops - ideally to be held in the Yuba College training center(s) in the new Learning Resource Center beginning Spring 2014, in order to establish a designated and centralized staff-development location on campus.

College Recommendation 10 (Custodial/M&O Support)

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.B.1, III.A.2)

A. Summary of Progress and Accomplishments on Recommendation

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Develop a plan to address ongoing staffing needs	• Yuba College created the standing Classified Staffing Committee (YR10.01, YR10.02) • Classified Staffing Committee researched existing staffing levels and analyzed industry staffing standards for other California Community Colleges (YR10.29, YR10.30, YR10.31) • Yuba College Classified Committee created a 3-phase plan to address staffing and support issues with M&O. Phase 1 complete. Parts of Phase 2 being implemented. (YR10.03) • Maintenance and Operations personnel participated in producing the District Services Master Plan (YR10.18, YR10.19, YR10.24, YR10.25) • Staffing recommendations incorporated in that review for inclusion in the Human Resources Master Plan for 2014-2015 (YR10.26)
Ensure that custodial, maintenance and grounds staff are adequate to support the existing facilities including the new facilities	• Centralized Maintenance and Operations as a district provided service (YR10.12, YR10.13, YR10.14, YR10.15, YR10.16) • Implemented a rotational team approach to address maintenance at off-campus locations (YR10.20, YR10.33) • Hired temporary staff as needed to address staff reductions due to vacations, leaves and medical absences (YR10.04, YR10.05) • Purchased an electronic work order system for the department to monitor workloads and provide data for prioritizing staff needs (YR10.10, YR10.11) • Developed a deferred maintenance prioritization ranking list (YR10.07)

	• Purchased maintenance equipment to improve efficiency (YR10.32)
Assess effectiveness of implemented strategies	• Developed and implemented an evaluation methodology to assess the effectiveness and efficiency of the strategies implemented for use in subsequent year planning (YR10.21, YR10.06)

B. College Response to Recommendation 10

In order to fully meet the Standard, the college needs to address current and ongoing M&O and other classified staffing needs and issues.

Yuba College and the Yuba Community College District worked in tandem to address this recommendation and will continue to work together until the custodial, maintenance, and grounds staff are adequate to support existing facilities. In the two weeks following the ACCJC site visit in October 2012, services provided by the colleges Maintenance and Operations departments were centralized as a district-provided service reporting to the Vice Chancellor of Educational Planning and Services. Maintenance and Operations equipment, technology and financial resources could now be redistributed and staff deployed district-wide.

As one of the first steps to address this recommendation, Yuba College formed a Classified Staffing committee. This cross-functional committee included members from Yuba College's classified, management, faculty ranks and a district representative. The committee was charged with researching current staffing levels and industry standards for assignable square footage, acreage and building maintenance. It specifically undertook the following:

- Researched current staffing levels
- Researched industry standards
- Reviewed staffing levels from 6 other "like" colleges (see table below)
- Drafted a report with recommendations for phased staffing increases and delivered a report to college and district leadership (Minutes 5/8)

College	Add'l Custodial needed to meet GSA	Add'l Maint. needed to meet GSA	Add'l Grds needed to meet GSA	Add'l Custodial needed to meet LIKE avg.	Add'l Maint. needed to meet LIKE avg.	Add'l Grounds needed to meet LIKE avg.	Cust. ASF to reduce to meet GSA	% Reduction	Maint. ASF to reduce to meet GSA	% Reduction
Yuba College	5.6	2.2	-0.1	-3.62	1.5	0.8	124,287	29%	182,138	42%
College of the Redwoods	10.5	-4.6	5.6	0.80	-5.4	7.1	229,948	51%	(383,882)	-85%
Gavilan College	-1.5	1.3	-3.7	-7.40	0.8	-3.7	(33,000)	-12%	108,234	39%
Monterey Peninsula	15.2	3.7	-2.6	-0.48	2.5	-2.1	333,500	46%	312,585	43%
Taft College	7.0	-1.4	-1.0	2.28	-1.7	-0.8	154,000	70%	(113,532)	-52%
Hartnell	-1.1	-2.1	-2.7	-8.14	-2.6	-2.4	(24,662)	-8%	(172,960)	-53%
Imperial Valley College	19.8	1.1	-1.9	5.29	0.0	-1.1	436,589	64%	94,908	14%

During the same time period, Maintenance and Operations personnel, now reporting to the district, identified viable and fiscally feasible strategies to address adequate staffing during a strategic planning retreat in May 2013. The results were incorporated in District Services master planning for 2013-2014. Implemented strategies included the following (*III.A.2; III.B.1*):

- Implemented a rotational team approach to address maintenance at off-campus locations
- Hired temporary staff as needed to address staff reductions due to vacations, leaves and medical absences
- Purchased an electronic work order system for the department to monitor workloads and provide data for prioritizing staff needs
- Purchased maintenance equipment to improve efficiency

College	ASF	Acreage	Tot M&O Staff	Custodial	Maintenance	Grounds	ASF/Cust FTE	ASF/Mntnc FTE	Acre/Grds FTE
Yuba College	432,287	191	22	14	3	5	########	#########	38.2
College of the Redwood	449,948	334	23	10	10	3	########	44,994.80	111.3
Gavilan College	275,000	11	20	14	2	4	########	#########	2.8
Monterey Peninsula	729,500	95	28	18	5	5	########	#########	19.0
Taft College	220,000	39	9	3	4	2	########	55,000.00	19.5
Hartnell	327,338	52	26	16	6	4	########	54,556.33	13.0
Imperial Valley College	678,589	160	24	11	7	6	########	96,941.29	26.7
Average among "LIKE" Colleges:							########	96,998.30	32.9
The GSA requirements for Maintenance Level 2/5 industry standard ratio is: 1 custodial worker for every 22,000 sq. ft 1 maintenance worker for every 83,383 sq. ft. 1 grounds worker for every 39 acres									

The district and Yuba College will follow-up on these important first steps through the following activities slated for the rest of this academic year (*III.B.1*):

- Reduce assignable square footage by decommissioning Building 500, several of the 3000 portables and Building 1250 on Yuba College campus
- Analyze results of the Maintenance and Operations survey to be administered in fall 2013 to determine campus-specific unmet needs
- Train college personnel on the use of the new electronic work order system NetFacilities, mandatory training to be held on October 16 for YC Managers and administrative support
- Use the results of the work order data to develop a schedule reflecting optimal distribution of staff and seasonal deployment across all campus sites
- Develop space utilization standards for all sites and implement as a basis for 2013-2014 class scheduling at Yuba College
- Research low impact sustainable landscaping and incorporate in District Services Master Planning and budget development for 2014-2015

- Develop and implement an evaluation methodology to assess the effectiveness and efficiency of the strategies implemented for use in subsequent year planning (Classified Staffing Committee, Committee Objective Report 2013-14)

Yuba College and the District are committed to fulfilling Recommendation #10 by establishing a sustainable and collaborative infrastructure to assure adequate support for existing facilities. By centralizing Maintenance and Operations as a district-provided service, broader and more equitable deployment of physical resources occurs and the integration of human resource planning with institutional planning is assured. (*III.B*) The Yuba College classified staffing committee will also continue to address, prioritize, and provide recommendations to the Educational Master Plan, further addressing the recommendations of the ACCJC 2012 Evaluation Report.

College Recommendation 11 (Technology Planning)

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.C.l, III.C.2, III.A.5.a-b and Recommendation 15 of the 2005 evaluation report)

A. Summary of Progress and Accomplishments on Recommendation

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Interact with integrated planning at both the college and district level for resource allocation and professional development	• An Integrated Planning diagram has been created, which illustrates the role of the Yuba College Technology Committee at both the college and district level (YR11.01) • A timeline narrates the points of interaction with college and district entities (YR11.02)
Organize its own voice with prioritized identified needs based on planning models that incorporate campus involvement and dissemination of information	• In May and December, a written report of technology needs will be delivered to the YCCD Technology Committee, disseminating information to the district-level (YR11.18) • A Programs and Services Planning Report, which prioritizes annual college technology needs, will be delivered to the Yuba College Council, to be used in the Educational Master Plan for the college

[Create] a local technology committee with strong communication to the district committee	• A college Technology Committee was created in February 2013 (YR11.03)
	• Information and recommendations are communicated through a variety of means mentioned in this report, including:
	  ◦ At least one member of the Yuba College Technology Committee also serves as a member of the YCCD Technology Committee (YR11.22, YR 11.23)
	  ◦ In May and December, the Yuba College Technology Committee submits a written report of Yuba College technology uses and needs to the YCCD Technology Committee (YR11.18)
	  ◦ The Yuba College Technology Committee submits a Programs and Services Planning Report to the Yuba College Council

	(YR11.18)
	• The Yuba College Technology makes reports to the Yuba College Council
Ensure appropriate training for faculty and staff	• A variety of surveys (see part B for a complete list with hyperlinks) have been used and focus groups will be used to determine training needs (YR11.04, YR11.05, YR11.06, YR11.07, YR11.08, YR11.09, YR11.10 , YR11.11) • The Flex and Staff Development Committees assess training sessions and are creating other more varied ways of doing so (YR11.12, YR11.08, YR11.13, YR11.24, YR11.25)
Define district role in technology/IT department—clarity of College-level roles for IT and DE	• The Function Map identifies all areas in Recommendation III, Area C as being shared between the District and College (YR11.14) • The Yuba College Technology Plan, to be completed in December 2013, will delineate specifically how those areas are shared
Create purchasing review and standards, replacement schedule for all employees and computer labs	• The Yuba College Technology Plan will include a purchasing review and standards as well as a replacement schedule for all employees and computer labs
Create expectations and rules for the use of technology	• Expectations and rules are clearly outlined in District Administrative Procedures 3720, 3721, and 3750, which are binding upon all Yuba College students, staff, and faculty (YR11.15, YR11.16, YR11.17) • Rules are displayed in Open Media Labs (YR11.20, YR11.21)
Develop a plan for technology integration into daily operations	• The plan for technology integration into daily operations will be the Yuba College Technology Plan, to be produced in December 2013
[Maintain] appropriate staff levels to support technology	• The Classified Staffing Committee prioritizes staff levels to support technology against other staffing needs (YR11.19) • Appropriate staff levels to support technology will be advocated via the 2013-14 Distributive Education Services Reviews, Media Services Reviews, Library Program Reviews, and by the Yuba College Technology Committee in its Programs and Services Planning Report
Develop College-wide availability for students to access laboratories and	• Analysis of student access to laboratories and technology will begin this fall and be complete

technology	by mid-Spring 2014 as result of the multiple changes in building configurations and building closures to be implemented on the Marysville campus in Spring 2014 and to continue into Fall 2014 (YR11.26)

B. College Response to Recommendation 11

> *In order to fully meet the Standard, the college needs to interact with integrated planning at both the college and district level for resource allocation and professional development.*

This recommendation has been met. The Yuba College Technology Committee, which was established in March 2013, is an integral part of integrated planning for resource allocation and professional development. The following Yuba College Integrated Planning diagram illustrates the key role the Technology Committee plays in the process as one of five essential planning areas of the college (*III.C.2*):
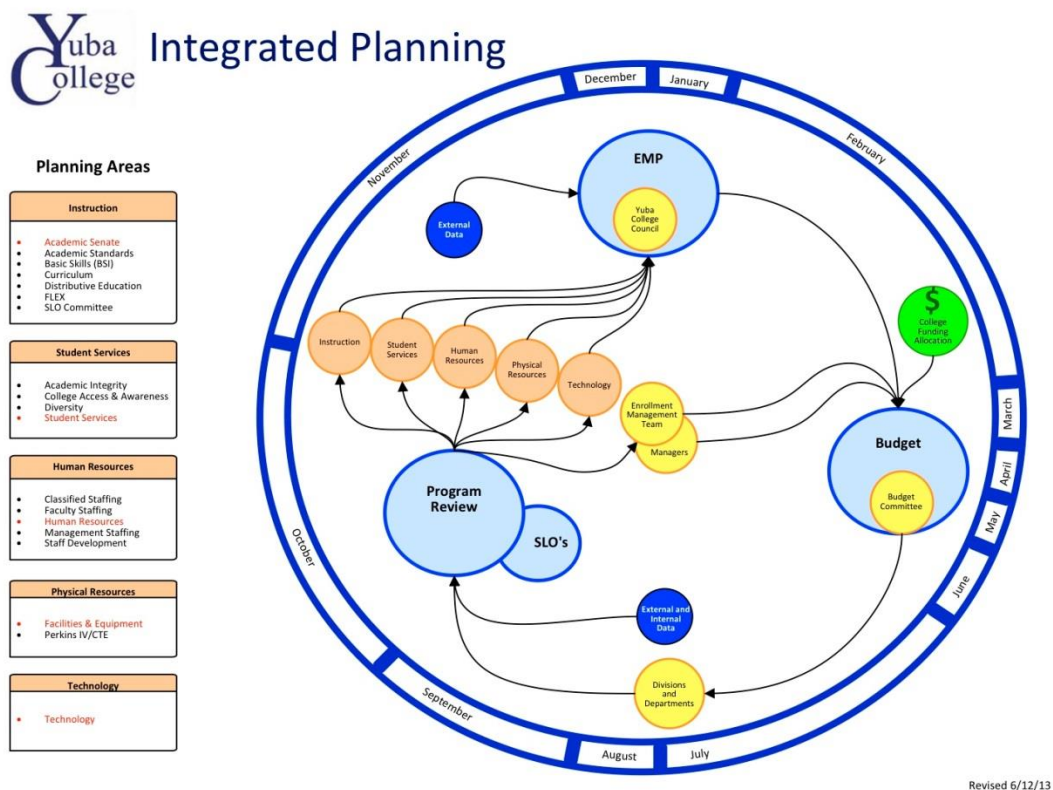
The Yuba College Technology Committee feeds vital information into the Educational Master Plan, which drives college resource allocation. Simultaneously, the Technology Committee ensures integrated planning with the Staff Development Committee and Distributive Education

Committee. The process of integrated communication and planning, by month, is described below. Since Integrated Planning culminates each January with the production of the Educational Master Plan, and since all reports are due in December for its production, the Yuba College Technology Committee gathers data during a calendar year in anticipation for its reports (*III.C.1-2*):

January:
- By the end of January, the Yuba College Council, using input from the Programs and Services Planning Report submitted by the Yuba College Technology Committee, finalizes the Educational Master Plan.

February:
- The Technology Committee gathers data from a *full-time faculty* focus group, with representation from all campuses and sites, to assess their use of technology and their technology resource, training, and service needs.

March:
- The Technology Committee gathers data from a *student* focus group, with representation from all campuses and sites, to assess their use of technology and their technology resource, training, and service needs.
- From mid- to late-March, all college committees, including the Technology Committee, begin working on Committee Self-Assessment Reports, identifying which of their objectives have not been met over the last academic year and how their plans have been modified as a result.

April:
- In planning the following academic year's college budget, the Budget Committee draws primarily from the EMP, which the Technology Committee contributed to through its Programs and Services Planning Report.
- The Technology Committee conducts an entrance student survey of student use of technology and needed training during the Quick Registration process.
- The Technology Committee completes its Committee Self-Assessment Report (CSAR) and submits it to the College Effectiveness and Accreditation Committee.

May:
- At Commencement, the Technology Committee conducts an exit student survey of student use and evaluation of college technology resources.
- The Technology Committee submits a written report of Yuba College technology uses and needs-- based on surveys, focus groups, and program reviews-- to the YCCD Technology Committee.

August:
- The Technology Committee gathers data from a *part-time faculty* focus group, with representation from all campuses and sites, to assess their use of technology and their technology resource, training, and service needs.

September:
- By the third week of September all Yuba College committees, including the Technology Committee, submit their Committee Objectives Reports to the Yuba College Effectiveness and Accreditation Committee.
- The Technology Committee begins a review and update of the Yuba College Technology Plan.

October:
- By late October, the Technology Committee gathers data from a *staff* focus group, with representation from all campuses and sites, to assess their use of technology and their technology resource, training, and service needs.

November:
- By early November, the Curriculum Committee shares relevant information from Program Reviews with the Technology Committee to be used in its Programs and Services Planning Report to the Yuba College Council.
- The Technology Committee also receives relevant information from Administrative and Student Services Reviews to be used in its Program and Services Planning Report.
- The Technology Committee conducts a survey of part-time faculty, full-time faculty, and staff to assess their use of technology and their technology resource, training, and service needs.
- The Technology Committee submits a written report of faculty and staff technology training needs to the Staff Development Committee.

December:
- By mid-December, using Program Review and Administrative and Student Services Review information as well as external and internal data, the Technology Committee submits a Programs and Services Planning Report to the Yuba College Council.
- The Technology Committee submits a written report of Yuba College technology uses and needs to the YCCD Technology Committee.
- The Technology Committee completes its annual review and update of the Yuba College Technology Plan and submits it to the YCCD Technology Committee and the Yuba College Council.

The Yuba College Technology Committee also interacts with integrated planning at the District level. The following diagram illustrates the role the Technology Committee plays in that process (*III.C.1-2*):
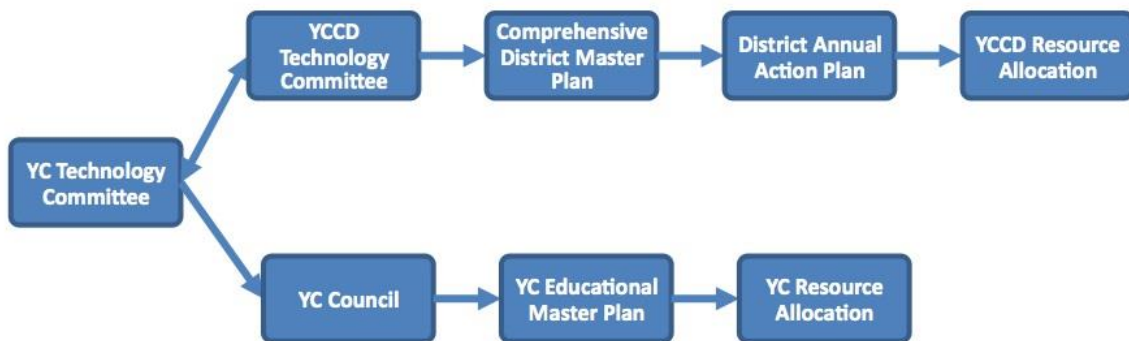
As illustrated above, the YCCD Technology Committee is part of the District Integrated Planning Cycle that drives YCCD resource allocation, as well as being part of the Yuba College Integrated Planning Cycle that drives Yuba College resource allocation. The Yuba College Technology Committee communicates with both the YCCD Technology Committee and the Yuba College Council. The arrows in the diagram above illustrate that this communication is bi-directional with the YCCD Technology Committee, ensured through the following (*III.C.1*):

- At least one member of the Yuba College Technology Committee also serves as a member of the YCCD Technology Committee
- A regular agenda item on the YCCD Technology Committee is "College Reports"
- All members of the Yuba College Technology Committee have access to the YCCD Technology Committee Portal site
- All members of the YCCD Technology Committee have access to the Yuba College Technology Committee Portal site
- The Yuba College Technology Committee submits a written report of Yuba College technology uses and needs to the YCCD Technology Committee

The Yuba College Technology Committee communicates with the Yuba College Council through the following (*III.C.1*):

- The Yuba College Technology Committee submits a Programs and Services Planning Report to the Yuba College Council
- The Yuba College Technology makes reports to the Yuba College Council

In order to fully meet the Standard, the college needs to organize its own voice with prioritized identified needs based on planning models that incorporate campus involvement and dissemination of information.

The planning model, as illustrated in the graphics and timeline provided in the response above, incorporates wide campus involvement by annually providing for surveys and focus groups to assess the technology needs of students, staff, and faculty. The committee also periodically accesses data provided by Program Reviews, Administrative and Student Services Reviews (including, but not limited to, Distributive Education Services Reviews and Media Services Reviews), and by the District upon request. (*III.C.1*)

The Technology Committee disseminates the data it gathers through its planning processes in a Yuba College Technology Plan, available college-wide every December. Also in December, the Technology Committee submits a written report of technology needs to the YCCD Technology Committee, disseminating information to the district-level, and a Programs and Services Planning Report, in which it prioritizes annual college technology needs, to the Yuba College Council, to be used in the annual Educational Master Plan for the college. (*III.C.1-2*)

Some members of the Yuba College Technology Committee also serve as liaisons between the Technology Committee and the Distributive Education Committee and Student Services Committee, ensuring dissemination of information and open dialogue between committees. The Yuba College Technology Committee will also periodically request to review data from the Distributive Education, Student Services, Flex, and Staff Development Committees to include in the Yuba College Technology Plan, disseminated college-wide. (*III.C.1-2*)

> *In order to fully meet the Standard, the college needs to [create] a local technology committee with strong communication to the district committee.*

The Yuba College Technology Committee was established in March 2013 to ensure shared decision-making in the allocation of technological resources, training, and service, and to provide local communication from the main Marysville campus, the Beale AFB, the Clear Lake Campus, and the new Sutter County Center to the district technology committee. (*III.C.1*)

Committee Membership:

Name	Position
John Thoo	Co-Chair/Marysville Faculty Rep. (YCCD Tech Committee Rep.)
Martha Mills	Co-Chair/Administrative (Resource to YCCD Tech Committee)
Armand Brunhoeber	CSEA/Student Services Rep. (YCCD Tech Committee Rep.)
Miriam Root	ESA/Administrative Rep.
Laura Daly	Clear Lake Campus Faculty Rep.
Brian Jukes	Sutter County Center & Beale AFB Center

	Rep./Administrative
Michael Enoksen	Marysville Student Rep.

Purpose Statement:
To conduct periodic assessment of the technology needs of Yuba College and create short- and long-term plans to provide effective use of existing and emerging technology through training and institutional planning. (*III.C.1*)

How Work is Communicated:
- Agenda, minutes, and attachments will be posted through the Yuba College Portal
- Periodic reports will be given to the Yuba College Council
- Periodic reports will be given to the District Technology Committee
- An annual [Committee Objective Report](#) and an annual Committee Self-Assessment Report will be submitted to the College Effectiveness and Accreditation Committee
- Training needs will be communicated to the Yuba College Staff Development Committee
- Outreach to the Yuba College DE Committee will be provided, regarding planning and assessment of our Distributive Education program, delivery and training
- Members of the Yuba College Technology Committee serve as liaisons between the Technology Committee and the Distributive Education Committee, Student Services Committee, and the District Technology Committee

Recommendations Go To:
- Yuba College Council
- YCCD Technology Committee
- Yuba College Staff Development Committee
- Yuba College Distributive Education Committee

Strong communication between the Yuba College Technology Committee and the District Technology Committee is facilitated in the following ways (Standard III.C.1-2):
- At least one member of the Yuba College Technology Committee also serves as a member of the YCCD Technology Committee
- A regular agenda item on the YCCD Technology Committee is "College Reports"
- All members of the Yuba College Technology Committee have access to the YCCD Technology Committee Portal site
- All members of the YCCD Technology Committee have access to the Yuba College Technology Committee Portal site
- The Yuba College Technology Committee submits a written report of Yuba College technology uses and needs to the YCCD Technology Committee

> *In order to fully meet the Standard, the college needs to ensure appropriate training for faculty and staff.*

The Yuba College Technology Committee gleans information regarding technology use and needs from several surveys and focus groups each year to assess which technology training is needed among faculty, staff, and students. During the last academic year, the Technology Committee gathered information from the following surveys (*III.A.5*):

- A needs assessment faculty survey and student survey of the uses of Learning Management Systems last November.
- A specific survey of the Canvas Learning Management System.
- Another specific survey of the Blackboard Learning Management System.
- A FLEX Professional Development survey, which included questions about technology.
- A survey of incoming freshmen during their Quick Registration event in the spring.
- A Fall 2012 Sutter County Center Student Survey, which included questions about technology.
- A graduation survey of students participating in commencement.

This academic year, we will conduct the focus groups and surveys as described in the timeline above. Evaluation of all local college professional development training programs is conducted by the Yuba College Staff Development and Flex Committees. To date, the Staff Development Committee and Flex Committee have created a means to evaluate all training programs, including those in the use of technology, by asking participants to fill out an online evaluation at the end of each session for review by the presenters and the committees. (*III.A.5, III.C.1.b*)

The Distributive Education Committee, a standing committee of the Academic Senate, will address faculty training in best practices for online teaching, including online course design and delivery. This information will be shared with the Technology Committee via a member who serves on both committees. The Yuba College Technology Committee will also periodically request to review data from the Distributive Education, Flex, and Staff Development Committees to include in the Yuba College Technology Plan. (*III.A.5, III.C.1.b*)

> *In order to fully meet the Standard, the college needs to define district role in technology/IT department—clarity of College-level roles for IT and DE.*

According to the YCCD Function Map, the District and Yuba College share responsibilities in all areas under Standard III.C:

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communication, research, and operational systems.
   a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.
   b. The institution provides quality training in the effective application of its information technology to students and personnel.
   c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

In determining how these responsibilities are shared, the scope of the district and college technology committees has been defined as follows (*III.C.1-2*):

The Scope of the YCCD Technology Committee is to make recommendations on all issues that have an impact on, or potential impact on, District-Wide technology.

The Scope of the YC Technology Committee is to conduct periodic assessment of the technology needs of Yuba College and create short- and long-term plans to provide effective use of existing and emerging technology through training and institutional planning.
The Yuba College Technology Plan, which will be completed in December, will delineate specifically how the responsibilities listed within the Function Map are shared between Yuba College and the District.

In the past, the distinction between the roles of the IT and DE departments may have been blurred, but during the past academic year, their roles have been clarified. All contracts and delivery of the Learning Management System has been put under the auspices of the District IT Department. The college DE department is charged with class management within the Learning Management System, as well as training of faculty, staff and students. (*III.C.1-2*)

> *In order to fully meet the Standard, the college needs to create purchasing review and standards, replacement schedule for all employees and computer labs.*

The Yuba College Technology Plan will include a purchasing review, purchasing standards, and replacement schedule for all employees and computer labs. (*III.C.1.c*)

> *In order to fully meet the Standard, the college needs to create expectations and rules for the use of technology.*

The District has already established rules and expectations for the use of technology, which apply to all students, staff, and faculty within the District. Thus, by default, these are also the rules and expectations for the use of technology at Yuba College. These rules and expectations can be found in Board Policy 3720, Administrative Procedure 3720, Administrative Procedure 3721, and Administrative Procedures 3750. Many of these rules are posted in Open Media labs at the college and its centers. (*III.C.2*)

> *In order to fully meet the Standard, the college needs to develop a plan for technology integration into daily operations.*

The plan for technology integration into daily operations is the Yuba College Technology Plan, to be produced December 2013, and then subsequently reviewed and updated every December by the Yuba College Technology Committee. (*III.C.1-2*)

> *In order to fully meet the Standard, the college needs to [maintain] appropriate staff levels to support technology.*

Appropriate levels of staff to support technology is determined in part by the work of the Classified Staffing Committee, which prioritizes staffing needs and makes recommendations to the college president and vice president. Appropriate staff levels to support technology are advocated via the Distributive Education Services Reviews, Media Services Reviews, Library Program Reviews, and by the Yuba College Technology Committee in its Programs and Services Planning Report, in which it prioritizes annual college technology needs, to the Yuba College Council, to be used in the annual Educational Master Plan for the college.

> *In order to fully meet the Standard, the college needs to develop College-wide availability for students to access laboratories and technology.*

The Yuba College Technology Committee will begin analysis of student access to laboratories and technology this fall and will complete its analysis by mid-Spring 2014 as result of the multiple changes in building configurations and building closures to be implemented on the Marysville campus in Spring 2014 and to continue into Fall 2014. The committee's analysis will define the parameters of each lab, distinguishing between open computer labs and classroom laboratories, and will contain a plan for optimum utilization of both types of labs, specifying the number of labs in operation, their respective hours of operation, the academic areas which they each serve, and the hardware and software requirements of each. (*III.C.1.a, III.C.1.c*)

Evidence of College Recommendation for the Responses to Commission

College Recommendation 1 (Regularly Review Mission)

YR01.01 YC Council Minutes 3/1/13

YR01.02 YCCD Board Retreat 4/11/13

YR01.03 YC Council Minutes 2/22/13

YR01.04 YC Council Minutes 5/3/13

YR01.05 YC Council Minutes 5/10/13

YR01.06 YC Council Minutes 3/15/13

YR01.07 A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 4

College Recommendation 2 (Planning/Goals Setting and Evaluation)

YR02.01 YC Website: Office of the President – Mission, Vision and Goals

YR02.02 YC Council Minutes 3/15/13

YR02.03 YC Catalog 2013-14, pg. 14

YR02.04 YC Website: Office of the President – Mission, Vision and Goals

YR02.05 YC Council Agenda - *Sample*

YR02.06 YC College Effectiveness and Accreditation Committee Object Report - *Sample*

YR02.07 Committee Self-Evaluation Report - *Sample*

YR02.08 YC Website: Research and Planning – Program Review

YR02.09 A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 22

YR02.10 YC Website: College Effectiveness and Accreditation

YR02.11 Email to All YC: Hybrid COR 4/8/13

YR02.12 A Guide to YC Committee and Project Team Report Form Presentation 3/26/13

YR02.13 A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 39

YR02.14 A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 36

YR02.15 After Action Report to the YC College Effectiveness and Accreditation - *Template*

YR02.16 A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 67

YR02.17 A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 9-22

College Recommendation 3 (Program Review)

YR03.01   YC Curriculum Committee Program Review Rubric

YR03.02   A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 51

YR03.03   2013-14 Program Review – *Template*

YR03.04   Disaggregated Data Provided for Program Review on Tracdat - Sample

YR03.05   Distance Education Report 2012

YR03.06   YCCD Board of Trustee Minutes 7/11/13

YR03.07   A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 32-39

YR03.08   ACCJC College Status Report on SLO Implementation

YR03.09   A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 37-38

YR03.10   A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 65-67

YR03.11   A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 50-53

YR03.12   Validation Team Use Only on Tracdat - *Sample*

YR03.13   Validation Recommendation on Tracdat 2013

YR03.14   A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 34-39

YR03.15   YC Website: Office of the President – Mission, Vision and Goals

YR03.16   A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 18-20

YR03.17   2013-2014 Student Learning Outcomes Committee Purpose Statement

YR03.18   A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 43-44

YR03.19   YC Basic Skills Initiatives Minutes 8/20/13

YR03.20   YC College Effectiveness and Accreditation Minutes 3/11/13

YR03.21   YC Academic Senate Minutes 3/14/13

YR03.22   A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 53-59

YR03.23   YC Goals – Adopted 3/15/13

YR03.24   YC Council Minutes 3/15/13

YR03.25   A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 5

College Recommendation 4 (Systematic Evaluation)

YR04.01   YC Council Minutes 10/5/12

YR04.02   YC College Effectiveness and Accreditation Committee Minutes 3/25/13

YR04.03   YC College Effectiveness and Accreditation Committee Minutes 3/18/13

YR04.04   YC Council Agenda 11/2/12

YR04.38	YC College Effectiveness and Accreditation Minutes 3/11/13
YR04.39	Flex Survey #1
YR04.40	Flex Survey #2
YR04.41	Staff Development Survey Results for Managers and Classified
YR04.42	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 22-25
YR04.43	Template Committee Objectives Report 2013-2014
YR04.44	YC Council Minutes 2/22/13
YR04.45	YC Staff Development Minutes 4/26/13
YR04.46	YC Staff Development Minutes 8/16/13
YR04.47	YC Staff Development Committee Objectives Report 2013-2014
YR04.48	YC Basic Skills Initiatives Minutes 8/20/13
YR04.49	YCCD BSI Request for Funding
YR04.50	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 39
YR04.51	YC Opening Activities Week 2013
YR04.52	YC Academic Senate Minutes 8/29/13
YR04.53	Scheduling Guidelines Revised Fall 2013
YR04.54	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 43-44
YR04.55	Disaggregated Data Sample
YR04.56	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 17-21
YR04.57	2013-2014 Facilities and Equipment Purpose Statement
YR04.58	Facilities and Equipment Scoring Rubric
YR04.59	Tracdat Screen Shot
YR04.60	YC Basic Skills Initiative Minutes4/25/13
YR04.61	Basic Skills PowerPoint Presentation 4/19/13

College Recommendation 5 (Integrated Planning)

YR05.01	YC Council Agenda 10/5/12
YR05.02	YC College Effectiveness and Accreditation Minutes 3/25/13
YR05.03	YC College Effectiveness and Accreditation Minutes 3/18/13
YR05.04	YC Council Minutes 10/5/12
YR05.05	Email to All YC: Accreditation Forum and Premier 10/16/12
YR05.06	YC College Effectiveness and Accreditation Minutes 4/29/13

YR05.07	YC College Effectiveness and Accreditation Minutes 5/6/13
YR05.08	YC Council Agenda 5/10/13
YR05.09	YC Planning Model Email to All YC 5/17/13
YR05.10	Sutter County Campus Budget 1/22/13
YR05.11	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 17-22
YR05.12	Email to All YC: YC Planning Model 5/17/13
YR05.13	YC Council Minutes 2/22/13
YR05.14	YC Student Services Minutes 4/9/13
YR05.15	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 9-11
YR05.16	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 12
YR05.17	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 21
YR05.18	YC Budget Committee Minutes 3/25/13
YR05.19	2013-2014 Facilities and Equipment Purpose Statement
YR05.20	Facilities and Equipment Scoring Rubric
YR05.21	Facilities and Equipment Rankings to YC Council 3/13/13
YR05.22	Staff Development Rubric
YR05.23	YC Council Minutes 8/26/13
YR05.24	YC Council Minutes 3/15/13
YR05.25	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 7-17
YR05.26	Email from VP: Function Map Meeting
YR05.27	Email from Vice Chancellor: Function Map Revisions
YR05.28	YCCD Function Map 9/25/13
YR05.29	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 17-19
YR05.30	YC Technology Minutes 3/19/13
YR05.31	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 48-52

College Recommendation 6 (SLO Assessment)

YR06.01	YC SLO Committee Purpose Statement
YR06.02	SLO Committee Objective Report 2013-2014
YR06.03	YC SLO Minutes 9/13/13
YR06.04	YC SLO Minutes 8/23/13
YR06.05	YC SLO Minutes 9/27/13

College Recommendation 7 (Assessment of Student Needs)

YR07.13	Crossing Borders and Building Bridges Summary of Events
YR07.14	YC Diversity Minutes 9/12/13
YR07.15	College Wide Tutoring Services
YR07.16	2013-2014 Diversity Committee Report
YR07.17	Yuba College/High School Roundtable Meeting 9/11/13
YR07.18	3SP 2013-2014 Funding Letter 6/28/13
YR07.19	Counseling Program Review 2012-2013
YR07.20	Counseling Department SLOs
YR07.21	Counseling Course SLOs
YR07.22	2013-2014 Program Review Template
YR07.23	Financial Aid Meeting Agenda 10/2/13
YR07.24	Request for Full-Time Counselor Position
YR07.25	3SP 2013-2014 Funding Letter 6/28/13
YR07.26	EOPS Department Agendas and Minutes
YR07.27	Order form for TransForm Software
YR07.28	Student Services Committee Agendas and Minutes
YR07.29	Sutter County Center
YR07.30	Email to All YC: Let's Celebrate Diversity 10/10/13

College Recommendation 8 (SLO Assessment/Faculty Evaluation)

YR08.01	YCFA, YC Administration Human Resources Meeting Agendas
YR08.02	Email to Faculty: Academic Senate President Report 9/5/13
YR08.03	YCCD DC3 Minutes 7/30/13
YR08.04	YCCD DC3 Minutes 8/20/13
YR08.05	YCAFT Agenda 8/26/13
YR08.06	Stakeholder Agenda Evaluation Process 2013
YR08.07	YCAFT Agenda 9/16/13

College Recommendation 9 (Professional Development)

YR09.01	Staff Development Minutes 9/6/13
YR09.02	Email: ARC Visit 5/21/13
YR09.03	Sacramento City College Staff Development - Sample

YR09.04	Saddleback College Professional Development Program - Sample
YR09.05	2013-2014 Staff Development Committee Objectives Report
YR09.06	Flex Assessment Needs Survey
YR09.07	Flex/Staff Development Evaluation Form
YR09.08	Staff Development Committee Agenda 8/16/13
YR09.09	Flex Committee Minutes 9/3/13
YR09.10	Flex Committee Minutes 9/17/13
YR09.11	Survey Results
YR09.12	Staff Development Workshop Training Survey
YR09.13	Staff Development Travel Request Application
YR09.14	Staff Development Travel Request Rubric

College Recommendation 10 (Custodial/M&O Support)

YR10.01	YC Website
YR10.02	YC Council Minutes 2/22/13
YR10.03	Phase Plan Recommendation 10
YR10.04	Hours for M&O Short-Term/Substitutes
YR10.05	M&O CTO Earned 10/1/12-9/30/13
YR10.06	2013-2014 Classified Staffing Committee Objectives Report
YR10.07	YC Deferred Maintenance List 9/24/13
YR10.08	M&O Staff Training: Commercial Boiler Tech Class
YR10.09	YCCD Course Completions 10/10/13
YR10.10	Email to Renee Hamilton: NetFacilities Support
YR10.11	NetFacilities Softward Purchase
YR10.12	District Handbook 2013-2014 pg. 7
YR10.13	District Handbook 2013-2014 pg. 9
YR10.14	District Handbook 2013-2014 pg. 59-60
YR10.15	District Handbook 2013-2014 pg. 69-70
YR10.16	District Handbook 2012-2013 pg. 8-10
YR10.17	Fusion Room Detail
YR10.18	Email to M&O: Reminder of M&O Retreat
YR10.19	District Services Master Planning
YR10.20	Email from Raymond Hunter: Deferred Maintenance

YR10.21   2013-2014 Classified Staffing Purpose Statement

YR10.22   LRC Blueprint of Building and Landscape

YR10.23   Email from George Parker: Accreditation Recommendation 10

YR10.24   District Services Master Plan 2013-2016

YR10.25   YCCD District Services Planning

YR10.26   YCCD Strategic Planning Protocol

YR10.27   Fall 2013 Master Classroom Schedule

YR10.28   Spring 2014 Master Classroom Schedule

YR10.29   YC Classified Staffing Minutes 4/8/13

YR10.30   YC Classified Staffing Minutes 4/15/13

YR10.31   M&O Data

YR10.32   Purchase of M&O Equipment

YR10.33   M&O Shift Change 8/9/13

College Recommendation 11 (Technology Planning)

YR11.01   Integrated Planning Process Diagram

YR11.02   Integrated Planning Timeline and Narrative

YR11.03   YC Council Minutes 2/22/13

YR11.04   LMS Faculty Survey

YR11.05   LMS Student Survey

YR11.06   Canvas Evaluation Survey Spring 2013

YR11.07   Blackboard Learn Evaluation Survey Spring 2013

YR11.08   Flex Survey #2

YR11.09   Graduation Survey

YR11.10   Analysis Report Transfer

YR11.11   Graduation 2013 Survey #2

YR11.12   Flex Survey

YR11.13   Staff Development Workshop Training Survey

YR11.14   YCCD Function Map

YR11.15   AP 3720: Computer and Network Usage

YR11.16   AP 3721: Electronic Tools for Communication

YR11.17   AP 3750: Use of Copyrighted Material

YR11.18   Technology Committee Planning Calendar

District Recommendation 1 (Strategic Planning)

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:

- *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. (I.A.4, I.B.2, I.B.5, II.A.2, II.C, III.B)*

A. Summary of Progress and Accomplishments on District Recommendation 1

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Develop and implement short term and long term data driven plans	• Developed five short term data driven goals for 2013-15 to support achievement of the institution's mission (DR01.01, DR01.02) • Considered data, mandates, and emerging imperatives in formulating short-term goals (DR01.02, (DR01.28, DR01.03, DR01.04) • Developed, prioritized and created an implementation plan for Student Success Initiatives as one component of Short Term Goal #1 (DR01.25, DR01.05) • Evaluated and revised the District's strategic planning process to support the development of long range goals (DR01.06)
Develop short term and long term data driven plans in an inclusive manner, be transparent and clearly communicated	• Vetted short term goals through District's participatory decision-making structure and included all constituent groups (DR01.02) • Constituent group feedback incorporated throughout the development process (DR01.02) • Broadly communicated Strategic Planning Protocol across the District community (DR01.06)
Develop….data driven plans….inclusive of the planning at the Colleges	• Evaluated and revised the District's strategic planning protocol to strengthen the linkage of College and District planning. Planning is data driven and based upon Program Review and Student Learning Outcomes assessment (DR01.11, DR01.06)

Develop and implement strategic plan guiding the District in integrating its planning processes	• Evaluated the previous integrated planning cycle and made recommendations for improvement (DR01.07, DR01.08) • Incorporated recommendations and revised the District's strategic planning process (DR01.09, DR01.10) • Revised the District's strategic planning process as a result of the evaluation to include a District Services Master Plan, Fiscal Plan, Program and Services Vitality Criteria, and revised the Resource Allocation Model (DR01.06, DR01.18) • HR Master Plan framework developed • Facilities Master Plan update in progress (DR01.12)
Assess and evaluate the strategic plan	• Completed assessment and evaluation of prior integrated planning process (DR01.18) • Completed final report for District Strategic Directions (2007-2012) (DR01.13) • Revised annual evaluation of the strategic plan through the Institutional Effectiveness Review (DR01.14)
Clarify resource allocation process driven by strategic planning	• Established clear process for resource allocation driven by College and District planning and the Fiscal Plan process (DR01.09, DR01.18, DR01.11)
Develop planning calendar including timelines and delineated parties responsible	• Developed a planning calendar with timelines and responsibilities for each component of the Strategic Planning Protocol (DR01.18, DR01.11)

B. Response to District Recommendation 1

History of Planning in Yuba Community College District

Yuba Community College District is dually distinguished as one of the oldest community Colleges in the state and as the first to declare its independence as a District. For eight decades, strategic planning occurred within the framework of a single College District serving a large geographic area through multiple off-campus sites. Planning changed dramatically in 2008 when ACCJC granted full College status to Woodland Community College, rendering Yuba Community College District one of the youngest multi-College Districts in California. The last two cycles of strategic planning spanned this dramatic transition.

Prior to 2007, while multiple plans and processes coexisted, the Board's Strategic Directions served as the Yuba Community College District Strategic Plan comprised of eight strategic directions:

1. Student Retention and Success, Student Learning Outcomes and Institutional Accountability
2. The Basic Skills Initiative
3. Transformative Change and Innovation
4. Resource Development and Alignment
5. Student Access and Response to Changing Needs
6. Community Engagement and Institutional Heritage
7. Integration of Accreditation Standards and Cycle of College Requirements
8. Safety and Security

These strategic goals provided long-range guidance for the Colleges in developing individual educational master plans. The District assessed institutional effectiveness through annual reports made by the Colleges and District Services on achievements related to the strategic directions. Trends in historic FTES generation were the basis of resource allocation. Three models, the Long Range Planning Model, Institutional Effectiveness Model, and the Annual Continuous Improvement Cycle, were introduced in 2008 to more clearly outline the integrated planning and assessment cycle.

In January 2008, a Functional Transition Process was developed to identify and map out the transition of administrative and staffing functions from the District level to that of the Colleges. The anticipated changes in roles, responsibilities, and decision-making authority are described including governance beginning with the Board of Trustees, committee structures, administrative services, and instructional programs and services

Work to refine the planning and assessment cycle and complete a District strategic plan for 2013-18 began in 2011 when the newly hired Chancellor convened planning sessions by extending an open invitation to all personnel. This initiated an inclusive and transparent approach to this cycle of multi-year planning.

Improvements to the District Integrated Planning Process

The planning process was evaluated during the open planning sessions and also in an analysis contained in the annual Institutional Effectiveness Model Report (2012). As a result, the District Consultation and Coordination Council, an integral part of the District's participatory decision-making structure, commissioned a cross-functional sub-team to refine the integrated planning process. The team (Team 1) included classified staff, faculty, administration and representation from the District and both Colleges. Team 1's Charter included: incorporating strengths in the current integrated planning processes, identifying opportunities to improve the linkage of College and District planning with resource allocation, and developing a District-level process to allocate resources based upon prioritized program needs.

While this work was already underway in October 2012, the ACCJC site visit team verified that although District-wide strategic planning had been in place for a number of years,

improvements were needed to make the process more inclusive and transparent. The District and Colleges took the following steps to address this recommendation.

- In August 2011, the Chancellor started working with the Board on the Board's District Strategic Plan. The Board used the Chancellor's performance objectives to shape short-term strategic goals for the District. Included in the goals was the goal to develop a strategic planning process that would be used to create or establish long-term goals. After the exit briefing at the end of the comprehensive visit, the Board and the District and College leadership then started work to take those Chancellor's goals and realign them as District short-term goals and as well to complete the development of a strategic planning process.

  - o The Board of Trustees, College and District leadership examined data, state mandates and emerging regional trends to inform the development of measureable short term goals
  - o Draft goals were communicated through open forums, presentations to the District's Consultation and Coordination Council and District Management Council and feedback was incorporated in refining the goals. The short-term goals were adopted by the Board of Trustees October 10, 2013:
    1. Improve Student Success and Completion
    2. Improve leadership and managerial competencies at all levels
    3. Complete the transition to Multi-College District to increase organizational efficiency of the District and Colleges
    4. Increase regional leadership
    5. Prioritize Economic and Workforce Development programs based on regional, state and national imperatives

Work on goal #1 commenced immediately. The Chancellor and the Chancellor's Executive Team developed and prioritized a number of Student Success Initiatives. The draft was widely circulated and feedback incorporated. The College Leadership in Academic and Student Services committee created a framework for implementation plans for each initiative. As planning for the objectives mature they constitute actionable improvement plans to improve student success. To illustrate this point, the following is one of the 35 Student Success Initiatives representing a measureable objective for Short Term Goal #1. The implementation plan, timeline, and responsible parties require collaboration and coordination across the Colleges and District. (*I.B.2*)

Goal 1: Improve Student Success and Completion

Student Success Initiative Objective:

Objective	Urgency	Timeline	Priority-Interdependence	Woodland Community College Responsible Parties	Yuba College Responsible Parties	Status Update	End Date
Develop Academic Program Plans (two, three, four-year plans)	Mandate	FY 13-14	Req'd for Ed Plans (District Information Technologies to support)	All Counselors	Counselors, Director and Deans	In Progress	December 13

The District and the Colleges presented the final assessment report on the long range Strategic Directions to the Board of Trustees in June 2013 providing a clear demarcation between the prior planning cycle and the refined and inclusive integrated planning and assessment cycle. This formally sets the stage for the development of long range goals driven by the institutional mission through the implementation of the Strategic Planning Protocol over the coming year.

District and College personnel in Team 1, the sub-team of the District Consultation and Coordination Council, completed the revision of the Strategic Planning Protocol. The protocol is designed to assure the institutional mission continues to be central to all integrated planning (I.A.4), District goals are measureable, aligned with the mission (I.B.2) and driven by data, and the process is inclusive of the Colleges' and District Services' planning (I.B.5) thus assuring sustainable quality improvement in planning and institutional effectiveness. Team 1 completed the following activities over the last year:

- Evaluated 16 coexisting District and College plans and searched for best practices in other multi-College Districts' integrating planning processes.
- Examined planning processes at both Colleges and adapted the Woodland Community College integrated planning model for use in the broader context of District wide planning (District Consultation and Coordination Council Team One Meeting Notes).
- Broadly vetted the protocol and incorporated feedback (Strategic Planning Protocol Timeline). See chart on following page.
- Presented the completed protocol to the District Consultation and Coordination Council for adoption in June 2013 (District Consultation and Coordination Council Minutes 2013-06-04) and communicated the protocol across the District.
- Drafted the Institutional Effectiveness Review Handbook for distribution in November 2013.
- Drafted a set of Key Predictive Indicators as a basis for District wide dialogue on these institutional metrics.

Yuba Community College District Strategic Planning Protocol
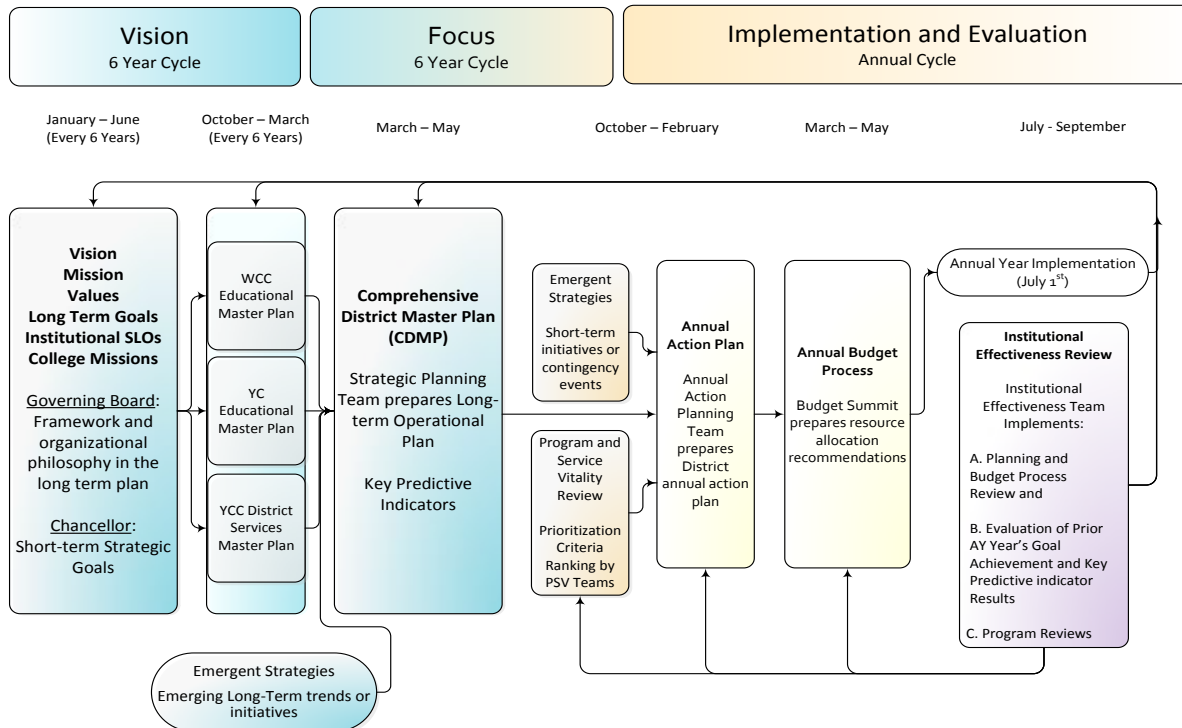
Next, the Colleges and the District collaboratively completed components of the Strategic Planning Protocol including:

Program and Services Prioritization Criteria as a basis for future resource allocation:
A critical component of the planning protocol is prioritizing programs and services as a basis for resource allocation in the future. Team 1 identified a research-based model as a starting point for a program prioritization methodology. The methodology uses data and results from Program Reviews and Student Learning Outcomes as a basis for resource allocation decisions.

A draft was vetted in Academic Senates, College Councils, and management groups across the District (Program Vitality Criteria Communication). Feedback from this dissemination was incorporated in the final version. As an example, the program prioritization criteria was renamed Program Vitality Criteria and revised to better assist the Colleges' and the District in determining priorities for growing, maintaining, restructuring or revising programs. Following this inclusive process both Colleges adopted the Academic Program Vitality Criteria. The Services and Non-Instructional Program Vitality Criteria are undergoing a similar vetting with anticipated approval in November 2013 (Services and Non-Instructional Program Vitality Criteria Communication).

Resource Allocation Process:
The development of this process is detailed in the response to District Recommendation #2 in the following section.

Institutional Effectiveness Review:

The Colleges' Directors of Research, Planning and Student Success working with the Vice Chancellor of Educational Planning and Services conducted the Institutional Effectiveness Model review and presented those results and recommendations to the Board of Trustees in October 2012. The review included summaries of program review results for both Colleges and District Services and recommendations for improving the planning and assessment processes.

Team 1 examined these recommendations and revised the Institutional Effectiveness Review (formerly Institutional Effectiveness Model). Components from the prior process that continue are:

- o Academic Program Review
- o Student Services Review
- o Administrative Services Review
- o Participatory Decision-Making Review and
- o Student Learning Outcomes assessment.

The Institutional Effectiveness Review is now enhanced to include:

- An assessment of the attainment of measureable College and District Services goals listed in the District Annual Action Plan
- An assessment of the effectiveness of the planning and budgeting process including the implementation of the Strategic Planning Protocol, and
- Key Predictive Indicators as institutional metrics of College and District effectiveness. Once determined, these indicators will include four components: performance on the indicator trended over time, current performance level, targets to achieve as a result of continuous quality improvement and benchmarks from best performing peer institutions as comparison data. The Colleges' standards for satisfactory performance of student achievement and the Student Success Scorecard data are the starting point for this work. The Colleges and the District are beginning the process of developing the full dashboard of Key Predictive Indicators through dialogue with Academic Senates and College Councils. The final Key Predictive Indicators will be presented to the Board of Trustees in spring 2014.

District Services Master Plan, Human Resources Master Plan and Facilities Master Plan:

The District Services Executive Team, including the Chief Business Officer, the Chief Human Resources Officer, the Vice Chancellor Educational Planning and Services and the Chancellor's Office, introduced a formal planning process in District Services to develop a District Services Master Plan as an important new component of the Strategic Planning Protocol. In spring 2013 all members of the District staff participated in this process (District Services Planning) which included piloting the use of the draft Services and Non-Instructional Program Vitality Criteria in one-time fund requests. During the pilot, staff members indicated feeling rushed and the need for more data prior to completing the scoring. This information provides valuable insight in implementing the Criteria more broadly in the coming year. This inaugural plan is scheduled to be formally adopted in District Services in October 2013. District Services also changed the

program review cycle to October of each year, as opposed to the following spring. This allows for the planning process, including services prioritization in District Services to feed into District-level planning and budgeting.

- The District working with the Colleges created the framework for the Human Resources Master Plan (see response to District Recommendation 4)
- The District charged a cross-functional, cross-College committee with updating the Facilities Master Plan. The committee includes faculty, staff and administrators with representation from all campus sites and all constituent groups ([2013-08-26 Facilities Master Plan Minutes (Draft 2013-08-26)](#)). Anticipated update completion is December 2013.

Planning Calendar:
Identified timelines and responsible parties for all components of the planning protocol and modified the submission dates for all program reviews to October. This process improvement supports coordination of a District rhythm for planning, program review, resource allocation and institutional effectiveness processes.

The District and the Colleges will follow-up on these steps through the following activities slated for the remainder of the 2013-2014 academic year:

- The District Coordination and Consultation Council will appoint and train three cross-functional, cross-District teams to coordinate annual components of the Strategic Planning Protocol: District Annual Action Plan, Resource Allocation and Institutional Effectiveness Review
- As indicated previously, the District Consultation and Coordination Council working with the District College Academic Senate Leadership group will develop Key Predictive Indicators in an inclusive manner as added metrics in the Institutional Effectiveness Review
- The Institutional Effectiveness Review Team will develop and administer instruments to assess the effectiveness of the Strategic Planning Protocol implementation i.e., the planning and budgeting process.

Self-Evaluation

Just prior to the ACCJC's October 2012 site team visit, the District community identified improvements needed in the 2007-12 integrated strategic planning process. While work on planning process improvement was underway, the visiting team clearly recognized the need to communicate the progress on the work to assure broad understanding of improvements in District planning and resource allocation.

Missions are central to all decision-making, as evidenced by Program Reviews, Student Services Reviews and Administrative Services Reviews. This process requires each program or unit to justify how the program or service supports the District Mission or the Colleges' Missions. This justification serves as a critical component of the prioritization of resources in the resource allocation process at the District level. (*I.A.4*)

The adopted short-term goals were developed in an inclusive manner and align closely with the District's Mission aimed at serving the educational needs of a diverse community. Broad dissemination of the goals is occurring.

The assessment of Yuba Community College District's effectiveness in achieving the mission is demonstrated through an annual and comprehensive institutional effectiveness review. This review assesses and evaluates the level of achievement in annual goals and the effectiveness of the planning, budgeting and decision-making processes that led to those outcomes. The institutional effectiveness review results in documented and published assessments. (*I.B.2*) In serving a large and geographically dispersed service area, the District is committed to providing high-quality instructional programs, student support services, and library and learning support services regardless of delivery mode or location. Through the annual program review process, the resource prioritization process, and the institutional effectiveness review the District maintains focus on the divergent needs of the two Colleges, the centers, outreach facilities, and students served through distance education modalities. (*II.A.2; II.C*)

The Yuba Community College District fulfills Recommendation #1 because it has analyzed prior processes, implemented improvements and created an integrated planning process that provides multiple opportunities for broad input and is communicated across the District in varied venues.

District Recommendation 2 (Resource Allocation)

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-d, III.D.2.b, III.D.3, IV.B.3.c)

A. Summary of Progress and Accomplishments on District Recommendation 2

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Develop and implement a resource allocation model	• Developed a Resource Allocation Model (DR02.01)
Resource allocation model is driven by planning and student success	• Established and vetted a clear planning process at Woodland Community College and Yuba College (DR02.09, DR02.10) • Strategic Planning Protocol developed guiding the District in integrated planning, budgeting, and evaluation processes that result in the District achieving its goals as set forth in the mission (DR02.11)
Develop resource allocation model • in an inclusive manner • be transparent • clearly communicated	• Developed a Resource Allocation Model in an inclusive and transparent manner including constituents from District, Yuba College, Woodland Community and Clear Lake Campus • Resource Allocation Model clearly communicated on the District website, with Chancellor's Executive Team and the Budget Summit (DR02.12, DR02.13, DR02.02, DR02.08)
Evaluate model periodically for effectiveness in supporting the District's and Colleges' missions	• The Institutional Effectiveness Review is on the planning cycle between July – September as listed in the Strategic Planning Protocol. The model will be evaluated to determine if it meets the District's mission as well as evaluation of prior year goal achievement and assessment towards key predictive indicators (DR02.11)

B. Response to District Recommendation 2

History of District Resource Allocations: The Yuba Community College District has enjoyed a rich history of institutional planning. The institutional planning process became more complex and comprehensive in 2008 when the District transitioned from a single-College District to a multi-College District.

As a single-College District, the District maintained a resource allocation planning process that was driven primarily by program growth, enrollment growth and service growth needs. However, as a multi-College District, the District needed to take a planned approach for allocating resources among the two Colleges and off-site locations.   The Full-Time Equivalent Faculty (FTEF) was allocated to the Colleges based on the historical trends of Full-Time Equivalent Student (FTES) generation by each of the Colleges (i.e., the ratio of FTES was 78/22 (78%: Yuba College; 22%: Woodland Community College).
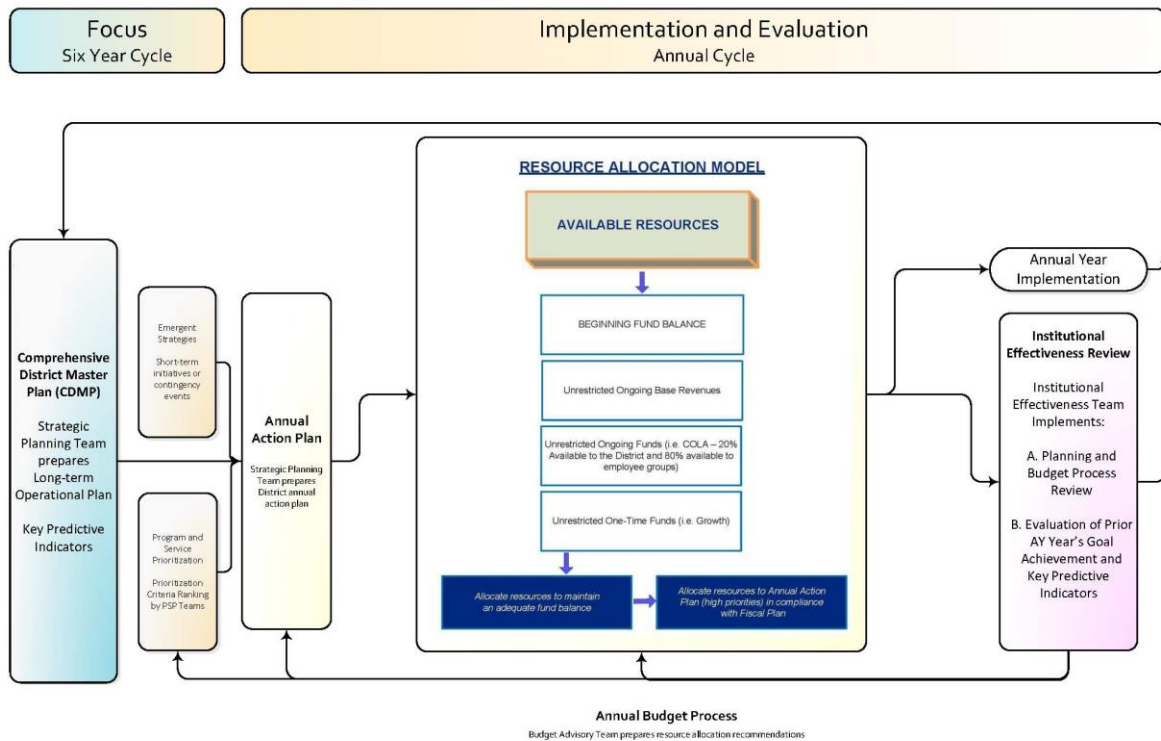
The District Consultation and Coordination Council (DC3) appointed a Budget Task Force to work on developing a resource allocation model in December 2009. After months of discussion, the DC3 Budget Task Force appointed a small workgroup to develop recommendations for implementation of the District-wide Resource Allocation Model. The RAM committee consisted of members from the District-wide community and the group has met regularly since April 2010.

The Resource Allocation Model Committee (RAM) was tasked by DC3 to review different resource allocation models from other Districts in the context of "draft parameters" to develop a model for our District. The draft parameters included some items as required components of the RAM and some items that needed to be considered. In developing the first generation RAM, these draft parameters were used (examples included: student centered, equitable, plans driving the budget allocation, funding operational requirements including all mandates, fiscal stability, review and revision/continuous quality improvement, facilities funding/deferred maintenance, defined written process adopted by the Board and included in AP, productivity factors (WSCH, FTES). Some of the concepts to consider included: consistency with SB361, new program development, growth funding, stabilization of College FTES, carryover monies for Colleges, averaging of FTES, square footage allocation and phase implementation.

The RAM committee developed a revenue-based resource allocation model that was approved in spring 2012. Before the RAM was used to develop the 2012-13 budget, the model was piloted and shortcomings in the model were revealed. For example, using the three-year FTES rolling average; the allocation amongst the Colleges would require substantial reductions to one College and a substantial increase to the other College, yet not aligning the resources to the Colleges' and the District missions.

Resource Allocation Model 2013 – 2014: Utilizing the assessment of the resource allocation process, the District RAM committee shifted its direction and developed a resource allocation model in spring 2013 that is now integrated with the planning, student success, and mission of the Colleges and the District. Below is the widely shared resource allocation illustration that was partially implemented in FY2013-14. The Resource Allocation Model will have a phased implementation with full implementation by FY2015-16*.* The first cycle of implementation will align resources with priorities identified in the District and the College Education Master Plan and is responsive to opportunities and emerging needs/imperatives consistent with the Strategic Planning Protocol.

Yuba Community College District Resource Allocation Process

Focus — Six Year Cycle

Implementation and Evaluation — Annual Cycle

RESOURCE ALLOCATION MODEL

AVAILABLE RESOURCES

BEGINNING FUND BALANCE

Unrestricted Ongoing Base Revenues

Unrestricted Ongoing Funds (i.e. COLA – 20% Available to the District and 80% available to employee groups)

Unrestricted One-Time Funds (i.e. Growth)

Allocate resources to maintain an adequate fund balance

Allocate resources to Annual Action Plan (high priorities) in compliance with Fiscal Plan

Comprehensive District Master Plan (CDMP)

Strategic Planning Team prepares Long-term Operational Plan

Key Predictive Indicators

Emergent Strategies

Short-term initiatives or contingency events

Program and Service Prioritization

Prioritization Criteria Ranking by PSP Teams

Annual Action Plan

Strategic Planning Team prepares District annual action plan

Annual Year Implementation

Institutional Effectiveness Review

Institutional Effectiveness Team Implements:

A. Planning and Budget Process Review

B. Evaluation of Prior AY Year's Goal Achievement and Key Predictive Indicators

Annual Budget Process
Budget Advisory Team prepares resource allocation recommendations

Rev. 10/3/2013

The resource allocation model illustration, shown on page 53, demonstrates the resources available for the resource allocation process. The resources include the beginning fund balance as well as additional one-time and ongoing resources. First, the resources are allocated to maintain an adequate fund balance determined by the Board of Trustees. Secondly, the resource allocation process is driven by the Annual Action Plan reflected in the Strategic Planning Protocol. The Colleges and District Services work on Educational and District Services Master Plans that are incorporated into the Comprehensive District Master Plan. All of the plans as well as emerging strategies are incorporated into the Annual Action Plan. At the same time, District-wide teams utilize the strategic planning criteria in prioritizing programs and services that are incorporated into the Annual Action Plan by the Strategic Planning Team. The Budget Advisory Team (Budget Summit) prepares resource allocations for the prioritized programs and services. The Budget Summit group was formed in spring of 2012 serving as the Budget Advisory Team for the District. The Budget Summit membership consists of wide-constituent participation (Chancellor's Executive Team, Academic Senate Representatives from Yuba College and Woodland Community College, Faculty Representatives, Classified Representative, Safety Officers Representative, and Adjunct Faculty Representative. The District budget is developed in a transparent and inclusive manner through broad participation

and feedback from the appropriate representatives. The RAM Committee was sunset after the completion of the Resource Allocation Model and Budget Summit was charged with the responsibility of implementing the Resource Allocation Model.

The Resource Allocation Model is driven by planning and student success. The resources are allocated to the Colleges and District services based on the educational master plan priorities for the Colleges and based on the District services master plan priorities driven by the Board of Trustee's direction for each of the entities within the District (Strategic Planning Protocol) As an example, the Colleges and District began the planning process for the Student Success Initiatives during the summer of 2013 and resources are being allocated to the student success priorities in the FY2013-14 budget. (*III.D.1*)

The Resource Allocation Model was developed in an inclusive manner including the following constituencies: Faculty, Academic Senate, Classified and Administration. (RAM Meetings Agenda/Minutes/Membership) The resource allocation process is transparent and clearly communicated in various venues including Budget Summit meetings as well as DC3 meetings.

The resource allocation model is now embedded in the District's strategic planning protocol. The model includes evaluative processes for effectiveness in the District and College's missions on an annual cycle (from July through September). The Colleges and District services will review the planning and budgeting processes and prior year's goal achievements. The formal process will include a comprehensive review of the budget development process to ensure that the annual action plan drives the resource allocation and improvements to the process will be made to ensure compliance with this methodology.

Self-Evaluation

The District welcomed the ACCJC visiting team in October 2012 and acknowledged the shortcomings with the resource allocation process. Although, the District developed a resource allocation methodology which finalized in spring 2012, the District was not convinced that it best met the Mission of the Governing Board. The District took the recommendations seriously and acted upon to come up with a resolution in addressing this recommendation. (*III.D.1*)

Since October 2012, the Resource Allocation Model committee, comprised of Academic Senate leaders from both Colleges, Faculty Representatives from both Colleges, a Classified Representative, and the Chief Business Officer, worked diligently to ensure the model met ACCJC standards. The resource allocation model is transparent as the agenda, minutes, resource documents, and historical documents have been updated on the District website, as well as information widely communicated to the District community at-large including DC3 and Budget Summit. (*III.D.1.d*)

The District has methods in place for evaluating the effectiveness of its internal control systems and segregation of duties per the audit recommendations over the past few years (III.D.2.e). Some of the segregation of duties pertained to having appropriate internal controls over the

cash handling function and during fiscal year 2011-12, the District hired a Part-Time Cashier position at Yuba College and segregated duties amongst the Cashier, Accounting Specialist and Senior Accounting Technician at the District Office.   Additionally, the District has been addressing the audit recommendations and has presented corrective action plan to its' Governing Board meetings and the Audit Subcommittee meetings on a monthly basis.

Although the District has experienced significant reductions to its funding as result of the economic recession, the District has had transparent discussions about the District's long-term liabilities that need to be addressed including retiree health benefits. (*III.D.3.c.d.*) The District will develop multi-year revenue and expenditure projections in addressing the long-term liabilities. In the interim, the District has set aside funds in the Retiree Benefits Fund in an effort of funding this liability. Additionally, there are budget principles developed in the District's Fiscal Plan addressing long-term liabilities of the District.

<table>
<tr><td colspan="2" align="center">**District Recommendation 3**
(Delineate Responsibilities of Multi-College Structure)</td></tr>
</table>

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)

A. Summary of Progress and Accomplishments on District Recommendation 3

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Delineate District functional responsibilities	• Collaboratively developed a framework of College/District functional responsibilities. College Leadership of Academic and Student Services used a functional map as a tool to communicate this delineation (DR03.01, DR03.02, DR03.03) • Communicated College/District functional responsibilities through committees, councils and management/leadership groups (DR03.04)
Determine whether current functions provided by the District office should be centralized or decentralized	• Phase I evaluation to occur in fall 2013 with criteria delineating College expectations for District-provided services forming the basis for evaluation (DR03.05) • Established delineation for Distance Education functions and responsibilities. Evaluation will occur in fall 2014 (DR03.06, DR03.16)
Clarify District level process for decision making and the role of the District in College planning and decision making	• Approved an integrated planning model that defines how College plans integrate within the District planning process (DR03.07) • The District Handbook delineates participatory decision-making structure at the District level is updated annually (DR03.08, DR03.09)
Clearly identify District committees	• The District Handbook identifies all District committees and is updated annually (DR03.08)

Perform a regular review of District committees work	• As part of the ongoing Institutional Effectiveness Review (formerly IE Model), all District committees perform an annual evaluation of their work • (DR03.10, DR03.11, DR03.01)
Conduct review of the overall effectiveness of District services to the Colleges	• CLASS developed College expectations of all District provided services (DR03.05) • District Services developed service evaluations in fall 2013 (DR03.15)
Widely disseminate the results of the effectiveness of District services results	• Results of the District Services evaluation review will be disseminated via constituent groups, website and Portal

B. Response to District Recommendation 3

The ACCJC site visit team correctly noted a shared understanding of the Colleges' and District's functional delineations, the assessment of District provided services, and clarity regarding decision-making was lacking across the Colleges. The District and Colleges collaboratively responded to this recommendation in several ways. Noteworthy accomplishments in spring-fall 2013 include:

Delineation of functional responsibilities and determining whether current functions provided by the District office should be centralized or decentralized:
First, College Leadership of Academic and Student Services completed a functional map as a tool to communicate College and District roles and functional responsibilities and also to serve as a mechanism to assess accountability for institutional effectiveness. To assure wide dissemination and to facilitate a shared understanding, constituent groups reviewed the functional map in various venues (Function Map Timeline). Based upon these discussions, the functional map was revised and adopted by District Consultation and Coordination Council in October 2013.

Second, the District Distance Education Committee drafted a Distance Education Responsibility Matrix that clarifies the functional delineations of technology, professional development, and faculty and student support between the District and the Colleges. The committee is comprised of the co-chairs of the Colleges' Distance Education committees, College administrators and the Vice Chancellor. Already realized as a result of this delineation, is the centralization of technology and infrastructure support for the Learning Management System in August 2013. Both Colleges' Academic Senates approved the matrix and forwarded to the District Consultation and Coordination Council for review. Final adoption is anticipated in November 2013.

Lastly, District Services implemented a schedule to assess the level to which centralized services are achieving the goals of providing effective and efficient support to the Colleges. The District

is currently engaged in a three-phase reorganization. Phase I resulted in centralizing two services: Maintenance and Operations and Fiscal Analysis. As an example of the quality assessment and improvement schedule for such centralized services, evaluation will occur in fall 2013. The results from this assessment will be published in the Portal and used to inform the development and implementation of Phase II in spring 2014.

Clarify District level process for decision making and the role of the District in College planning and decision making; identification of District committees; and regular review of District committees' work:

The Yuba Community College District Handbook identifies all District committees. During the most recent update, several improvements were incorporated in order to respond to the recommendation and better explain the role of the District and District committees in the participatory decision-making structure.

The District is firmly committed to working with the Colleges to assure that overarching technology, human resources and facilities plans are fully integrated with the Colleges and District Services plans. Visuals are now being circulated that illustrate how the work of the District Committees are interrelated with College committees within the District integrated planning cycle Examples include the District committees responsible for the Facilities, Human Resources and Technology Master Plans. Following a vetting process aimed at gathering additional feedback, the committee flow charts will be added to the District Handbook in fall 2013 to provide further clarification of the committees' work and a basis for assessing committee effectiveness.

As an example, the District Technology Plan is developed by the Yuba Community College District Technology Committee which includes members from both Colleges. Plan updates occur annually and are driven by data and priorities from both Colleges and the District related to technology needs and training. The District Technology Plan informs the Comprehensive District Plan with annual extracts incorporated in the District Annual Action Plan.

As part of the annual Institutional Effectiveness review cycle, each committee participates in a participatory and shared decision-making review. Over the last four years, this review included an internal survey and an assessment of the committee purpose. As a result of this annual evaluation, revisions to committee purpose statements, practices and goals occurred. In assuring ongoing improvement in this area, the following accomplishments over the last year are noteworthy:

Yuba Community College District Technology Planning Process
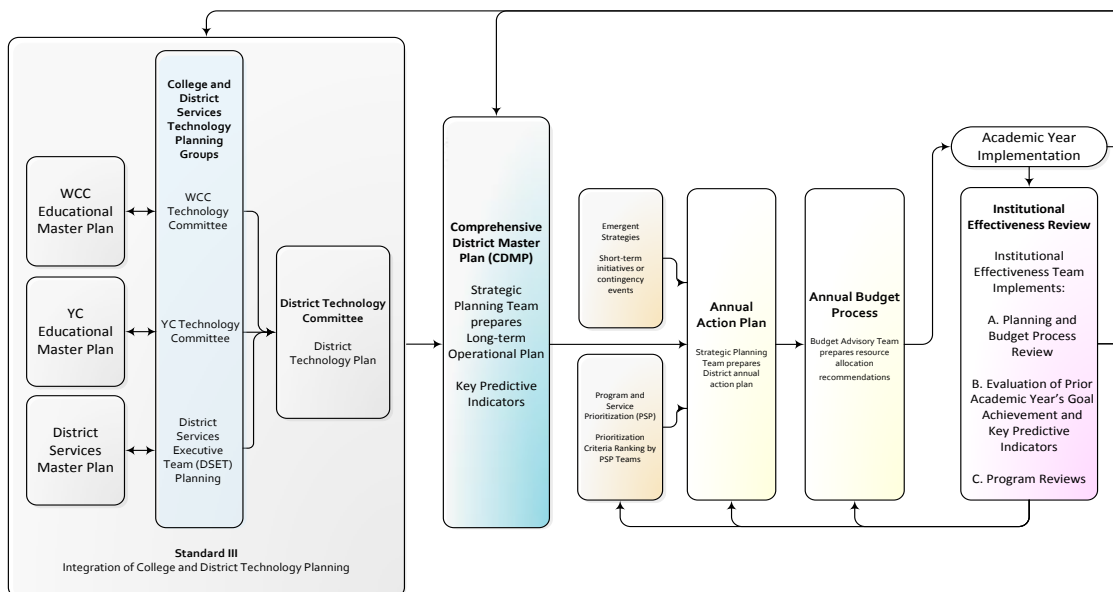
Rev. 10/04/2013

The committee reviews were strengthened in three ways; first the internal survey instrument was enhanced to include both qualitative and quantitative measurements. Second, the survey includes committee's goal attainment and an assessment of how the committee goals align with District goals. Lastly, as a result of dialogue within District committees, an external survey is under development to better assess perceptions across the District regarding the committees' effectiveness (Committee Effectiveness Review Dialogue). Piloting the new instruments will occur in spring 2014.

Conduct review of District service effectiveness and widely disseminate the results:

The College Leadership in Academic and Student Services, comprised of College and District leadership, outlined College expectations for services provided by the District including Business/Fiscal Services, Educational Planning and Services, Human Resources/ Personnel Services, Information Technologies, Maintenance and Operations, Printing/Mailing and Police Services (College Expectations for District Services).

The Chief Business Officer, Chief Human Resources Officer, the Vice Chancellor of educational Planning and Services in collaboration with College Leadership in Academic and Student

Services developed a District Services Evaluation Survey for administration to all District personnel in October 2013. The data from the assessment of the effectiveness of District-provided services will inform District Services planning through the process outlined in the annual Institutional Effectiveness Review (District Services Evaluation Survey). The results of that survey will be published in the District Portal.

Self-Evaluation

YCCD listened carefully to Commission recommendations regarding delineation and clarification of District functions and responsibilities. Recognizing this lack of clarity as an obstacle to communication, the District assessed current understanding and practices and improved communication. Equipped with a full array of tools including the District Handbook, the functional map, committee diagrams and the Distributive Education Responsibility Matrix, College and District leadership can now widely communicate roles and responsibilities, functional delineations, and decision-making authority between the Colleges and the District (*IV.A, IV. B.3*)

Yuba Community College District is committed to establishing programs and services aligned with the District and Colleges' missions, character and student populations. Services provided by District offices can now be assessed relative to clearly communicated College and campus site expectations. The delivery of these services is formally slated for annual evaluation. The results of this on-going quality assessment assures the services align with the institutional purpose and form the basis for planning and decision-making in continually improving services provided to the Colleges. (I.A.4, III.B) Wide dissemination of the results supports ongoing self-reflective dialogue about the improvement of these key systems and processes. (*I.B.1*)

The Yuba Community College District fulfills Recommendation #3 because it has created or improved processes that support multiple opportunities for broad input and communication across the District in varied venues for:
- Communicating the delineation of College and District functions;
- Clarifying the role of District committees in decision-making and assessing the committees performance in meeting their goals; and
- Creating an infrastructure for assuring quality assessment and improvement for District provided services.

District Recommendation 4 (Human Resources Planning and Evaluation)

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)

A. Summary of Progress and Accomplishments on District Recommendation 4

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Integrate human resources planning with institutional planning	• Completed the collection of the staffing plans and priorities from both Colleges to integrate these individual staffing plans into one comprehensive District staffing plan • In progress: the District Services Master Plan (DSMP) that includes a staffing plan and professional development needs and priorities for District Services (DR04.01) • Developed the 2013-2016 Human Resources Strategic Alignment Plan (DR04.02) • Developed the framework for the comprehensive Human Resources Master Plan (HRMP) • In progress: developing a human resources staffing planning process, including a systematic evaluation and assessment of all of the human resource operations of the District
Systematically assess the effective use of human resources	• As part of the continuous quality improvement assessment process, the Office of Human Resources began conducting annual assessments of its human resources service delivery capabilities in 2012 and 2013, and is utilizing the survey results as a means to improve its service delivery systems (DR04.03, DR04.04) • The survey results will be distributed to all of the participatory decision-making bodies (District/College/Academic Senate Leadership Group (DCAS), District Consultation and Coordination Council (DC3) and College Leaders of Academic and Student Services Committee

	(CLASS)) throughout the institution as a means of providing feedback from the end-users to further improve the quality of the personnel services
	• Revised and expanded the annual survey to assess how the institution uses its human resources
Use the results of the evaluation as a basis for improvement	• The Office of Human Resources is using the results from the annual surveys, as well as the Colleges' program review processes, to improve the service delivery system for human resources throughout the institution
	• The Office of Human Resources is also using the feedback from the Colleges' education master plans to improve its service delivery systems for the District
	• Evaluated the current employee evaluation instruments in conjunction with employee stakeholder groups
	• Evaluation and revisions completed for executive management evaluations
	• Revising and updating all of the employee evaluation instruments in progress
Identify needed staff in faculty, classified, and management positions	• The Colleges are working with the Office of Human Resources to update their individual staffing plans to reflect program and service priorities and available resources
	• Established a rubric for staffing for the Colleges and District based upon ensuring strategic deployment of human resources and program prioritization
	• Completing a "level off" staffing process at the Colleges, based upon the District's enhanced resource allocation protocols
Systematic evaluation of all personnel at stated intervals with appropriate documentation	• Established protocols for timely evaluating all personnel working throughout the institution
	• Dedicated confidential Human Resources analysts to timely monitor and process the systemic evaluation of all faculty, classified and management employees
	• The Office of Human Resources accurately maintains proper personnel records to evidence the timely and systemic evaluation of all

	personnel—faculty, classified and management employees
Clearly defined appropriate written evaluative processes.	• District has established written protocols for evaluating all faculty, classified and management employees • Evaluated and revised Administrative Procedures to reflect best personnel practices for performance evaluation. These APs have been reviewed and approved at the Chancellor's Executive Team (CHEX) level and will be forwarded to DC3 for further review and input for approval by December of 2013

B. Response to District Recommendation 4

As previously discussed in this follow-up report, the District has enjoyed a rich history of institutional planning. The institutional planning process for human resources operations and services became more complex and comprehensive after 2008 when the District transitioned from a single-College District to a multi-College District.

As a single-College District, the District maintained a human resources planning process that was driven primarily by program and enrollment growth and service needs and requirements at each location. These needs were outlined through the Board of Trustees Strategic Directions for 2007-2011. However, as a Multi-College District, the District now had to take into consideration decentralized services and resource allocation between the two Colleges as well as changing program and service needs. While the District Multi-College Plan set the stage for a transition in human resources planning, unprecedented budget cuts over the next several years precluded the full implementation of that plan. This prevented the linkage of College and District services plans to resource allocation as originally intended and designed.

In the spring of 2013, the District embarked on developing integrated planning processes. For its part, the Human Resources Office created a Strategic Alignment Plan to guide how services will support institutional effectiveness and student success 2013-2016 Human Resources Strategic Alignment Plan. As a result of the new and enhanced institutional strategic planning protocol, the District and Colleges reassessed their independent planning processes and revised these processes to develop a single approach that integrates the human resources staffing and professional development considerations found in the Colleges' Educational Master Plans and the District Services Master Plan into a District Human Resources Staffing Master Plan (District Strategic Planning Protocol). This structure now aligns the District's human resource needs and resource allocation with program prioritization and service needs for the Colleges and District services (YCCD Human Resources Staffing Planning Process). Furthermore, this clarifies the relationship between the Colleges' and District services' human resource planning and the linkage to resource allocation and institutional effectiveness review.

The District Human Resources Master Staffing Plan is a five year "blue print" to comprehensively address the staffing and professional development needs of the Colleges and the District. The framework of the Plan has been developed by the Office of Human Resources in collaboration with the Chancellor's Office, Chancellor's Executive Team and College leadership in the spring and summer of 2013. There are four elements of the Plan:

- Equity and Diversity
- Staffing Planning
- Professional Development
- Personnel and Employment Relations Services

Again, while framework has been recently developed, the substantive structure of the District Human Resources Master Staffing Plan will be developed over the course of the current 2013-2014 academic year through the District's new and enhanced institutional planning process. All of the District's participatory decision-making bodies (DCAS, DC3 and CLASS) will have meaningful input on this process. The District anticipates that the Plan will be completed by June of 2014.

The District administered District-wide needs assessments in May 2012 and May 2013, and the Colleges in April 2013 and September 2013 to assure planning for professional development activities meet the needs of our personnel across District services and the Colleges. The results of these three needs assessments are an important component of the YCCD Human Resources Master Staffing Plan currently under development.

The District is using the strategic planning protocol to identify needed staffing in faculty, classified and management positions at the Colleges and District (District Strategic Planning Protocol). In addition, the Colleges are working with the District to update their individual staffing plans, developed through the Colleges' integrated planning and assessment cycles, to reflect program and service priorities and available resources.

The Office of Human Resources has already facilitated an in depth review and discussion at the Chancellor's Executive Team level to establish a rubric for staffing ratios for the Colleges and District. The next critical task is to strategically deploy staffing at the Colleges and sites and allocate resources in alignment with the strategic planning and resource allocation process. For example, the District and Colleges are currently examining staffing ratios in student services and Maintenance and Operations with headcount and FTES calculations in order to determine equitable and appropriate staffing levels for these departments. The District and Colleges will then use these ratios to determine appropriate staffing levels, as well as projected growth levels if new resources and new enrollment occurs. Again, this is a new process that will be introduced over the current academic year to all of the College and District stakeholder groups for input and feedback. This process will not be fully implemented until June of 2014.

The District has established protocols for timely evaluating all personnel working throughout the institution and has dedicated confidential Human Resources analysts to timely monitor and process the systemic evaluation of all faculty, classified and management employees. The Office of Human Resources is charged with accurately maintaining proper personnel records to evidence the timely and systemic evaluation of all personnel—faculty, classified and management employees. Since 2000, the District Office of Human Resources has maintained an electronic Human Resources Master Calendar system that is dually maintained by both the Classified Human Resources Analyst and the Academic Human Resources Analyst. The Datatel system generates employee evaluation reports on an annual basis. Each Human Resources Analyst (Academic and Classified) generates periodic notifications to every manager with a complete list of all of the employees who need to be evaluated. All evaluations are tracked by the Office of Human Resources.

Over the last year the District embarked upon a comprehensive review and analysis of its existing personnel evaluation instruments for the purpose of redesigning the evaluation instruments to reflect best emerging practices in human resources management and support the effective use of human resources. Since the spring of 2013, the Office of Human Resources has completed the following tasks:

- Conducted peer research and analysis with the North 14 California Community Colleges to research "best practice" models for employee performance evaluations
- Met and conferred with the academic administrator's unit (ESA) and completed a revision and implementation of the performance evaluation instrument for academic administrators
- Begun the meet and confer process with the Yuba College and Woodland Community College Academic Senates to commence the revision process of the performance evaluation instrument for all full-time faculty with completion timelines (June 2014)
- Begun the meet and confer process with CSEA to commence the revision process of the performance evaluation instrument of all Classified employees with completion timelines (June 2014)
- Begun the meet and confer process with YC-AFT to commence the revision process of the performance evaluation instrument of all adjunct faculty (YC-AFT) employees with completion timelines (June 2014)
- Begun the meet and confer process with Classified Management and Confidential employees to commence the revision process of the performance evaluation instrument of all Classified Management and Confidential employees with completion timelines (June 2014)

The Office of Human Resources values the input of our employee stakeholder groups and is actively working in collaboration with them on this process. Again, this process should be completed by June of 2014. (Stakeholder Agendas)

In April 2013, the first of three sets of legally-required Administrative Procedures (APs) associated with Human Resources, including the hiring and recruitment of the College

president, were prepared for the Chancellor's Executive Team's review. Revisions to the remaining APs associated with Human Resources are in progress. The written policies also reflect a strong commitment to equity and diversity.

Self-Evaluation

The afore-mentioned responses demonstrate that the District is being responsive to the ACCJC recommendations by engaging in a human resources planning process that is logical, comprehensive and collaborative, which is involving all of the stakeholders, transparent, and responsive to the programmatic and staffing needs of the Colleges, as reflected in the College's educational master plans.

The District employs highly qualified personnel at the academic, classified support and management levels to support the student learning programs at both Colleges. The written policies and procedures of the District outline processes for treating employees equitably, evaluating employees in a regular and systematic manner, and providing employees with opportunities for professional development.

As demonstrated herein, the District is making strides to improve the employee evaluation process in a manner that reflects "best practices" and in a manner that is transparent and collaborative. Furthermore, the District's enhanced assessment systems are actively addressing an identified need to provide greater professional development opportunities at both the College level and District level. While resources are currently limited, the District is creating a framework to identify and prioritize these needs for the Colleges.

The District is confident that our continuous quality improvement process will yield planning processes that are responsive to the changing needs and priorities of the Colleges and accountable to the standards as set forth by the ACCJC. (*III.A.1.a-b, III.A.6*)

District Recommendation 5 (Hiring/Evaluation of the College President)

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)

A. Summary of Progress and Accomplishments on District Recommendation 5

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Clearly defined process for hiring the College presidents	• Evaluated and revised Administrative Procedure (AP 7122) relevant to the recruitment and selection of the College president (DR05.01, DR05.02) • Revised AP reviewed and approved in CHEX and then forwarded to DC3 for formal review and consideration (DR05.01, DR05.02)
Clearly defined process for evaluating the College presidents	• Evaluated and revised the Administrative Procedure (AP 7151) relevant to the evaluation of the College president (DR05.03, DR05.04) • Revised AP reviewed and approved in CHEX and then forwarded to DC3 for formal review and consideration (DR05.03, DR05.04)

B. Response to District Recommendation #5

As previously discussed in this follow-up report, the District has enjoyed a rich history of institutional planning, as well as a history of promulgating written policies that govern the hiring and recruitment process for employees. The leadership of the District first adopted Administrative Procedure 7122, College President Hiring Procedures, in June of 1995. Since its initial adoption, AP 7122 has been revised in January of 2004, June of 2011 and most recently in October 2013. The leadership of the District effectively utilized its policy analysis and review mechanisms to timely review and update AP 7122 to reflect "best practices" in hiring and recruiting community College presidents.

While the District has a long-established written policy for hiring a College President, it did not have the same established history of a written policy for evaluating the College president. Prior to 2008, the evaluation process for the College President was largely based on the "Management by Objectives" (MBO) method. In conjunction with the Chancellor, the President set annual performance and professional development goals to support achieving the priorities of the District. Progress on goals was self-reported at mid-year and end of year intervals culminating in a performance review meeting between the Chancellor and the President. The process did not include formal feedback from the President's peers, direct reports or other

constituents. Informal feedback could be provided but was not actively solicited as routine practice. Assessment of performance was held strictly within the Chancellor's judgment.

In 2008, the evaluation process was revised for all managers in the District. A new process and evaluation instrument "Performance Planning and Evaluation for Managers" was implemented to be used for all supervisors including the Chancellor's executive staff. Evaluations were intended to be completed annually. There was no separate and distinct evaluation process for the College Presidents at that time.

In 2012, the Chancellor began revising the evaluation process for the College Presidents toward a process that aligned with his own performance review. For the 2012-2013 academic year, the process included a confidential survey to solicit feedback from faculty, staff, and administrators (direct reports and peers) who were selected and agreed upon by the President and the Chancellor. The survey results are to assist the President in developing professional development goals for the coming year. This stage of the evaluative process is in progress. By agreement and as amended in the AP at the suggestion of DC3, the College President and Chancellor both receive the aggregate responses of the survey. In mid-September, the Chancellor and President met to discuss the results and to establish performance and professional development goals.

In June, 2013, Administrative Procedure 7151, Evaluation of the College President, was drafted and introduced for discussion through the appropriate participatory decision-making bodies. First review was conducted by the Chancellor's Executive Team, and then to the District Consultation and Coordinating Council (DC3). After thorough discussions in three meetings of the DC3, the details of the evaluation process have been codified and AP 7151 was approved in September 2013 and has been implemented.

Self-Evaluation

These actions demonstrate that the District is being responsive to the ACCJC recommendations by thoroughly reviewing and revising the relevant Board Policies and Administrative Procedures to insure legal compliance to the California Education Code and Title 5. The evidence demonstrates that the District Board/and Chancellor maintain a well-established protocol of drafting, implementing and evaluating written procedures for selecting and evaluating the president of the Colleges. The Chancellor has timely and properly exercised his delegated authority to implement administrative procedures for the Colleges and District. (*IV.B.1, IV.B.1.j*)

Evidence of District Recommendation for the Responses to Commission

District Recommendation 1 (Strategic Planning)

DR01.01   YCCD Short-term Goals

DR01.02   YCCD Short-term Strategic Goals Development Process Timeline

DR01.03   Governing Board - July Board Planning Meeting Reading Material

DR01.04   Governing Board - July 10 & 11, 2013 Board Minutes Planning and Development Session

DR01.05   Student Success Initiatives - Development and Implementation Planning Process

DR01.06   Strategic Planning Protocol Timeline

DR01.07   Governing Board Minutes 10/11/2012 Institutional Effectiveness Process Annual Report

DR01.08   Final Institutional Effectiveness Report 2011-12

DR01.09   Budget Summit and Resource Allocation Model Minutes Related to Strategic Planning

DR01.10   Strategic Planning and Systems Improvement Process Retreat 12/16/2011

DR01.11   Strategic Planning Protocol

DR01.12   Facilities Master Plan Minutes (Draft) 8/26/2013

DR01.13   Governing Board Minutes 6/13/2013 Progress toward Board Strategic Directions 07-13

DR01.14   Institutional Effectiveness Review Handbook 2013-2014 - DRAFT 3 (09/24/2013)

DR01.15   District Consultation and Coordination Council Team One Charter

DR01.16   YCCD Webpage

DR01.17   Program Vitality Criteria Communication

DR01.18   District Consultation and Coordination Council Team One Meeting Notes

DR01.19   YCCD Board's Strategic Directions 2007-2011

DR01.20   YCCD Long Range Planning Model

DR01.21   Institutional Effectiveness Model

DR01.22   Annual Continuous Improvement Cycle

DR01.23   District Consultation and Coordination Council Minutes 6/4/2013

DR01.24   District Services Master Plan (Draft 10/3/2013)

DR01.25   YCCD Student Success Initiatives

DR01.26   Services and Non-Instructional Program Vitality Criteria Communication

DR01.27   District Services Planning

DR01.28   Governing Board Minutes 1/10/2013 Retreat

District Recommendation 2 (Resource Allocation)

DR02.01   YCCD Resource Allocation Process 10/3/2013

DR02.02   Chancellor's Executive Team Minutes

DR02.03   Resource Allocation Model Parameters and Suggested Revisions working docs 2010

DR02.04   Revenue Based Resource Allocation Model 2009-10 through 2011-12

DR02.05   Audit Finding Response Plan February 2012 - August 2013

DR02.06   Audit Committee Meeting, July 3, 2013, includes attachments

DR02.07   YCCD Fiscal Plan (DRAFT) October 3, 2013

DR02.08   Budget Summit Minutes from 03/12/2013 and 04/23/2013

DR02.09   Woodland Community College Integrated Planning and Evaluation Cycle Model

DR02.10   Yuba College Integrated Planning Model

DR02.11   YCCD Strategic Planning Protocol

DR02.12   Resource Allocation Model Committee Membership

DR02.13   Resource Allocation Model Committee Website

DR02.14   Budget Summit Website

DR02.15   Strategic Planning Protocol

DR02.16   YCCD Webpage

DR02.17   Retiree Health Benefits Presentation 12/11/2012

District Recommendation 3 (Delineate Responsibilities of Multi-College Structure)

DR03.01   YCCD Function Map

DR03.02   College Leadership of Academic and Student Services Minutes 5/20/2013

DR03.03   District Consultation and Coordination Council Minutes 9/17/2013

DR03.04   Function Map Timeline

DR03.05   College Expectations for District Services

DR03.06   Distance Education Expectations

DR03.07   Strategic Planning Protocol Diagram

DR03.08   District Handbook 2013-2014

DR03.09   District Handbook Archives

DR03.10   District Consultation and Coordination Council Minutes 4/30/2013

DR03.11   District/College/Academic Senate Leadership Group Minutes 3/29/2013

DR03.12   YCCD Technology Plan Update August 2012

DR03.13   YCCD Technology Committee

DR03.14   Committee Effectiveness Review Dialogue

DR03.15   District Services Evaluation Survey

DR03.16   Distance Education Responsibility Matrix

District Recommendation 4 (Human Resources Planning and Evaluation)

DR04.01   District Services Master Plan

DR04.02   Human Resources Strategic Alignment Plan

DR04.03   Human Resources Survey Summary

DR04.04   Human Resources Survey Summary

DR04.05   Governing Board's Strategic Directions 2007-2011

DR04.06   District Multi-College Plan

DR04.07   YCCD Strategic Planning Protocol Diagram

DR04.08   Human Resources Staffing Planning Process

DR04.09   Woodland Community College Survey Summary

DR04.10   Yuba College Survey Summary

DR04.11   Management Performance Evaluation Form

DR04.12   2013 Stakeholder Agendas Evaluation Process

DR04.13   Board Policies (BPs) and Academic Procedures (APs) Pending CHEX Review

District Recommendation 5 (Hiring/Evaluation of the College President)

DR05.01   AP 7122: Hiring the College President

DR05.02   District Consultation and Coordination Council Minutes 10/1/2013

DR05.03   AP 7151: Evaluation of College President

DR05.04   District Consultation and Coordination Council Minutes 9/3/2013