



ACCREDITATION FOLLOW-UP REPORT

October 2014





ACCREDITATION FOLLOW-UP REPORT

Submitted by:
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Yuba Community College District

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

October 15, 2014

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Table of Contents

President's Message	III
Preface- Changes, Challenges and Opportunities.....	IV-V
Statement on Report Preparation.....	VI-VII
Accrediting Commission's Follow-Up Request.....	VIII-X
Accrediting Commissions Report Certification.....	XI-XII
Response to Team and Commission's Recommendations	1-74
<i>College Recommendation 2 (Planning/Goals Setting and Evaluation)</i>	<i>1-7</i>
<i>College Recommendation 4 (Systematic Evaluation)</i>	<i>9-13</i>
<i>College Recommendation 5 (Integrated Planning)</i>	<i>15-18</i>
<i>College Recommendation 6 (SLO Assessment).....</i>	<i>19-21</i>
<i>College Recommendation 7 (Assessment of Student Needs)</i>	<i>23-26</i>
<i>College Recommendation 9 (Professional Development)</i>	<i>27-30</i>
<i>Appendices College Recommendations Evidence</i>	<i>31-34</i>
 <i>District Recommendations 1-4 Table of Contents</i>	 <i>35</i>
<i>District Recommendation 1 (Strategic Planning)</i>	<i>37-46</i>
<i>District Recommendation 2 (Resource Allocation)</i>	<i>47-54</i>
<i>District Recommendation 3 (Delineate Responsibilities of Multi-College Structure).....</i>	<i>55-62</i>
<i>District Recommendation 4 (Human Resources Planning and Evaluation)</i>	<i>63-69</i>
<i>Appendices District Recommendations Evidence</i>	<i>71-74</i>

President's Message

ACCJC Committee Members:

The faculty, staff, administration, and students of Yuba College, as well as the Chancellor and the Yuba Community College District Board of Trustees, are pleased to present our college's responses to the ACCJC External Evaluation Team's recommendations. In October 2012 the Evaluation Team made eleven recommendations and placed Yuba College on Probation. During the Follow-up Visit in November 2013, the External Evaluation Team recognized that five of the eleven recommendations had been fully met and that the remaining six recommendations had been partially met or were in progress. Yuba College was then removed from Probation and placed on Warning status. The Yuba College community was buoyed by this positive recognition of their hard work and continued to address the remaining six recommendations over the past year.

Since arriving this past summer, I have been impressed by the inclusiveness of the process; by the ongoing, systematic improvement of budget and planning processes; and by the culture of evidence and excellence that is found throughout the college – in the classroom, in the services that support student learning, and in the district administrative services that support all of these efforts.

Yuba College is truly an institution that has transformed itself with the help of the AACJC Standards. It is focused on ongoing assessment throughout the organization: educational master planning, which connected to the district strategic planning; program planning and review; course, program, and administrative planning and outcomes assessment; and the connection between all planning and the budget allocation process. Thus, it is an institution focused and constantly improving itself – in how it serves students, how it uses its resources, and how it reflects and improves continuously.

I believe that you will find that Yuba College has fully met these last six recommendations and look forward to demonstrating this to you during your upcoming visit to the college. I am proud of the work that has been done, eager to show off the results, and along with the entire college community, welcome your feedback on our efforts.

Sincerely,



Jane M. Harmon, Ph.D.
Interim President

Preface

Changes, Challenges and Opportunities

This preface provides a brief chronology of the evolving dynamics within the Yuba Community College District in the past eight years, during which Yuba College has experienced significant changes, challenges and opportunities.

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. This created opportunities for the District and our students, but also brought growing pains for Yuba College, as it began to distinguish itself from the District and District Services.

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 embraced a strategic initiative to expand from a single-college district to a multi-college district, which required additional capacity, and 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 August 2012, the Yuba College Sutter County Center opened and garnered over 1,000 FTES in its first academic year. This boom brought with it a re-evaluation of Yuba College scheduling and course offerings since many students who had previously attended exclusively at Linda were now attending either both campuses or solely at the new Sutter County Center.

At this time, an Interim President and Vice President were selected from among the leadership of academic deans and faculty. Faculty and staff became encouraged and optimistic about working past the distrust and frustration of previous years. In this new inclusive and collaborative context, Yuba College and District 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 Yuba College and District which the teams observed and noted during the October 2012 visits.

In Fall 2014, another Interim Yuba College President and Vice President have taken the lead while a search for a permanent president is underway. They bring with them a greater focus on Student Success and Student Support Services with a staffing plan to ensure that former unmet needs, such as data collection and research, will be satisfied. The climate remains optimistic, though the faculty and staff are genuinely fatigued from their hard work over the last two years. However, their hard work has paid off. Yuba College has developed and gone through a complete Institutional Effectiveness cycle, has been able to evaluate its practices and processes, and is now positioned to make data-informed decisions for improvement. The college has made significant progress since its last follow-up visit—the hard work of developing processes and planning cycles behind us—and is now ready for the finer work of cyclical and ongoing institutional assessment, reflection and improvement.

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, significant progress was made on all eleven recommendations. During their Fall 2013 Follow-up Visit, the External Evaluation Team found that Recommendations 1, 3, 8, 10 and 11 had all been fully met. The Team found that Recommendation 4 had been partially met and that significant

progress had been made on Recommendations 2, 5, 6, 7 and 9 even though all of them had a Fall 2014 deadline and no progress was yet required.

Throughout the last year, the College Effectiveness Committee, the Yuba College Council, the Academic Senate and the Co-Accreditation Liaison Officers (ALOs) communicated with college constituents regarding the progress of the accreditation work through forums, emails, minutes and Convocation activities. In September, the College President provided a detailed report on accreditation efforts to the Board of Trustees and the Vice President and Co-Accreditation Liaison Officer presented a detailed report on accreditation efforts to the entire college community during an all-college meeting. There has been 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 using the standards set forth by the ACCJC to provide the highest quality education to our students.

Accrediting Commission's Follow-Up Request (Commission Action Letter – February 7, 2014)

The Commission, in its Action Letter of February 7, 2014 requested a Follow-Up Report to be submitted by October 15, 2014. 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 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 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)

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.1, I.B, III.A.6, III.B.2 .b, III.C.2, III.D.4, III.D.1.a, III.D.1.b, III.D.1.c, 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, LB.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)

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, 2014

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

From: Jane M. Harmon, 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

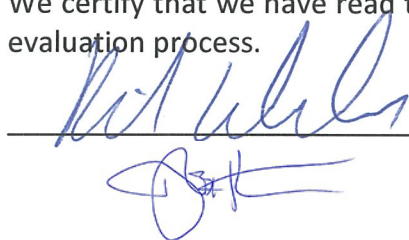
Date: October 15, 2014

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

From: Jane Harmon, Interim President Yuba College
2088 North Beale Road
Marysville, CA 95901

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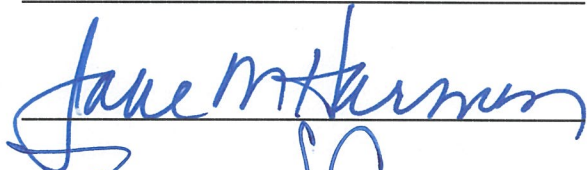
We certify that we have read the final Follow-Up Report and that we were involved in the self-
evaluation process.



Mr. David Wheeler
President YCCD Board of Trustees



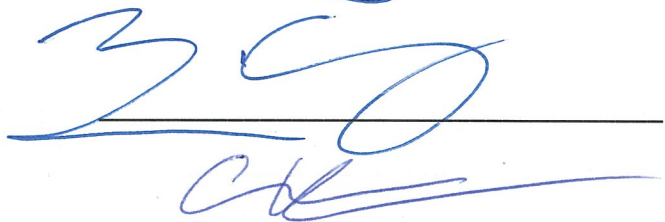
Dr. Douglas B. Houston
Chancellor, Yuba Community College District



Jane Harmon
Interim President Yuba College



Brian Jukes
Accreditation Liaison Officer/Co-Chair/Interim
Vice President Academic and Student Services



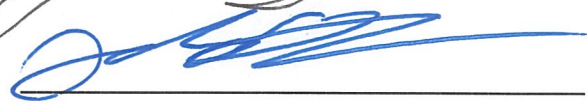
Brian Condrey
Accreditation Faculty Co-Chair



Greg Kemble
President, Yuba College Academic Senate



Joseph Stottmann
President, Classified Schools Employees Assoc.



Jose Hernandez
President, Associated Students of Yuba College

Response to Team and Commission's Recommendations

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. (1.B.2)

Findings and Evidence from Fall 2013 Follow-up Visit:

The Follow-Up Report documents the College's development of a process for regular establishment of college wide goals, to be derived from the College's mission statement. The College Council is charged with developing the college wide goals.

The Follow-Up Report states that the goals are derived from the college mission, but the details of that process are not clear.

The Follow-Up Report indicates that every committee, council, and team establishes objectives in the fall of each academic year using the standardized Committee Objectives Report (COR), and measures progress toward those objectives in the spring using the standardized Committee Self-Assessment Report (CSAR). These tools are dual-purpose; they enable the identification of program- or committee-level objectives, and they are a means of tracking how those objectives advance the college wide goals. The President's Office developed training materials for project teams and committees needing assistance developing metrics for assessing their objectives.

At the end of the academic year, the CORs and CSARs are analyzed by the College Effectiveness and Accreditation Committee (CEAC) as a means to evaluate overall progress toward short- and long-term objectives. The CEAC uses these findings as the basis for the annual Institutional Effectiveness Assessment that is submitted to and reviewed by the College Council. This system of identifying objectives and measuring them is in its first full cycle in 2013-2014; in 2012-2013 the College completed what they describe as a "hybrid" version of the plan as it was still in development. This "hybrid" rollout seems to have provided useful data about the process and the stakeholders interviewed spoke about it with authority and with candor about revisions they are making along with way to make it a useful and user-friendly process.

Putting the process into action, the College Council drafted college wide goals in spring 2013. The Follow-Up Report states that the goals were developed with the input of shared governance groups; however, evidence of that process was not provided (College Council meeting minutes approving the goals were presented, but not evidence of the development process itself). The goals were then shared with the college community for feedback and revised as needed. Progress toward the achievement of the college's annual goals and objectives is measured both by the College Council's self-assessment (via the CSAR) and via the aggregated data contained in the Institutional Effectiveness Assessment.

Conclusion from Fall 2013 Follow-up Visit:

In Progress: The college's institutional Effectiveness plan seemed ungainly and overly complex on paper, but in discussion with college stakeholders the pieces came together in an understandable cycle where all groups are engaged in a regular cycle of establishing goals and measuring progress toward those

goals. Continued adherence to the processes at both program and college levels should result in a culture of self-assessment and the ongoing use of data to make decisions.

To aid in the transparency of their goal setting process, the team feels the college should clearly articulate and publicize this process. Additionally, the college should develop an evaluation process to measure the efficacy of the Institutional Effectiveness model, including the measurability and ability of developed objectives to measure college goal progress. The team believes that the College has made substantial progress on this recommendation and should continue to focus efforts to complete this recommendation by Fall 2014.

A. Summary of Progress and Accomplishments on Recommendation 2

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Set college wide goals	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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) All programs and services were required to complete a Program Review in which they were to identify specific objectives and link those objectives to the goals of the college. (YR02.18, YR02.25, YR02.22)
Evaluate progress in achieving those goals	<ul style="list-style-type: none"> Created and implemented an annual Program Review update that requires all programs and services to assess progress toward their stated objectives in service of the college goals. Implemented a process whereby college committees and project teams evaluate progress toward objectives and submit Committee Self- Assessment Reports. (YR02.07, YR02.13) The College Effectiveness and Accreditation Committee conducted a statistical analysis of all completed Committee Objective Reports and Self-Assessment Reports to determine whether particular college goals were being adequately addressed by committee objectives in aggregate. (YR02.14) The College Effectiveness and Accreditation Committee conducted a statistical analysis of all completed Committee Self-Assessment Reports to determine the extent to which

	<p>committees were succeed in meeting defined short- and long-term objectives in support of college goals. (YR02.14)</p> <ul style="list-style-type: none"> • Published the above analyses of CSARs in 2013-2014 Institutional Effectiveness Report. (YR02.15) • College Effectiveness and Accreditation Committee presented finding of these analyses with the College Council and Academic Senate. (YR02.23)
Use goals for planning	<ul style="list-style-type: none"> • Committee planning is now exclusively built around objectives in the service of college goals. (YR02.16) • Established as a formal practice of the Yuba College Goals appearing 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. (YR02.17) • Required all departments to complete a full program review that included specific questions about how program objectives and initiatives were serving college goals. (YR02.18) • Developed and forwarded an Annual Action Plan to the District based on objectives identified in Program Review and Committee Objectives Reports. (YR02.19)
Clearly articulate and publicize the Institutional Effectiveness plan.	<ul style="list-style-type: none"> • Developed, publicized, and implemented planning and institutional effectiveness models. (YR02.20, YR02.21, YR02.24)
Develop an evaluation process to measure the efficacy of the Institutional Effectiveness model, including the measurability and ability of developed objectives to measure college goal progress.	<ul style="list-style-type: none"> • Implemented a process for measuring the Institutional Effectiveness model, including measurability and ability of developed objectives to measure college goal progress. • Conducted a comprehensive evaluation of the Institutional Effectiveness Model and published those findings in a report and before the Academic Senate and College Council. (YR02.23) • Submitted an Institutional Effectiveness update report to the District for their annual Institutional Effectiveness Report. (YR02.15) • Began the process of revising and simplifying the college Institutional Effectiveness Model based on recommendations in the 2013-2014 Institutional Effectiveness Report. (YR02.15)

B. Response to Yuba College Recommendation 2

In order to fully meet the Standards, the College needs to set college wide goals.

To meet Recommendation 2 of the ACCJC, the Yuba College Council developed specific college-wide goals with the input of student, classified, faculty, and management representatives. 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:

- Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success.

- Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.
- Steward our institutional resources with increasing effectiveness and efficiency.
- Research and utilize effective modes of delivery for our courses and services.
- Design our programs in such a way as to allow students to complete their educational goals in a timely manner.
- Evaluate our programs, services and processes to ensure continuous quality improvement.
- Improve the quality of the student experience at all our campuses and centers.
- Develop partnerships to enhance educational resources and student opportunities.
- Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

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 Purpose Statements](#)
- 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 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).

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 Standards, 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 by which to measure those objectives; to establish a baseline 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). The College Effectiveness and Accreditation Committee annually conducts a statistical analysis of all completed Committee Objective Reports and Self-Assessment Reports to determine whether particular college goals are being adequately addressed by committee objectives in aggregate.

The Program Review process for 2013-2014 also requires programs to review previous program objectives (identified as “program goals” in the nomenclature of Program Review), assess and update these program-levels goals, and link them to specific college goals. The 2014-2015 Program Review update similarly requires programs and services to assess their progress toward their department-level goals.

In order to fully meet the Standards, the College needs to evaluate progress in achieving those goals

The Yuba College Council is responsible for setting, evaluating the progress toward, and revising the college goals. To these ends, the college has developed a number of mechanisms to assist this group in their work.

All Yuba College committees are required to develop objectives that serve the college goals, and by analyzing the work of committees towards these objectives, the college is able to determine one measure of success in this area. 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 the results into the annual Institutional Effectiveness Report. In addition, the committee presents this data directly to the Council. This information allows the Council to assess whether the goals of the college are served by the committee system. (1.B.2)

At the end of the spring 2014 semester, the College Effectiveness and Accreditation Committee conducted a statistical analysis of all completed Committee Self-Assessment Reports to determine the extent to which committees were succeeding in meeting defined short- and long-term objectives in support of college goals. The committee published an analysis of results in the *2013-2014 Institutional Effectiveness Report* and presented its findings and recommendations to College Council and Academic Senate at the start of the Fall 2014 semester as required by the college Institutional Effectiveness calendar.

Program Review also provides information about whether programs and services are succeeding in achieving their objectives in support of the college goals. Program review preparers are required to set department or unit goals, link those goals to college goals, and assess progress toward those goals when they complete the next program review or program review update. This information about goal progress can be accessed by department faculty, academic deans, and other college administration through reports generated by TracDat and used to determine progress in this area.

In order to fully meet the Standards, the College needs to use goals for planning

The Yuba College Educational Master Plan (EMP) establishes strategic directions for all college-level planning, but specific initiatives are largely determined by two planning engines: Program Review and the work of college committees. These processes require preparers to develop objectives and clearly link those objectives to college goals. College goals are in this sense the basis for all planning at Yuba College.

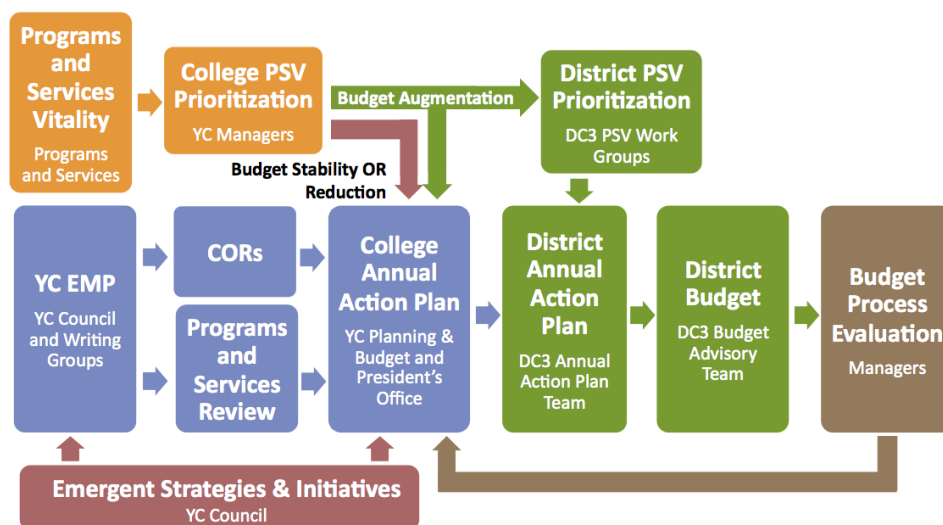
The college uses the goal-supporting objectives that appear in completed Program Reviews and Committee Objectives Reports to develop an Annual College Action Plan. This Action Plan, which is compiled by the Yuba College Planning and Budget Committee, sets the planning agenda for the college for the coming year by identifying specific initiatives that the college would like to pursue. Required elements of the annual plan include goals and objectives, means of assessment, budget impact, evaluation plan, responsible parties, and timeline. In all cases, these initiatives support the College goals and the broader strategic directions defined by the College's Educational Master Plan.

The Yuba College Annual Action Plan is incorporated into the District Annual Action Plan (DAAP), which is essentially a collection of initiatives identified by the colleges. The DAAP is drafted annually by the Annual Action Planning Team (AAPT), a sub-team of the District Consultation and Coordination Council (DC3).

These initiatives are prioritized by a work group made of college and District representatives using Program and Service Vitality Data. Data collection begins with departments and programs completing a program vitality form that asks, among other things, how program goals align with college and District goals. Each department or program's submitted Vitality information form is then subjected to a rubric. College managers and directors use this rubric to score departments and programs (but never their own) in the areas of Vision, Demand, Program or Service Quality, Revenue, and Potential.

This prioritization and data presentation is given to both the College Planning and Budget Committee and the District DC3 Program and Service Work Groups in years of revenue augmentation. It is given only to the College Planning and Budget Committee in years of budget stability or reduction. A significant item on the College Council agenda this year is a discussion of how the College Planning and Budget Committee will use this program and services prioritization and accompanying data in creating an Annual Action Plan in years of budget stability or reduction.

Annual Operational Planning and Budget Cycle | 2014-15



In order to fully meet the Standards, the College needs to clearly articulate and publicize the Institutional Effectiveness plan

The college developed and implemented an Institutional Effectiveness plan and publicized it in a number of forums and mediums, including a planning and assessment guide titled *A Guide to Integrated Planning and Institutional Effective at Yuba College*. The plan includes clearly described processes, timelines, and reporting requirements.

In order to fully meet the Standards, the College needs to develop an evaluation process to measure the efficacy of the Institutional Effectiveness model, including the measurability and ability of developed objectives to measure college goal progress.

The college does, in fact, have an evaluation process for comprehensively measuring the efficacy of the Institutional Effectiveness model. *The Yuba College Institutional Effectiveness* report provides a quantitative and qualitative analysis of the college's Institutional Effectiveness Model and the various tools and processes that constitute it. This report was published and broadly communicated to the college community and is currently being used as the basis for improvements to the model.

The college recognized that its Institutional Effectiveness plan, in the words of the last site visit team, seemed "ungainly and overly complex on paper," but it needed to be implemented and assessed before it could be improved. That assessment took place at the end of the academic year. The result was two recommendations by the College Effectiveness and Accreditation Committee. The first recommendation was that the college "Reevaluate the IE calendar to better align IE reporting with the District model." The second was that the college "transition towards an Institutional Effectiveness Model based on ACCJC standards." The implementation of these recommendations will be overseen by the College Effectiveness and Accreditation Committee.

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)

Findings and Evidence from Fall 2013 Follow-up Visit:

Yuba College has developed the institutional effectiveness “toolbox” constituting an annual institutional effectiveness cycle that allows the college to measure the efficacy of these processes. The two main evaluation tools cited were the Shared Governance Survey and the Yuba College Committee/Project Team Objectives Report (COR) and Committee Self-Assessment (CSAR) report. These are ongoing, annual processes which provide a mechanism for continuous evaluation and improvement.

These tools provide information related to the planning process, program review, and committees. An analysis of SLOs is has not occurred. In a team interview with the College Effectiveness and Accreditation Committee, it was evident to the team that the college has fully embraced these mechanisms and commitment to continuous improvement of Institutional Effectiveness process. The results are discussed within committees and are published in the Yuba College Institutional Effectiveness report.

Conclusion from Fall 2013 Follow-up Visit:

Partially Met: This recommendation has a Fall 2013 deadline.

After analysis of the evaluation tools the college is using, the team found that these tools provide only a partial evaluation of the college processes. The tools provide a satisfactory evaluation of governance and committees. They also provide internal feedback from committee members involved in planning and program review processes. These tools do not provide an external view outside of the committee structure and the efficacy of these processes to the general campus community. Additionally, they do not comprehensively evaluate the full decision-making process.

The team feels the college should build upon its current evaluation tools to include the external perspective in all evaluations and comprehensively evaluate the college’s Institutional Effectiveness model, including the recently implemented planning and decision making processes as well as the SLO process. The team feels the program review and technology planning processes are two areas the college needs to specifically focus on (as outlined below) and will assist the college in remaining compliant with Recommendations 3 and 11.

- The college made significant changes to its program review process, including the data and required analysis. The team feels the college needs to evaluate not only the program review process, but also the program review data including its ease of use, appropriate disaggregation,

analysis and appropriateness of measures to meet US Department of Education student achievement guidelines.

- As part of evaluating the integrated planning model, the college needs to focus on the effectiveness of the technology plan, including the delineation of college-district responsibilities and allocation process.

Last, the college needs to clearly document its evaluation cycle with expected timelines for the comprehensive evaluation of each process (e.g., annual – fall, annual – spring, biannual, etc.) to address this recommendation.

A. Summary of Progress and Accomplishments on Yuba College Recommendation 4

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Develop and implement a systematic evaluation cycle for its institutional effectiveness in all areas and communicate the results across the college to be used as the basis for improvement	<ul style="list-style-type: none"> • 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 and set of tools for assessing institutional effectiveness in all areas and for communicating these assessment results to all. (YR04.12, YR04.13, YR04.14, YR04.15, YR04.16, YR04.17, YR04.18) • Fully implemented the systematic evaluation cycle. (YR04.01, YR04.02) • Submitted a mid-year Institutional Effectiveness Report to the District in the service District-Wide Institutional Effectiveness Model. (YR04.03) • Produced and circulated the Yuba College Institutional Effectiveness Report for 2013-2014. (YR04.02, YR04.04, YR04.05, YR04.19, YR04.20) • Used the Institutional Effectiveness assessments as the basis for revisions to a number of process: <ul style="list-style-type: none"> ○ Program Review and Program Vitality. (YR04.21, YR04.35, YR04.36, YR04.37, YR04.24, YR04.38, YR04.26) ○ Committee Objectives Report. (YR04.27) • College Goals Discussion. (YR04.22)
Develop assessment tools that provide an external view, outside the committee structure, that comprehensively evaluate all processes, including decision-making processes	<ul style="list-style-type: none"> • Developed and communicated a systematic evaluation cycle and set of tools for assessing institutional effectiveness in all areas and for communicating these assessment results to all. (YR04.12, YR04.13, YR04.14, YR04.15, YR04.16, YR04.17, YR04.18) • Conducted a comprehensive assessment of planning, program review, shared governance, committee structure and practice, and student learning outcomes and the tools used to assess these areas. (YR04.02) • Submitted an Institutional Effectiveness Report in support of the District's Institutional Effectiveness Model. (YR04.28)

Improve the assessment of the Program Review process	<ul style="list-style-type: none"> • Conducted a survey of users of Program Review. (YR04.29, YR04.23) • Produced and publicized an After Action Review of Program Review based on employee interviews and surveys. (YR04.25, YR04.32, YR04.45) • Used the After Action Report of Program Review as the basis for an assessment of the process published in the <i>2013-2014 Institutional Effectiveness Report</i>. (YR04.25, YR04.02) • Evaluated Program Review based on assessment tool results. (YR04.33, YR04.34) • Revised Program Review based on evaluation. (YR04.34, YR04.35, YR04.36, YR04.37, YR04.24, YR04.38, YR04.26) • Presented revised Program Review format and schedule to college. (YR04.39) • Evaluated the quality of Program Review responses using a Program Review Evaluation Rubric (YR04.29) • Provided an Institutional Effectiveness Report to the District that included a detailed accounting of which programs and services completed Program Review on schedule. (YR04.28)
Improve the assessment of the Technology planning process	<ul style="list-style-type: none"> • Developed a comprehensive technology plan that includes a technology assessment schedule. (YR04.40, YR04.41) • Assigned the Technology Committee as the lead group for the development of the Technology area of the Educational Master Plan, a task that includes synthesizing feedback from Program Review about the quality of technology services at the college. (YR04.42) • Conducted a series of Staff Development Needs Assessment Surveys that include questions about Technology use and training. (YR04.43, YR04.44, YR04.31, YR04.30)

B. Response to Yuba College Recommendation 4

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

Yuba College has a systematic evaluation cycle for institutional effectiveness. At the time of the last ACCJC site visit, the cycle had not been fully completed but was described in detail in the widely-publicized *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College*. The cycle was fully implemented during the 2013-2014 academic year, culminating with the publication of the *2013-2014 Yuba College Institutional Effectiveness Report*. In addition, Yuba College contributed to the District Institutional Effectiveness cycle by submitting a mid-year institutional effectiveness report based on the requirements of the District's Institutional Effectiveness Model.

In order to fully meet this standard, the college needs to develop assessment tools that provide an external view, outside the committee structure, that comprehensively evaluate all processes, including decision-making processes

The college has a collection of assessment tools, described in *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College*, that provide external assessment tools that comprehensively evaluate all processes, including shared decision making.

The results of this assessment were published in the *2013-2014 Yuba College Institutional Effectiveness Report*. The report's sections on the college's decision-making processes included conclusions based on a number of assessment tools, including a shared-governance survey and an analysis of committee membership and participation.

The college also actively assesses the processes that constitute the Planning Model, Program Review, Student Learning Outcomes and publishes the results in the annual report referenced above.

In order to fully meet this standard, the college needs to improve the assessment of the Program Review process

The college has improved the assessment of the Program Review process in a number of ways, many of which were in place but had not yet been implemented at the time of the last ACCJC site-visit.

One way the college improved the assessment of the Program Review process was by developing and implementing a rubric for evaluating individually completed program reviews. While this tool does not provide an external assessment of the process, it was significant for assessing the quality of individual completed program reviews and providing the Curriculum Committee insight into how well the new program review process was being received by those responsible for completing it. This insight was eventually incorporated into a comprehensive evaluation of Program Review when Curriculum Committee members were debriefed by the College Effectiveness and Accreditation Committee.

In terms of evaluating the Program Review process, the college used a number of assessment tools. The college circulated a Program Review survey, and the College Effectiveness Committee used the results of that survey, curriculum committee member debriefings, and other research to produce a Program Review After Action Report. The results of this report were shared with the College Council and incorporated into the *2013-2014 Yuba College Institutional Effectiveness Report*. Recommendations in that report have been used as a basis for making revisions to Program Review for the 2014-2015 academic year.

The efficacy of the Program Review process was also assessed when the College Effectiveness and Accreditation Committee conducted a survey of employees involved the Educational Master Plan (EMP) writing process. This process involves writing groups integrating information from Program Review into a set of planning and budgetary priorities, so when the Educational Master Plan writing groups were asked to evaluate the EMP process, their concerns often had to do with Program Review. This survey was used to produce an Educational Master Plan After Action Report that was among the sources for the assessment of the Program Review process published in the *2013-2014 Yuba College Institutional Effectiveness Report*.

Another way the college has improved the assessment of Program Review is by contributing an Institutional Effectiveness Report to the District. The report, submitted in January, provides a detailed

accounting of the programs that did or did not complete program review. This reporting out ensures that the college is accountable to the District in this area.

In order to fully meet this standard, the college needs to improve the assessment of the Technology planning process

Yuba College has established a means for assessing the Technology planning process. The Yuba College Technology committee developed a comprehensive technology plan that includes a technology assessment schedule.

The college has also improved the assessment of Technology planning by assigning the Technology Committee as the lead group for the development of the Technology area of the Educational Master Plan. This work involves synthesizing feedback from Program Review about the quality of technology services at the college. In this way, members of the committee develop insight into how the average employee is experiencing technology services and can collaborate with other college groups, including the Professional Development Committee, to develop strategies for continuous quality improvement in this area.

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)

Findings and Evidence from Fall 2013 Follow-up Visit:

The Yuba College Accreditation Follow-up Report states that the college created a new College Effectiveness and Accreditation Committee (CEAC) in February 2013, and tasked it with “creating an inclusive, transparent planning model to replace the old approach,” which had been deemed opaque and in need of improvement by the college community.

CEAC communicated its work broadly as it developed a new planning model and created an assessment process and cycle for ongoing improvement. A final diagram and narrative for the new integrated planning mechanism were communicated to the entire college in May 2013 and again at the fall Convocation. A detailed Guide to Integrated Planning and Institutional Effectiveness was distributed college wide in September 2013.

The college now uses its Educational Master Plan (EMP) as its central document for institutional planning and budgetary decisions. This plan is updated annually and undergoes a comprehensive revision every six years. It uses data from program review process as well as more general demographics in five primary planning areas (Instruction, Student Services, Human Resources, Physical resources, Technology). It also derives input from the Yuba College goals, Mission and Vision Statement, as well as the District Vision Statement. The program review process includes a requirement to explain how program goals align with the adopted college goals. The annual EMP then drives the budget prioritization and allocation process and final recommendations are made by the Yuba College Council.

In a meeting with the visiting team, college participants in this new process clarified that they have completed a half cycle of the new process with Spring 2013 requests for funding. They have already assessed for stumbling blocks and anticipate future minor adjustments in the process, including timelines. The first full cycle of the new process has just started.

Conversations with the District continue to consider modifications to the district allocation model, but participants felt that all three entities (District, Yuba, Woodland) were in agreement on the principles of the new model.

Conclusion from Fall 2013 Follow-up Visit:

In Progress: This recommendation has a Fall 2014 deadline but the college chose to address its current progress.

The team recognizes that the college has made considerable progress towards completing this goal with the refinement and subsequent implementation of the Institutional Effectiveness model. The college appears to have developed a transparent and sustainable process that is supported by the college. As a result, the college appears to be on target to completion.

The college should continue to focus efforts to complete this recommendation by Fall 2014. Specifically, the college should complete a full cycle of the new process and assess the effectiveness of the integration of program review, planning and resource allocation (including the prioritization process), including the delineation between district and college responsibilities and the linkages to allocations made by the district. To fully address the recommendation, the college should also evaluate the process and its results effectively communicated to the college community. A central component of this evaluation should be assessing the technology component and the shared roles between the college and district that is currently being further clarified in the Technology Plan. Revision of the district allocation model should be completed.

A. Summary of Progress and Accomplishments on Yuba College Recommendation 5

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Complete a full cycle of the new process and assess the effectiveness of the integration of program review, planning and resource allocation	<ul style="list-style-type: none"> • Broadly communicated an Integrated Planning Model, Timeline and Narrative, implemented in the 2012-13 academic year. (YR05.01, YR05.16) • Completed a full planning cycle, assessed its effectiveness, and published the results in annual <i>Yuba College Institutional Effectiveness Report</i>. (YR05.02) • Completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's annual action plan. (YR05.03) • Conducted a Budget Process Survey. (YR05.04, YR05.15) • Took part in the District Annual Integrated Planning, Budgeting and Evaluation Cycle. (YR05.05) • Responded to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey by developing a proposed revised IP Model to be presented this year at College Council. (YR05.06)
Strengthen the linkage between program review, planning and resource allocation, including the delineation between District and College responsibilities and the linkages to allocations made by the district	<ul style="list-style-type: none"> • Developed an Annual Action plan for the District budget process based on department and committee planning. (YR05.03) • Prioritized Program and Services, using the Program and Services Vitality scoring criteria, to establish budget priorities. (YR05.07, YR05.14) • Presented to the College Council and to the College at large how Program Review and Planning lead to Resource Allocation, including a delineation between District and College responsibilities. (YR05.08, YR05.09) • Collaborated with Woodland Community College and the District in developing Yuba Community College Responsibility Matrices for seven areas: Admissions and Records, Professional Development, Catalog/Class Schedule, Maintenance and Operations, Financial Aid and Assessment, Research, and Grants. (YR05.10, YR05.11)

	<ul style="list-style-type: none"> Participated in District Annual Integrated Planning, Budgeting and Evaluation Cycle Survey. (YR05.12)
Assess the technology component of planning	<ul style="list-style-type: none"> Produced a technology plan that delineates District and college responsibilities in this area. (YR05.13)

B. Response to Yuba College Recommendation 5

In order to fully meet this standard, the college needs to complete a full cycle of the new process and assess the effectiveness of the integration of program review, planning and resource allocation

Yuba College completed a full cycle of its Integrated Planning model and completed an assessment of the integration of program review and planning. The results of this assessment were published in 2013-2014 *Yuba College Institutional Effectiveness Report*. One of the products of this report is a revised Integrated Planning Model, to be proposed to the Yuba College Council this year. A weakness of this report is in the area of resource allocation. While the Yuba College institutional effectiveness cycle includes a requirement that the Budget Allocation Survey be completed by managers and incorporated into the annual Institutional Effectiveness (IE) Report, that survey (which is scheduled to be completed over the summer) had not been conducted as of September 1st and therefore is not reflected in the IE Report.

However, the Budget and Allocation Survey has since been completed and will be considered by the College Effectiveness and Accreditation Committee and presented to the College Council as it examines the Annual Operational Planning and Budget Cycle. The Annual Operational Planning and Budget Cycle was presented to the College Council in early Fall 2014 and at an All-College meeting on September 12, 2014.

Yuba College participated in District Annual Integrated Planning, Budgeting and Evaluation Cycle [Survey](#) to assess the effectiveness of integrated planning and budgeting. In fact, 48.1% of the respondents were from Yuba College (as opposed to 39.2% which were from Woodland Community College); 58.2% of the respondents were faculty; and 82.3% were full-time employees of the District. The results of the survey indicate that 56% of the participants received information about the components of the District-level Integrated Planning and Budget Cycle from college meetings, a greater percentage than through any other means of communication. However, 59% of the participants responded that they were unfamiliar with and did not participate in the Program and Services Vitality process. This is most disconcerting as this process is required of all fulltime faculty--though it was only piloted for the first time last academic year.

In order to fully meet this standard, the college needs to strengthen the linkage between program review, planning and resource allocation, including the delineation between District and College responsibilities and the linkages to allocations made by the district

Program and Services Vitality Reports and Program and Services Reviews feed into the College Annual Action Plan. The Annual Action Plan is compiled by the College's Planning and Budget Committee and directly influences resource allocation. Program and Services Vitality data are considered by College managers (who do not review data from their own areas) as they prioritize those programs and services overall and denote individual scores in areas of Vision, Demand, Program or Service Quality, Revenue, and Potential. This prioritization and data presentation is given to both the College Planning and Budget

Committee and the District DC3 PSV Work Groups in years of revenue augmentation. It is given only to the College Planning and Budget Committee in years of budget stability or reduction. A significant item on the College Council agenda this year is a discussion of how the College Planning and Budget Committee will use this program and services prioritization and accompanying data in creating an Annual Action Plan in years of budget stability or reduction.

At the very beginning of the 2014-15 academic year, on July 23, 2014, Yuba College faculty leaders, managers and classified staff joined those from Woodland Community College and the District at an all-day retreat during which seven [Responsibility Matrices](#) were developed. The purpose was to delineate between College, District, and shared responsibilities in seven areas: Admissions and Records; Professional Development; Catalog/Class Schedule; Maintenance and Operations; Financial Aid and Assessment; Research; and Grants, MOUs and Consortia Partnerships. The working day was a productive means of delineating between District and College responsibilities and linkages to allocation. Specifically, allocations for professional development, maintenance and facilities, research, and grants and grant-related contracts and MOUs were highlighted.

In order to fully meet this standard, the college needs to assess the technology component of planning

As previously mentioned in response to Recommendation 4, Yuba College has established a means for assessing the Technology planning process. The Yuba College Technology committee developed a comprehensive Technology plan that includes a technology assessment schedule. This plan delineated between college and District responsibilities.

The college has also improved the assessment of Technology planning by assigning the Technology Committee as the lead group for the development of the Technology area of the Educational Master Plan. This work involves synthesizing feedback from Program Review about the quality of technology services at the college. In this way, members of the committee develop insight into how the average employee is experiencing technology services and can collaborate with other college groups, including the Professional Development Committee, to develop strategies for continuous quality improvement in this area.

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 into planning, resource allocation and decision making. (II.A, II.B, ER 10)

Findings and Evidence from Fall 2013 Follow-up Visit:

The Yuba College Accreditation Follow-up Report illustrates a significant amount of work completed by the college with instructional SLOs over the past year. All courses have developed SLOs and have increased the percent of assessed course SLOs by 20% to 59.1%. All programs have developed SLOs and have increased the percent of assessed program SLOs by 34% to 86.4%. The college has assessed all of its eight ISLOs through indirect measures (e.g., graduate surveys). The college has revamped its SLO Committee which has focused on creating sustainable SLO assessment procedures and support. The college is actively focusing on developing assessments and procedures that focus on authentic measures of assessment and its successful integration into program review.

The Yuba College Accreditation Follow-Up Report states that progress on administrative and student services SLOs has not been great. However, the college's SLO committee is planning on focusing their efforts on these areas over the next year. Work within administrative and student service areas have begun with pockets of programs currently assessing and making improvements to programs.

Based on the report and interviews with the college, formal assessment of the SLO process has not occurred. Informal evaluations and feedback about the process have occurred, but this has not occurred systematically and across a broad cross section of the college.

Conclusion from Fall 2013 Follow-up Visit:

In Progress: This recommendation has a Fall 2014 deadline.

Yuba College has made a significant amount of progress with instructional course and program SLOs. The establishment of SLO coordinators and the revamped SLO committee appear to be institutionalized components providing the requisite oversight and support. The SLO Handbook and revised program review processes are further evidence of the college's commitment to utilize SLO assessment results in an ongoing and sustainable manner. Team interviews with the new SLO coordinators and committee members revealed a philosophy change and commitment SLOs. Based on the progress made over the past year, the college is targeting spring 2014 as the completion date for instructional course and program SLOs.

Progress on administrative SLOs has not occurred. The SLO Committee appears to be poised and capable of extending their efforts to administrative SLOs. The college also needs to develop and implement an evaluation of the SLO process. While the college indicates the large amount of effort on instructional SLOs has hindered progress on administrative SLOs, the college needs to accelerate its efforts in this area to meet the Fall 2014 deadline for resolving this recommendation.

A. Summary of Progress and Accomplishments on Yuba College Recommendation 6

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Fully develop and assess student learning outcomes for courses	<ul style="list-style-type: none"> 100 percent of Yuba College courses taught in the last two years have SLOs which have been assessed. (YR06.01, YR06.02)
Fully develop and assess student learning outcomes for support services	<ul style="list-style-type: none"> 100 percent of Yuba College student services have SLOS which have been assessed. (YR06.03, YR06.02)
Develop and assess student learning outcomes for administrative units	<ul style="list-style-type: none"> 100 percent of Yuba College Administrative SLOs, or Administrative Unit Outcomes (AUOs), which have been assessed. (YR06.01, YR06.02)
Develop and implement an evaluation of the SLO process	<ul style="list-style-type: none"> Developed an Assessment and annual evaluation plan for the SLO Process. (YR06.01, YR06.06, YR06.07) Reviewed iSLO rotation and developed a schedule. (YR06.08) Conducted a 2013-2014 SLO Survey as part of the evaluation of our SLO process. (YR06.09) Reported the results of the 2013-14 SLO Survey and After Action Report to the Academic Senate. (YR06.10) Reported results of the 2013-14 SLO Survey and After Action Report to the College Council and College at large via the annual <i>Institutional Effectiveness Report</i>. (YR06.11) Submitted a 2013-2014 SLO After Action Report to the College Effectiveness and Accreditation Committee and published said report online, assessing our development and evaluation of our SLO process. (YR06.12) Included SLO Coordinator in College Effectiveness and Accreditation Committee to ensure that SLOs are considered in Institutional Planning and College Effectiveness. (YR06.13)
Incorporate SLO results into planning, resources allocation, and decision making	<ul style="list-style-type: none"> Incorporated SLOs as part of the Integrated Planning Model, Timeline and Narrative, implemented in the 2012-13 academic year. (YR06.14) Developed a proposed IP Model (to be presented this year at College Council) that incorporates SLOs in each step of our process. (YR06.15) Incorporated SLOs into our Program and Services Review and Program Update processes. (YR06.16, YR06.05, YR06.21) Incorporated SLOs into our Program and Services Vitality Reports. (YR06.17, YR06.04) Used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in our Annual Operational Planning and Budget Cycles, as demonstrated in a all-college presentation on September 12, 2014. (YR06.19, YR06.18) Used data (including SLO data) from Program and Services

	<p>Reviews and Program and Services Vitality Reports, in our Educational Master Plan. (YR06.19)</p> <ul style="list-style-type: none"> • Included SLOs in our IE planning cycle. (YR06.20)
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B. Response to Yuba College Recommendation 6

In order to fully meet this standard, the college needs to develop and assess student learning outcomes for courses

As of October 1, 2014, 100% of courses taught at Yuba College over the last two years, have defined student learning outcomes and have been assessed, with a negligible number of exceptions.

In order to fully meet this standard, the college needs to develop and assess student learning outcomes for programs and support services

As of October 1 2014, 100% of academic programs have completed Program Student Learning Outcome assessments in the last two years. This includes 91.5% of programs that completed them during the 2013-2014 year.

The results of support service Program Student Learning Outcome assessment are equally strong. Fourteen of fifteen service programs have completed outcome assessments in the last two years, and the only service not to, a District service—Admissions and Records—completed an assessment for the District as part of Institutional Effectiveness process.

In order to fully meet this standard, the college needs to develop and assess student learning outcomes administrative units

Members of the SLO committee have worked with Administrative Units to complete a cycle of SLOs – AUO development, Assessment Method development, Assessment, Reflection and Dialog, and finally – any next steps. As of October 1, 2014, 100% of administrative units have completed the AUO cycle.

In order to fully meet this standard, the college needs to evaluate the SLO process

The SLO committee has found many ways to evaluate the SLO assessment process and engage in meaningful discussion about the role SLOs play in college planning. Because SLOs have been a main focus during the 2014 and 2015 academic year, the committee took a multiple-prong approach, including the following steps, which provided much opportunity for reflection and dialog:

- Committee Objective Report – completed September 2013, revisited December 2013 and May 2014. This report allowed the SLO Committee to establish short-term and long-term objectives for implementing and assessing the college SLO process.
- Committee Self-Assessment Report – completed and discussed with committee April/May 2014. Shared with College Effectiveness and Accreditation Committee where it was further distributed for feedback. This report allowed the SLO Committee to assess its progress in meeting objectives regarding SLO process evaluation.

- SLO Committee added a mid-year and end-of-year agenda item for discussion involving the following questions: "What is working and what isn't?" These questions allowed for meaningful SLO process evaluation as a form of dialogue and Socratic inquiry at the SLO Committee.
- A survey was developed and distributed to gain feedback from constituents in regards to SLOs and our processes.
- A formal report was presented to the Academic Senate of the evaluation of Yuba College's SLO process.
- A formal report was presented to the College Effectiveness Committee of the evaluation of Yuba College's SLO process.
- A presentation of SLO process at Joint Division meetings, including time for comments and questions. This allowed for inquiry and dialogue regarding our SLO process.
- A presentation at adjunct convocation at the beginning of Fall 2013 and Spring 2014. This allowed for explanation of, and dialogue about, our SLO process.
- SLOs "It's a Process" Workshop presentation beginning Fall 2014.
- SLO Process Assessment and Evaluation Plan Developed.
- After action report by SLO Committee. This report to the College Effectiveness and Accreditation Committee allowed a full report on and evaluation of our SLO process.

In order to fully meet this standard, the college needs to incorporate results into planning, resource allocation and decision making

There is an ongoing, college-wide discussion of SLOs occurring at Yuba College that informs planning, resource allocation, and decision making. Programs, Services, and Administrative units are asked to consider program and course student learning outcomes when completing Program Review. Budget, faculty staffing, and equipment and technology requests are all tied into Program Reviews, which include extensive SLO data reporting.

Program Vitality assessment, which is an essential component of the College and District planning and budget allocation processes, also takes into consideration SLO assessment and how it is being used to make improvements to programs and services.

In addition, the College Effectiveness and Accreditation Committee membership includes the SLO coordinator to assure that SLOs are considered in this important college committee. A simple representation of this is the inclusion of SLOs in the proposed Integrated Planning graphic which now has SLOs shown as an integral part of planning and decision making. While this is indeed a simple example, it does show a mind shift of the importance of learning outcomes in continuous quality improvement.

In the past, our data collection system has been difficult. However, continuing this work will be much smoother in the 2014-2015 academic year with our newly dedicated dean to ensure SLO compliance; to manage, collect and present SLO data; and to administer TracDat services. Furthermore, with the upcoming hiring of a research analyst, more assistance will be available in overseeing our progress in SLOs.

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 development and success. (II.B.3, II.B.3c, II.B.4)

Findings and Evidence from Fall 2013 Follow-up Visit:

The Yuba College Accreditation Follow-up Report describes three primary ways the college has addressed this recommendation to date. First, the college has conducted student surveys to assist the college in determining student learning support, counseling and advising needs at all campuses. Second, the college identified critical staffing to address areas needing more support for students. Third, the college developed the Yuba College Student Services Committee to work in tandem with administration to provide oversight and guidance in services through monitoring surveys, program reviews, developing strategies, etc.

To date, the identified critical staffing needs have been addressed through permanent and temporary positions. The college has approved two counseling positions which are in the hiring process and has hired one full-time support position focusing on Financial Aid and EOPS services at the Sutter campus. Counseling services at the Sutter campus have also been augmented through adjunct faculty. An additional position, the part-time Student Services/Financial Aid Technician, is funded as a temporary position whose funding expires December 31, 2013. Team interviews with the college indicate they are a number of solutions being discussed. College staffs interviewed at the Sutter campus indicate this is a crucial position and its elimination would severely impact services to students at that campus.

Conclusion from Fall 2013 Follow-up Visit:

In Progress: This recommendation has a Fall 2014 deadline but the college chose to address its current progress. The college should continue to focus efforts to complete this recommendation by Fall 2014.

The development of the Student Services Committee provides a sustainable and participatory structure for oversight and guidance in assisting administration ensure the college is addressing student learning needs. The College Scorecard for student services that is in development should help the college proactively monitor student needs. The team feels that the college should continue to address its critical staffing needs and developing long-term solutions in order to not compromise essential services to students, especially those not located at the main campus.

A. Summary of Progress and Accomplishments on Yuba College Recommendation 7

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Identify the learning support and counseling/advising needs of its student population and	<ul style="list-style-type: none">Assessed counseling needs for students in Counseling Program Review. (YR07.01)Assessed student service needs at Sutter Center through 2013-2014 Sutter Campus Program Review. (YR07.02)Assessed financial aid staffing needs in Financial Aid Program Review. (YR07.03)Surveyed students at the Sutter Center to determine student

	<p>support needs. (YR07.21, YR07.22)</p> <ul style="list-style-type: none"> • Conducted a survey of students across sites during the 2013 "QuickReg" registration event. (YR07.19, YR07.20)
Provide appropriate services to address these needs to support development and success	<ul style="list-style-type: none"> • Hosted an EOP&S summer readiness program for incoming students in collaboration with TRiO and Financial Aid. (YR07.04) • Hired a new full-time Student Services Technician position for the Sutter County Center. (YR07.06) • Hired a new Student Services Technician for the Marysville campus. (YR07.07) • Established a partnership with Brandman University that created funding for additional student support staff at the Sutter County Center. <ul style="list-style-type: none"> ○ Part-time Instructional Associate for Basic Skills in order to extend tutoring services. (YR07.08) ○ Part-time Library Media Specialist in order to extend library and open computer lab hours. (YR07.09) • Hired one replacement counselor to maintain services at Clear Lake Campus. (YR07.08) • Hired one replacement counselors to maintain services at the Marysville campus. (YR07.11) • Assigned a full-time counselor who works three days a week at the Sutter County Center. (YR07.10) • Assigned an adjunct counselor to serve one day a week at the Sutter County Center. (YR07.10) • Scheduled counselors to participate in training for new electronic educational plan. (YR07.10) • Hiring one replacement counselor to maintain services at the Marysville campus. (YR07.15) • Hiring one replacement counselors to maintain services at Clear Lake Campus. (YR07.16) • Hiring three categorically funded counselors to increase service at both the Marysville and Sutter County Center campuses. (YR07.12, YR07.17, YR07.14) • Hiring a Counseling Technician to serve as a lead on an electronic education plan system. (YR07.12, YR07.17, YR07.14) • Scheduled additional adjunct counseling hours to serve both Sutter and Marysville. (YR07.12, YR07.17, YR07.14)Hiring a new Dean of Student Success and Equity for Yuba College to provide more focused oversight of student orientation, education plans, and other fundamental services that ensure student success. (YR07.12, YR07.17, YR07.14) • Hiring a Research Analyst to gather data on student success for better planning. (YR07.12, YR07.17, YR07.14, YR07.23) • Hiring two Financial Aid Technicians to maintain services at Marysville and Clear Lake Campuses. (YR07.13, YR07.18) • Ensured the future of Campus Life and Student Government by reassigning duties after a position elimination to an Academic

B. Response to Yuba College Recommendation 7

In the last year, all programs and services at Yuba College have completed Program Review. As part of the Program Review process, preparers are asked to respond to a series of questions about whether the learning support needs of students are being met. The first question of Program Review asks, "Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why." Further, programs and services must answer the following questions related to the learning needs of its student population:

- How does the program support the YCCD District Vision Statement? Specifically, how does the program meet the needs of our students and communities?
- 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 addition, by completing Program Review, student service areas were required to engage in SLO assessment. These assessments provided Counseling and Financial Aid with further information about how well the needs of students were being met.

Program Reviews for Financial Aid and Counseling identified specific needs for improved student support services across all college sites, including Sutter and Lake. These units reached the same conclusions about improving staffing levels to ensure consistent, high-quality support services for all Yuba College Students.

Similarly, the Program Review for the Sutter Center identified a number of specific student support needs. The conclusions in this report about support service levels were based in part on a student needs assessment survey that was circulated during the fall 2012 semester. It included recommendations to bolster tutoring, counseling, and other support services at the Center.

In order to fully meet this standard, the college needs to identify the learning support and counseling/advising needs of its student population and provide appropriate services to address these needs to support development and success

Yuba College:

Yuba College is currently hiring replacements for all vacant counselor positions at both the Marysville and Clear Lake campuses. Additionally, the college is hiring multiple new positions to enhance learning support and counseling/advising services. The College is hiring three new counselors utilizing SSSP monies that will not only enhance services at the main campus, but also at the Sutter County Center and Beale AFB Outreach Services. In fact, one of the three new counselor hires will be assigned exclusively to the Sutter County Center. Furthermore, the college is hiring a new Dean of Student Success and Equity and a Research Analyst, both of which will contribute to meeting the learning support needs of our students. The Dean of Student Success will oversee counseling services, in addition to Student Equity, DSPS, Assessment, Outreach, and the Transfer and Career Center. The Research Analyst will assist in collecting student success data and analysis to help us make data-informed decisions to increase student success.

The College also realigned the oversight of Campus Life and the Associated Students of Yuba College (ASYC). These functions are now under the Interim Dean of Heath, Physical Education and Athletics, who

is assisted by the Public Events Technician. This team effort is building a stronger student government, leading to additional student-led activities on campus, and creating a more active student government on campus.

Sutter County Center:

In February 2014, the Sutter County Center gained a full time Services Technician position, to assist the Campus Operations Specialist II. With the addition of this new hire, the center can stay open an additional 1.5 hours daily, four days a week, and can serve students who require services after their work day. This extra position allowed the administration of the Sutter County Center to increase class offerings by providing two extra evenings of instruction a week.

A partnership between Yuba College and Brandman University, specifically at the Sutter County Center, has aided in self-sustaining funding for two additional positions at the Sutter County Center. The first, a Basic Skills Instructional Associate (IA), began working at the Sutter County Center in September 2014. The Basic Skills IA manages the Sutter County Tutoring Center and oversees tutoring in Math and English, Monday through Thursday. This position also means that tutoring services are available during the summer term. Without this position, no tutoring services would have been available at the Sutter County Center during the 2014-15 academic year. The second position, which is currently being recruited, is a half-time Library Media Specialist at the Circulation Desk. This new hire will allow the library to stay open during the noon hour and provide extended hours into the evenings, assisting students in library research, overseeing the only open computer lab on campus, and proctoring distributive education exams, among other services.

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)

Findings and Evidence from Fall 2013 Follow-up Visit:

The Yuba College Accreditation Follow-up Report states that in addition to the existing Flex Committee, the college created a new Staff Development Committee in April 2013 with representatives from faculty, classified and management. The task of this committee is to “build an infrastructure capable of creating and implementing a comprehensive and coordinated professional development plan for all employees.” The committee reports to the Yuba College Council and has spent the time since the recommendation in:

- Exploring professional development programs at neighboring colleges;
- Establishing internal collaboration among staff development, flex and other sources of travel and conference funding;
- Developing short and long-term objectives;
- Drafting a collaborative plan among staff development, flex and IT.
- Collaborating with Curriculum Committee and program review;
- Distributing a needs assessment survey, and;
- Working with IT to create a district wide portal for professional development activities.

Future plans include:

- Developing a schedule of activities based on the results of the needs assessment survey;
- Working with Human Resources to delineate functional responsibilities;
- Establishing workshops to share in-house experience, and;
- Planning Convocation Week professional development activities.

The intent is to have a comprehensive staff development plan in place for 2014 – 2015.

The Staff Development and Flex Committees are also collaborating on the design of a standard form of assessment for all professional development activities which will focus on documented needs of the institution. The Staff Development Committee also plans to develop committee SLOs by which they can evaluate the effectiveness of the whole professional development program and progress on their short and long-term goals.

The visiting team met with the chairs of the Flex Committee, Staff Development Committee and Classified Staff representative who verified this progress. The chairs expressed some concern about the lack of a college researcher to provide local data for their work.

Conclusion from Fall 2013 Follow-up Visit:

In Progress: This recommendation has a Fall 2014 deadline but the college chose to address its current progress.

The team recognizes that the college has made considerable progress towards completing this goal and appears to be on target to completion. The college should continue to focus efforts to complete this recommendation by Fall 2014.

Specifically, the college should use the new infrastructure that it has put in place, and the results of its completed needs assessment to:

- Finish writing and adopting the comprehensive plan for professional development for all employees;
- Begin implementation of that plan, and;
- Assess the effectiveness of that implementation.

The interaction of professional development and technology remains to be fully addressed (per Recommendation 11).

A. Summary of Progress and Accomplishments on Yuba College Recommendation 9

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Finish writing and adopting the comprehensive plan for professional development for all employees	<ul style="list-style-type: none"> • Completed and distributed the comprehensive staff development plan. (YR09.01)
Begin implementing that plan	<ul style="list-style-type: none"> • Implemented the first parts of the plan during Convocation week. (YR09.02)
Assess the effectiveness of that plan	<ul style="list-style-type: none"> • Established the training needs assessment as a regular part of the Staff Development planning and assessment cycle. (YR09.03, YR09.04) • Gathered feedback on the first staff development activities of the 2014-2015 academic year through an automated email survey system. (YR09.05)
Assure that the interaction of professional development and technology is fully addressed	<ul style="list-style-type: none"> • Collaborated with the District to implement a technology training schedule for Convocation week. (YR09.06) • Established as part of the college Technology Plan a regular assessment cycle to determine if technology training needs are being met. (YR09.07)

B. Response to Yuba College Recommendation 9

In order to fully meet this standard, the college needs to finish writing and adopting the comprehensive plan for professional development for all employees and begin implementing the plan

The Yuba College Staff Development Committee finished writing its comprehensive [Staff Development Plan](#) in May 2014. As it completed this work, it coordinated with District Services to establish a [Convocation Week](#) training schedule based on the previously completed needs assessment. The Convocation week training schedule was extensive, with more than thirty (30) different workshops in addition to the Day of Convocation, Wednesday, August 6, 2014. Convocation week was only the

beginning. The Staff Development Plan provides for ongoing staff development planning and assessment.

In order to fully meet this standard, the college needs to assess the effectiveness of that plan

Yuba College has already begun to evaluate the first training opportunities that emerged from the plan through surveys and will continue to issue a [needs assessment survey](#) to determine the training needs and preferences of employees across the college.

In order to fully meet this standard, the college needs to assure that the interaction of professional development and technology is fully addressed

Both the Technology and Staff development committees have developed survey tools for determining the training needs of Yuba College employees in the area of technology. These committees and the college leadership have demonstrated an ability to work with the District, which administers technology services and distance education. An acute awareness of the Professional Development Committee of the importance of collaborating with the District in these matters is reflected in the inclusion of the areas of the functional map that are relevant technology and technology training in the Staff Development Plan.

Appendices

College Recommendations Evidence

College Recommendation 2:

<u>YR02.01</u>	YC Website: Office of the President – Mission, Vision and Goals
<u>YR02.02</u>	YC Council Minutes 3/15/13
<u>YR02.03</u>	YC Catalog 2013-14, pg. 14
<u>YR02.04</u>	YC Website: Office of the President – Mission, Vision and Goals
<u>YR02.05</u>	YC Council Agenda - <i>Sample</i>
<u>YR02.06</u>	YC College Effectiveness and Accreditation Committee Object Report - <i>Sample</i>
<u>YR02.07</u>	Committee Self-Evaluation Report - <i>Sample</i>
<u>YR02.08</u>	YC Website: Research and Planning – Program Review
<u>YR02.09</u>	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 22
<u>YR02.10</u>	YC Website: College Effectiveness and Accreditation
<u>YR02.11</u>	Email to All YC: Hybrid COR 4/8/13
<u>YR02.12</u>	A Guide to YC Committee and Project Team Report Form Presentation 3/26/13
<u>YR02.13</u>	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 39
<u>YR02.14</u>	COR Status Report 2013-2014
<u>YR02.15</u>	IE Report 2013-2014
<u>YR02.16</u>	College Effectiveness and Accreditation Objectives Report 2013-2014
<u>YR02.17</u>	Educational Masters Plan 2013-2019
<u>YR02.18</u>	Program Review Pilot Template 09/19/2013
<u>YR02.19</u>	Annual Action Plan
<u>YR02.20</u>	Planning and IE Chart
<u>YR02.21</u>	IE Diagram
<u>YR02.22</u>	Complete Program Review Sample: Accounting
<u>YR02.23</u>	Report on Progress Towards College Goals Accreditation
<u>YR02.24</u>	Institutional Effectiveness Review
<u>YR02.25</u>	All Yuba College Presentation Prezi

College Recommendation 4:

<u>YR04.01</u>	IE Planning Model Diagram (Page 36)
<u>YR04.02</u>	IE Report
<u>YR04.03</u>	IE Report Submitted by Vice President
<u>YR04.04</u>	All YC Email 09/09/2014
<u>YR04.05</u>	YC Academic Senate President' Report 09/11/2014
<u>YR04.06</u>	YC College Effectiveness and Accreditation Committee Minutes 4/29/13
<u>YR04.07</u>	YC College Effectiveness and Accreditation Committee Minutes 5/6/13
<u>YR04.08</u>	YC Council Agenda 5/10/13
<u>YR04.09</u>	YC Planning Model Email to YC All 5/17/13
<u>YR04.10</u>	Opening Week Program Draft

<u>YR04.11</u>	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 18-22
<u>YR04.12</u>	YC College Effectiveness and Accreditation Minutes 8/19/13
<u>YR04.13</u>	YC College Effectiveness and Accreditation Minutes 8/22/13
<u>YR04.14</u>	YC College Effectiveness and Accreditation Minutes 8/29/13
<u>YR04.15</u>	YC Council Agenda 9/16/13
<u>YR04.16</u>	Email to All YC: A Guide to Integrated Planning and Institutional Effectiveness 9/22/13
<u>YR04.17</u>	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 34-39
<u>YR04.18</u>	A Guide to Integrated Planning and Institutional Effectiveness 2013-14, pg. 9-21
<u>YR04.19</u>	VP Presentation of IE Report to YC Council 09/09/14
<u>YR04.20</u>	ASYC Minutes 09/25/14
<u>YR04.21</u>	CEAC Minutes 04/08/14
<u>YR04.22</u>	Council Minutes 09/23/14 Pending Approval
<u>YR04.23</u>	Program Review Results
<u>YR04.24</u>	Program Review Taskforce Email 08/06-08/10
<u>YR04.25</u>	Program Review After Action Report
<u>YR04.26</u>	Council Minutes 09/09/14
<u>YR04.27</u>	CEAC Minutes 08/22/14
<u>YR04.28</u>	IE Report 2012-2013
<u>YR04.29</u>	Program Review Validation Feedback
<u>YR04.30</u>	Annual FLEX Survey 2014 Part 2
<u>YR04.31</u>	Yuba College Annual Flex Survey May 2014 Survey Monkey Website
<u>YR04.32</u>	Council Agenda 04/21/14
<u>YR04.33</u>	CEAC Minutes 04/24/14
<u>YR04.34</u>	CEAC Minutes 04/18/14
<u>YR04.35</u>	CEAC Minutes 04/15/14
<u>YR04.36</u>	CEAC Minutes 04/29/14
<u>YR04.37</u>	CEAC Minutes 05/06/14
<u>YR04.38</u>	Program Review Taskforce Meeting Announcement
<u>YR04.39</u>	All YC Presentation 09/12/14
<u>YR04.40</u>	Technology Plan 2014-2015
<u>YR04.41</u>	Technology Committee Planning Calendar
<u>YR04.42</u>	IE Planning Model Diagram (Page 21)
<u>YR04.43</u>	Staff/Administrative Needs Assessment Survey
<u>YR04.44</u>	Staff Development Survey Results
<u>YR04.45</u>	Council Minutes 04/21/14

College Recommendation 5:

<u>YR05.01</u>	Integrated Planning Timeline and Narrative Website
<u>YR05.02</u>	IE Report
<u>YR05.03</u>	Annual Action Plan
<u>YR05.04</u>	Budget Survey
<u>YR05.05</u>	Annual Integrated Planning, Budgeting and Evaluation Cycle
<u>YR05.06</u>	Proposed IP Model
<u>YR05.07</u>	PSV Scores
<u>YR05.08</u>	Program and Services Reviews

<u>YR05.09</u>	Vitality and Program Review Presentation
<u>YR05.10</u>	Responsibility Matrix Reference
<u>YR05.11</u>	Responsibility Matrix Agenda 07/23/14
<u>YR05.12</u>	Planning and Budget Process Evaluation
<u>YR05.13</u>	Technology Plan
<u>YR05.14</u>	PSC Criteria
<u>YR05.15</u>	Budget Survey Results
<u>YR05.16</u>	A Guide to Integrated Planning and Institutional Effectiveness at YC

College Recommendation 6:

<u>YR06.01</u>	Course SLO Results 2012-2014
<u>YR06.02</u>	Memo Update on YC Progress in Achieving Proficiency 10/01/14
<u>YR06.03</u>	Student Services SLO Results 2012-2014
<u>YR06.04</u>	PS Vitality Non-Academic Report
<u>YR06.05</u>	SLO Process Assessment and Evaluation Plan
<u>YR06.06</u>	SLO Committee Purpose Statement 2013-2014
<u>YR06.07</u>	SLO Committee Objective Report
<u>YR06.08</u>	SLO iSLO Assessment Schedule PowerPoint Presentation
<u>YR06.09</u>	SLO Survey Results 2013-2014
<u>YR06.10</u>	Academic Senate Agenda 09/25/2014
<u>YR06.11</u>	IE Report
<u>YR06.12</u>	SLO After Action Report 2013-2014
<u>YR06.13</u>	CEAC COR 2014-2015
<u>YR06.14</u>	Integrated Planning Timeline and Narrative Website
<u>YR06.15</u>	Proposed IP Model
<u>YR06.16</u>	Program Review Pilot Template 09/19/2013
<u>YR06.17</u>	PS Vitality Academic Report
<u>YR06.18</u>	Vitality and Review Presentation
<u>YR06.19</u>	Program and Services Reviews Website
<u>YR06.20</u>	IE Model
<u>YR06.21</u>	Program Update

College Recommendation 7:

<u>YR07.01</u>	Counseling Program Review 2013-2014
<u>YR07.02</u>	Sutter County Center Program Review 2013-2014
<u>YR07.03</u>	Financial Aid Program Review 2013-2014
<u>YR07.04</u>	EOPS Summer Readiness Flyer
<u>YR07.05</u>	Management Structure 2014-2015
<u>YR07.06</u>	Personnel Consent 01/16/2014
<u>YR07.07</u>	Personnel Consent 05/08/2014
<u>YR07.08</u>	Personnel Consent 09/11/2014
<u>YR07.09</u>	IA Job Announcement
<u>YR07.10</u>	SARs Grid Screen Shots

<u>YR07.11</u>	Personnel Consent 12/12/2013
<u>YR07.12</u>	3SP Plan Final Draft 10/02/2014
<u>YR07.13</u>	Personnel Consent 09/12/2013
<u>YR07.14</u>	3SP Budget
<u>YR07.15</u>	General Counselor YCFA Transfer 09/22/2014
<u>YR07.16</u>	Job Description EOPS/CARE Counselor 09/30/2014
<u>YR07.17</u>	3SP PowerPoint Presentation to Academic Senate
<u>YR07.18</u>	Personnel Consent 10/09/14
<u>YR07.19</u>	2013 Quick Reg Survey
<u>YR07.20</u>	2013 Quick Reg Survey Results
<u>YR07.21</u>	2012 Sutter County Student Needs Assessment Survey
<u>YR07.22</u>	2012 Sutter County Student Needs Assessment Survey Results
<u>YR07.23</u>	Hiring Research Analyst Personnel Requisition

College Recommendation 9:

<u>YR09.01</u>	Staff Development Plan 2014-2015
<u>YR09.02</u>	Opening Week Activities 2014
<u>YR09.03</u>	Needs Assessment Results #1
<u>YR09.04</u>	Needs Assessment Results #2
<u>YR09.05</u>	Staff/Administration Needs Assessment Survey
<u>YR09.06</u>	Update to the Board of Directors April 2014
<u>YR09.07</u>	Technology Plan

District Recommendations 1-4

Table of Contents

District Recommendation #1, Strategic Planning	2
District Recommendation #2, Resource Allocation	13
District Recommendation #3, Delineate Responsibilities of Multi-College Structure	18
District Recommendation #4, Human Resources Planning and Evaluation	24
Appendices	
District Recommendation #1 Evidence	32
District Recommendation #2 Evidence	35
District Recommendation #3 Evidence	36
District Recommendation #4 Evidence	38

District Recommendations 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)
-

Site Visit Team Findings and Evidence (from fall 2013 follow-up site visit):

The District, in collaboration with the colleges, has established five short-term goals to assist the institution in meeting its mission for 2013-15. These goals include improving student success and completion; improving leadership and managerial competencies; completing the transition to a multi-college district; increasing regional leadership; and prioritizing economic and workforce development to meet regional, state and national needs. The planning process utilized was inclusive of the planning at the colleges and district services; drives allocation of resources; incorporates external factors; and includes a planning, budgeting and evaluation calendar with distributed responsibilities. Program and service vitality criteria have been drafted and will be reviewed by the District Consultation and Coordination Council comprised of representative district and college personnel for inclusion within the planning cycle.

Long-term goals will emerge from the 2014/15 strategic planning process and will include prioritized information from SLO assessment, program review, external demand and workforce needs.

Conclusions:

YCCD has done a great deal of work over this year to develop short-term goals, articulate a process for planning, and utilize an inclusive and transparent process that is clearly communicated. The process was inclusive of planning at the colleges and the cycle includes budget planning, implementation, and evaluation. The process appears to integrate planning, drive resource allocations, based on prioritization, and include agreed upon roles, responsibilities and timelines. Long-term goals will be established through the 2014/15 planning cycle. The model will need to be fully implemented, assessed and modified as necessary in order to fully resolve this recommendation. The college partially meets this Standard.

A. Summary of Progress and Accomplishments on District Recommendation #1

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Develop and implement short term and long term data driven plans	<ul style="list-style-type: none"> - Implemented five short-term data driven goals for 2013-15 to support achievement of the institution's mission (YCCD Short-term Goals 2013-2015; District Annual Action Plan 2014-2015) - Considered data, mandates, and emerging imperatives in formulating short-term goals (YCCD Short-Term Strategic Goals Development Process; Minutes of 2013-01-10 Board Retreat, Reading Materials for July 2013 Board Planning Meeting; Minutes of July 10-11, 2013 Board Planning and Development Session) - Assessed achievement of the five District short-term goals using Key Predictive Indicators (Key Predictive Indicator Approval Process, IERT Minutes, Institutional Effectiveness Review Report 2013-14) - Developed, prioritized, implemented, and assessed Student Success Initiatives as one component of Short-Term Goal #1 (YCCD Student Success Initiatives, Student Success Initiatives Development Process) (Key Predictive Indicator Approval Process, IERT Minutes, Institutional Effectiveness Review Report 2013-14) - Fully implemented the District's strategic planning process and, as a result of that implementation, developed five long-range goals, the YCCD Strategic Goals (Long-term goals developed by DAAPT and YCCD Long-term Strategic Goals Development Process; DAAPT Minutes, CHEX Minutes; Board of Trustees Meetings in September and October, 2014)
Develop short term and long term data driven plans in an inclusive manner, be transparent and clearly communicated	<ul style="list-style-type: none"> - Vetted short-term goals through District's participatory decision-making structure and included all constituent groups (YCCD Short-Term Strategic Goals Development Process) - Vetted long-term goals through District's decision-making structure and included all constituent groups (YCCD Long-term Strategic Goals Development Process; DC3 Minutes) - Broadly communicated the progress on the Strategic Planning Protocol across the District community (Strategic Planning Protocol Communication)
Develop....data driven plans....inclusive of the planning at the Colleges	<ul style="list-style-type: none"> - Evaluated and revised the District's Strategic Planning Protocol to communicate the linkage of College and District planning and demonstrate District planning is data driven and based upon local Program Review, Student Learning Outcomes assessment. and incorporates external factors as appropriate (Strategic Planning Protocol, Strategic Planning Protocol Timeline)

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Develop and implement strategic plan guiding the District in integrating its planning processes	<ul style="list-style-type: none"> - In 2011-12, evaluated the previous integrated planning cycle and made recommendations for improvement (Board Minutes 2012-10-11 - Institutional Effectiveness Process Annual Report; Final IE Report 2011-12 (2012-10-11 Board Mtg)) - In 2012-13, incorporated recommendations and revised the District's strategic planning process (Budget Summit and Resource Allocation Model Minutes Related to Strategic Planning; 2011-12-16 Retreat - Strategic Planning and Systems Improvement Process) - In 2012-13, 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 (Strategic Planning Protocol Timeline, District Consultation and Coordination Council Team One Meeting Notes) - HR Master Plan developed (See District Recommendation #4 response in final section)
Assess and evaluate the strategic plan	<ul style="list-style-type: none"> - In 2014, completed assessment and evaluation of integrated planning process (DC3 and DCAS Minutes, IERT Minutes) - In 2014, completed Institutional Effectiveness Review report 2013-14) (IERT Minutes, IER Report) - In 2014, revised the strategic planning process through the Institutional Effectiveness Review (Institutional Effectiveness Review Report)
Clarify resource allocation process driven by strategic planning	<ul style="list-style-type: none"> - In 2013-14, implemented process for resource allocation driven by College and District planning and the Fiscal Plan process (See District Recommendation #2 response in following section)
Develop planning calendar including timelines and delineated parties responsible	<ul style="list-style-type: none"> - In 2013-14, implemented the Annual Integrated Planning, Budget and Evaluation planning calendar with timelines and responsibilities for each component of the Strategic Planning Protocol (Strategic Planning Timeline Implementation; DC3 Minutes; pages 66-71 of the District Handbook 2014-15)

B. Response to District Recommendation 1

In 2013-14, the District completed a full annual cycle of planning utilizing the integrated planning process developed in the planning and design year 2012-13 [[Strategic Planning Protocol \(SPP\)](#)]. The SPP includes both the long-term strategic planning process with a six-year horizon as well as the shorter-term annual cycle of operational planning.

- *Strategic planning – six-year horizon:* Over the last two years, the YCCD Board of Trustees and the Chancellor revised the District Strategic Plan that includes Mission, Vision, Values, Institutional Student Learning Outcomes and five Strategic Goals. The Strategic Goals contain measureable objectives.
- *Operational planning – annual horizon:* The [YCCD Annual Integrated Planning and Evaluation Cycle](#) illustrates the four components of District annual operational planning. The full cycle was implemented in 2013-14. The District Consultation and Coordination Council (DC3), an integral component of the District's participatory decision-making structure, worked diligently to finalize

all components of the planning process, implement and oversee the full cycle as it unfolded, assess the cycle, and modify as necessary during 2013 and 2014.

As indicated in prior follow-up reports:

- DC3 adopted the [Strategic Planning Protocol](#) including the [Program and Services Vitality Criteria](#) worksheets as a tool for prioritizing resource allocation for academic programs, and non-instructional support programs and services.
- The District, in collaboration with the colleges, established five [short-term goals](#) to assist the institution in meeting its mission for 2013-15. These goals included improving student success and completion; improving leadership and managerial competencies; completing the transition to a multi-college district; increasing regional leadership; and prioritizing economic and workforce development to meet regional, state and national needs.
- Academic Senates at both Colleges approved the use of [Key Predictive Indicators](#) as a mechanism for assessing progress in achieving the District's Five [Short-term Goals](#) in 2013-14 ([Academic Senates' Minutes](#)). The Board of Trustees reviewed the status of the KPIs in [April 2014](#).

Noteworthy accomplishments in 2013-14 in five areas are highlighted below with a chronological presentation in each area:

1. **Local Planning Preceding the District Planning Cycle:** Full implementation of the [YCCD Annual Integrated Planning and Evaluation Cycle](#) was preceded by local planning and prioritization at the College and district offices level; both driving forces in District-level planning. This assured the process was inclusive of planning at the Colleges and informed resource allocation for the District, the Colleges and off-campus sites. During this stage of the process, strategic initiatives, emerging trends, and external factors were identified and further informed District operational planning.
 - **Planning:** In fall 2013, the Colleges updated their respective Educational Master Plans ([Woodland Community College](#); [Yuba College](#)) and District Services updated the [District Services Master Plan](#) as a result of the Program Reviews, Student Learning Outcome (SLO), and Administrative Unit Outcome (AUO) assessments submitted in October 2013.
 - **Program Reviews:** The Program Reviews included Academic Program Reviews (PR), Student Services Reviews (SSR), and Administrative Services Reviews (ASR). These reviews included requests for curriculum development, staffing, technology, equipment, and facilities. Both Colleges and District Services charged teams with Program Review validation and completing first level prioritization of requests that emerged. This was followed by budget and administrative review and second and/or third level prioritization at the local level.
 - Taken together, these processes resulted in Annual Action Plan Objectives for each College ([Woodland Community College](#); [Yuba College](#)) and for [District Services](#) as well as a prioritized list of requests. Objectives for 2014-15 and prioritized requests for one-time funds were extracted from each of these planning documents. The prioritized list of requests for one-time funds was used in the [District Program and Services Prioritization process](#) (PSV). The Annual Action Plans from the three entities were compiled into the [District Annual Action Plan](#).

- 2. Oversight of the Implementation of the District Planning Cycle:** In February 2014, the District Consultation and Coordination Council charged three standing committees, and two work groups with oversight of the four components of the annual planning process:
- District Annual Action Plan Team ([DC3 Minutes](#), [DAAPT Charge](#), [DAAPT Minutes](#))
 - Program and Service Vitality Prioritization workgroups ([DC3 Minutes](#)).
 - Budget Advisory Team ([DC3 Minutes](#), [BAT Charge](#), [BAT Minutes](#))
 - Institutional Effectiveness Review Team ([DC3 Minutes](#), [IERT Charge](#), [IERT Minutes](#))
- 3. Component I: District Level Prioritized Programs and Services Identification**
- In early March 2014, the Colleges and District Services submitted lists of prioritized requests for one-time funds to the Vice Chancellor, Educational Planning and Services (VCEPS). The requests resulted from the local planning processes described above. The VCEPS assembled the funding requests in preparation for the work of the PSV workgroups in preparing a master list of ranked resource requests. One of the three workgroups is CHEX, the Chancellor's Executive Team. The composition of the remaining two workgroups was carefully considered by DC3 to assure the make-up of both workgroups was inclusive of all constituent groups and included members representing Colleges, District Service units, and off-campus sites ([DC3 Minutes](#)).
 - The three PSV workgroups received training on the process and task. Ratings were submitted to the VCEPS office, tallied and the results included in the District Annual Action Plan ([District Program and Services Prioritization process](#)).
- 4. Component II: District Annual Action Planning**
- In mid-March, the Colleges and District Services submitted the 2014-15 Annual Action Plan Objectives to the VCEPS. In each case the objectives were driven by local Program Reviews ([WCC Annual Action Plan Objectives](#), [YC Annual Action Plan Objectives](#), and [District Services Annual Action Plan Objectives](#)). The VCEPS assembled the objectives in preparation for the work of the District Annual Action Plan Team ([DAAPT Minutes](#)).
 - The District Annual Action Plan Team organized the objectives within the framework of the District's five [Short-term Goals](#) and presented the final document to the Budget Advisory Team as a basis for resource allocation for the 2014-15 fiscal year. In addition to the objectives, the DAAP included the list of prioritized requests from the PSV process ([DAAPT Minutes](#), [BAT Minutes May 1, 2014](#)).
- 5. Component III: Budget Development and Resource Allocation**
- The BAT prepared a budget forecast presentation to the District Annual Action Plan Team ([BAT Minutes May 29, 2014](#)) to inform DAAPT's resource allocation recommendations.
 - In May, 2014, the DAAP Team presented the District Annual Action Plan including the prioritized list of requests for one-time funding to the BAT to drive budget development and allocation of one-time augmentation funding.
 - In June 2014, the tentative budget was presented to the Board of Trustees for adoption ([BOT Agenda](#)).
- 6. Component IV: Institutional Effectiveness Review**

- The Institutional Effectiveness Review (IER) team designed the Board of Trustees IER Report to include:
 - 2013-14 goal achievement outcomes
 - SLO and Program Review themes
 - KPI results
 - Participatory decision-making assessments (CER results)
 - Results of [planning and budget process evaluations](#)
 - The IER team designed and administered a survey instrument to evaluate the effectiveness of the four component planning process. The survey was administered via email to all District employees in September, 2014. In addition, the team considered committee feedback on the process. These results were presented to DCAS for consideration in process improvements for 2015-16. Recommendations implemented for 2015-16 planning include:
 - Refine the budget development and resource allocation process to include differing budget scenarios (e.g., budget reduction or stability as opposed to augmentation funding).
 - Modify the PSV prioritization component to assure it is distinct from appropriate college decision-making processes.
 - Provide additional training on the District integrated annual planning, budget and evaluation cycle.
 - Communicate the Strategic Goal objectives and provide additional explanation on the development of targets for those objectives by College.
 - Centralize all information on the District annual planning cycle to assure broad dissemination and knowledge of the process.
 - Standardize templates for the PSV process and Annual Action Plan Objectives.

Strategic Planning – Long-term Goals - April – May 2013

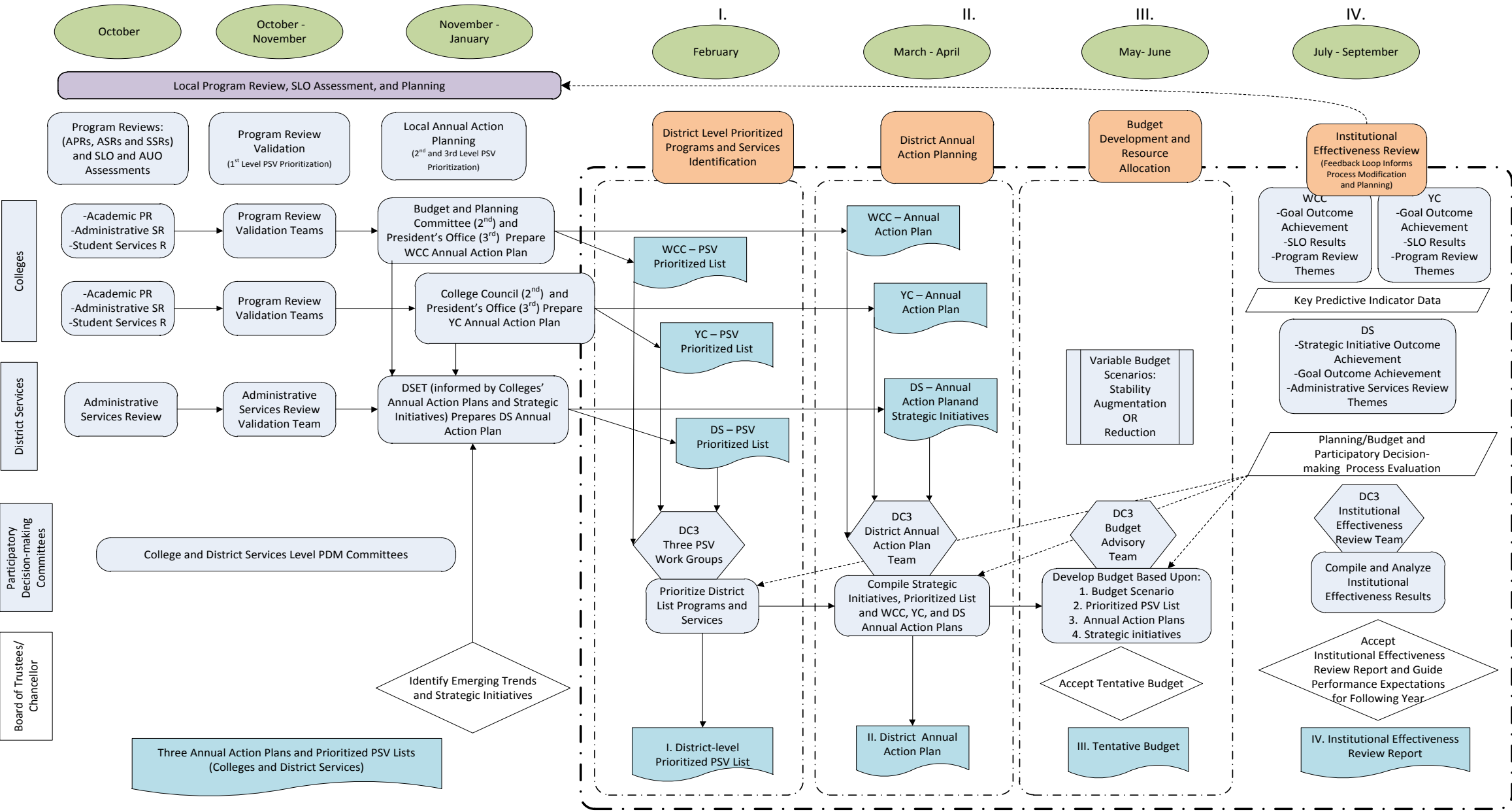
- In addition to compiling the District Annual Action Plan, the DAAP team examined the Colleges' Educational Master Plans, the District Services Master Plan, the Facilities Master Plan, the Human Resources Master Plan draft, and the District Technology Plan ([District Planning Website](#)) to inform an initial draft of the District's Long-range Goals. The DAAP team presented the recommendation to CHEX for consideration. Following refinements, CHEX forwarded to DC3 for broad distribution, dialogue and feedback. The Strategic Goals incorporate, expand, and replace the five District Short-term Goals adopted in 2013. The adopted long-term Strategic Goals include:
 - Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion
 - Integrate planning and institutional effectiveness processes within a culture of evidence
 - Strengthen our CORE* as a 21st-century, learning-centered organization; employ, develop and sustain highly-professional, qualified faculty and staff

- Complete multi-college district transition in structure, roles, responsibilities, and processes
- Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives

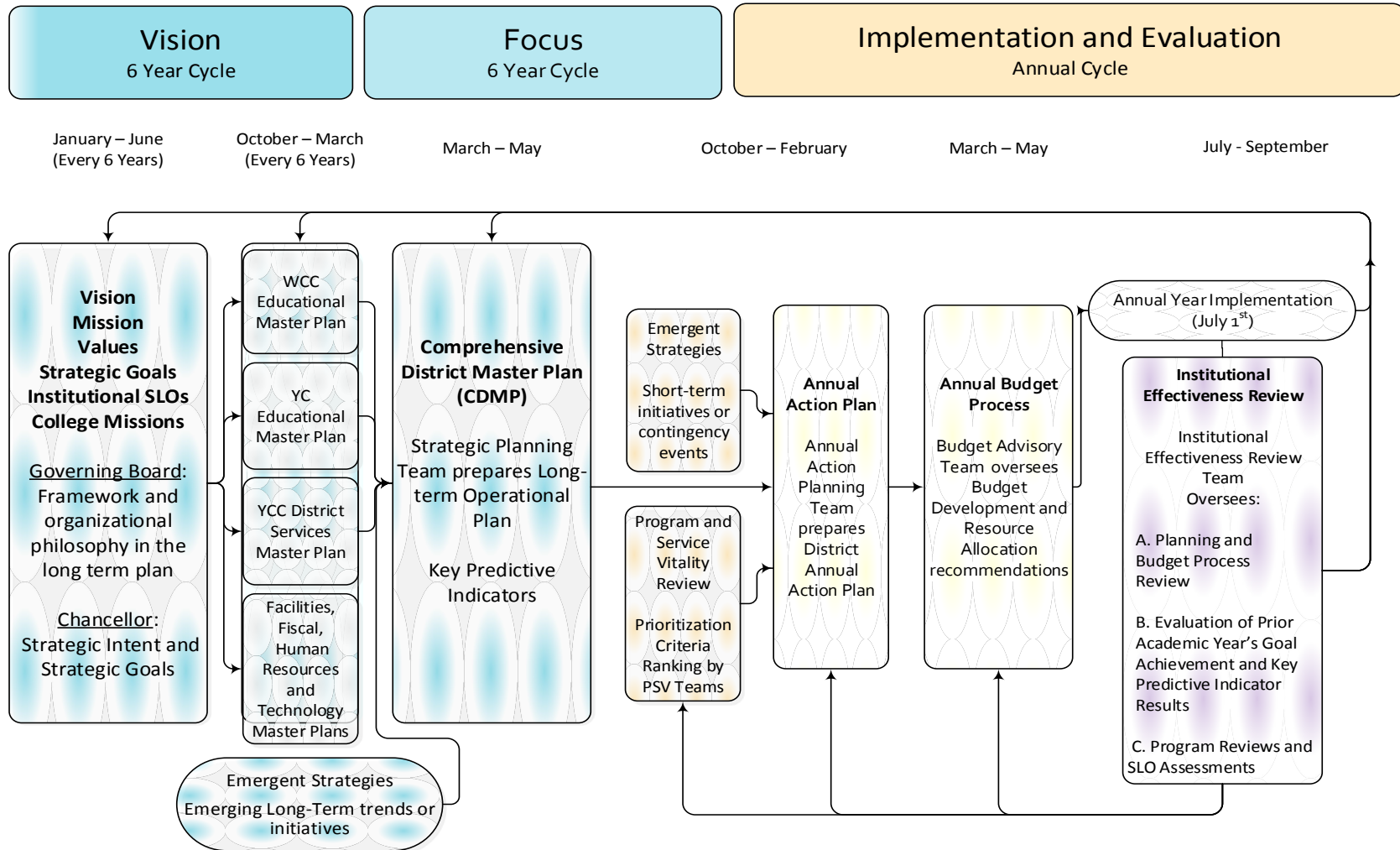
Each of the goals include measureable objectives and strategies designed to achieve the goals. The Strategic Goals were approved by the Board of Trustees in October, 2014 ([YCCD Long-range Strategic Goals Development Process](#)).

This Annual Integrated Planning, Budget and Evaluation Cycle timeline with responsible parties is reflected in the diagram on the following page:

YCCD Process: Annual Integrated Planning and Evaluation Cycle (I-IV.)



Yuba Community College District Strategic Planning Protocol



Self-Evaluation

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

The Strategic Planning Protocol designed in 2012-13 clearly demonstrates, the District Mission and the Colleges' Missions are central to all decision-making. Program Reviews, Student Services Reviews and Administrative Services Reviews require justification on how the program or service supports the achievement of these missions. This justification serves as a critical component of the annual action planning and ultimately prioritization of resources at the District level. (I.A.4)

The District's five 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 (I.A.1). Long-range strategic goals with measureable objectives were developed as the District completed a full implementation cycle in 2013-14 (I.B.2).

The assessment of Yuba Community College District's effectiveness in achieving the mission is demonstrated through an annual and comprehensive institutional effectiveness review (I.B.5). 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, planning, resource prioritization and allocation, 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)

In 2012-13 the District engaged in an inclusive planning process to revise the integrated strategic planning and assessment cycle. In 2013-14, the District fully implemented the cycle. Entering the third year in 2014-15, broad constituent dialogue and a comprehensive assessment regarding the effectiveness of the planning cycle resulted in modifications and process improvements as planning for 2015-16 begins. The Yuba Community College District has addressed the recommendations, resolved the deficiencies noted in the original 2012 team visit and meets the standards as noted above.

District Recommendations 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)

Findings and Evidence (from fall 2013 follow-up site visit):

According to interviews with district and college personnel, the revenue model that the district had previously used could not adequately address new program development or growth at any college because it was based upon fractions of state-funded growth distributed to either college. Additionally, that model prescribed uniform cuts across the board during the recession, which did not adequately support existing programs and resulted in some unhealthy situations within programs.

The follow-up report depicts a schematic that relates the Comprehensive District Master Plan with emergent strategies and prioritization of programs and services to develop annual action plans. These annual action plans are then used to determine the allocation of resources. The model also provides for an adequate fund balance as well as execution of the annual action plan. The prioritization of programs, services and human resource needs will be central to allocating resources across the district in a manner which enables the colleges and district to achieve their mission. The goal is to move away from a system in which resources are shared in a strict percentage split based upon revenue, to a resource allocation model that is based upon prioritization of needs and services that prepares the district to position itself for growth as those funds and opportunities present themselves. This new model will be initially implemented in the 2014/15 budget year.

Conclusions:

The district and colleges have worked together to create a resource allocation model that utilizes a comprehensive district master plan along with emergent and program service prioritization into an annual action plan to drive resource allocation. The budget allocation formula will need to be implemented and assessed to ensure that it is inclusive, transparent, and allows planning to shape the institution and colleges to best meet the needs of its community (mission) within the parameters of budget constraints. In order to fully resolve this recommendation, a complete cycle will need to occur with subsequent assessment and modification. The college partially meets this Standard.

A. Summary of Progress and Accomplishments on District Recommendation 2

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Develop and implement a resource allocation model	- Fully Implemented a Resource Allocation Model in 2013-14.
Resource allocation model is driven by planning and student success	- Established and vetted a clear Annual Integrated Planning and Evaluation Cycle . - 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.
Develop resource allocation model <ul style="list-style-type: none"> • 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 College and Clear Lake Campus. - Resource Allocation Model clearly communicated on the District website , with CHEX and the Budget Summit , and DC3 .
Evaluate model periodically for effectiveness in supporting the District's and Colleges' missions	- Formative evaluation: Modifications implemented as Resource Allocation process unfolded through dialogue/assessment with College and District Services constituents (CBO/VCEPS college meetings schedule) - Summative evaluation: Process improvements as a result of the Institutional Effectiveness Review (IER Report) process are slated for inclusion in the planning cycle beginning October 2014. The evaluation is designed to determine if the process serves the District and Colleges in achieving their mission

B. Response to District Recommendation 2

In 2014, the District completed a full cycle of implementing and evaluating the resource allocation process designed in 2012-13. The process is inclusive, transparent, and assures local College planning is supported in best meeting the needs of its community (mission) within the parameters of prudent fiscal planning and resource allocation.

As indicated in prior follow-up reports:

- The District Consultation and Coordination Council (DC3) adopted the [Strategic Planning Protocol](#) including the [Program and Services Vitality Criteria](#) as tools for prioritizing resource allocation for academic programs, and non-instructional support programs and services.

Noteworthy accomplishments in 2013-14 in five areas are highlighted below with a chronological presentation in each area:

1. **Local Planning Preceding the District Planning Cycle:** Full implementation of the [YCCD Annual Integrated Planning and Evaluation Cycle](#) was preceded by local planning and prioritization at the College and District Services level; both driving forces in District-level planning. This assured the process was inclusive of planning at the Colleges and informed resource allocation for the District, the Colleges and off-campus sites. During this stage of the process, strategic initiatives, emerging trends, and external factors were identified and further informed District operational planning.
 - **Planning:** In fall 2013, the Colleges updated their respective Educational Master Plans ([Yuba College](#), [Woodland Community College](#)) and District Services updated the [District Service Master Plan](#) as a result of the Program Reviews, Student Learning Outcome (SLO), and Administrative Unit Outcome (AUO) assessments submitted in October 2013.
 - **Program Reviews:** The Program Reviews included Academic Program Reviews (PR), Student Services Reviews (SSR), and Administrative Services Reviews (ASR). These reviews included requests for curriculum development, staffing, technology, equipment, and facilities. Both Colleges and District Services charged teams with Program Review validation and completing first level prioritization of requests that emerged. This was followed by budget and administrative review and second and/or third level prioritization at the local level.
 - Taken together, these processes resulted in Annual Action Plan Objectives for each College and for District Services as well as a prioritized list of requests. Objectives for 2014-15 and prioritized requests for one-time funds were extracted from each of these planning documents. The prioritized list of requests for one-time funds was used in the District Program and Services Prioritization process (PSV). The Annual Action Plans from the three entities were compiled into the District Annual Action Plan.
2. **Oversight of the Implementation of the District Planning Cycle:** In February 2014, the District Consultation and Coordination Council charged three standing committees, and two work groups with oversight of the four components of the annual planning process:
 - District Annual Action Plan Team ([DC3 Minutes](#), [DAAPT Charge](#), [DAAPT Minutes](#))
 - Program and Service Vitality Prioritization workgroups ([DC3 Minutes](#)).
 - Budget Advisory Team ([DC3 Minutes](#), [BAT Charge](#), [BAT Minutes](#))
 - Institutional Effectiveness Review Team ([DC3 Minutes](#), [IERT Charge](#), [IERT Minutes](#))
3. **District Level Prioritized Programs and Services Identification**
 - In early March 2014, the Colleges and District Services submitted lists of prioritized requests for one-time funds to the Vice Chancellor, Educational Planning and Services (VCEPS). The requests resulted from the local planning processes described above. The VCEPS assembled the funding requests in preparation for the work of the PSV workgroups in preparing a master list of ranked resource requests. One of the three workgroups is CHEX, the Chancellor's Executive Team. The composition of the remaining two workgroups was carefully considered by DC3 to assure the make-up of both workgroups was inclusive of all constituent groups and included members representing Colleges, District Service units, and off-campus sites ([DC3 Minutes](#)).
 - The three PSV workgroups received training on the process and task. Ratings were submitted to the VCEPS office, tallied and the results included in the District Annual Action Plan ([PSV Minutes and Training Materials](#)).

4. Budget Development and Resource Allocation

- The BAT prepared a budget forecast presentation to the District Annual Action Plan Team ([BAT Minutes](#)) to inform DAAPT's resource allocation recommendations.
- In May, 2014, the DAAP Team presented the District Annual Action Plan including the prioritized list of requests for one-time funding to the BAT to drive budget development and allocation of one-time augmentation funding. ([BAT Minutes](#))
- The Budget Advisory Team allocated resources to highest priorities. ([BAT Minutes](#))
- In June 2014, the tentative budget was presented to the District Consultation and Coordination Council. ([DC3 Minutes](#))
- In June 2014, the tentative budget was presented to the Board of Trustees for adoption ([BOT Agenda](#)).

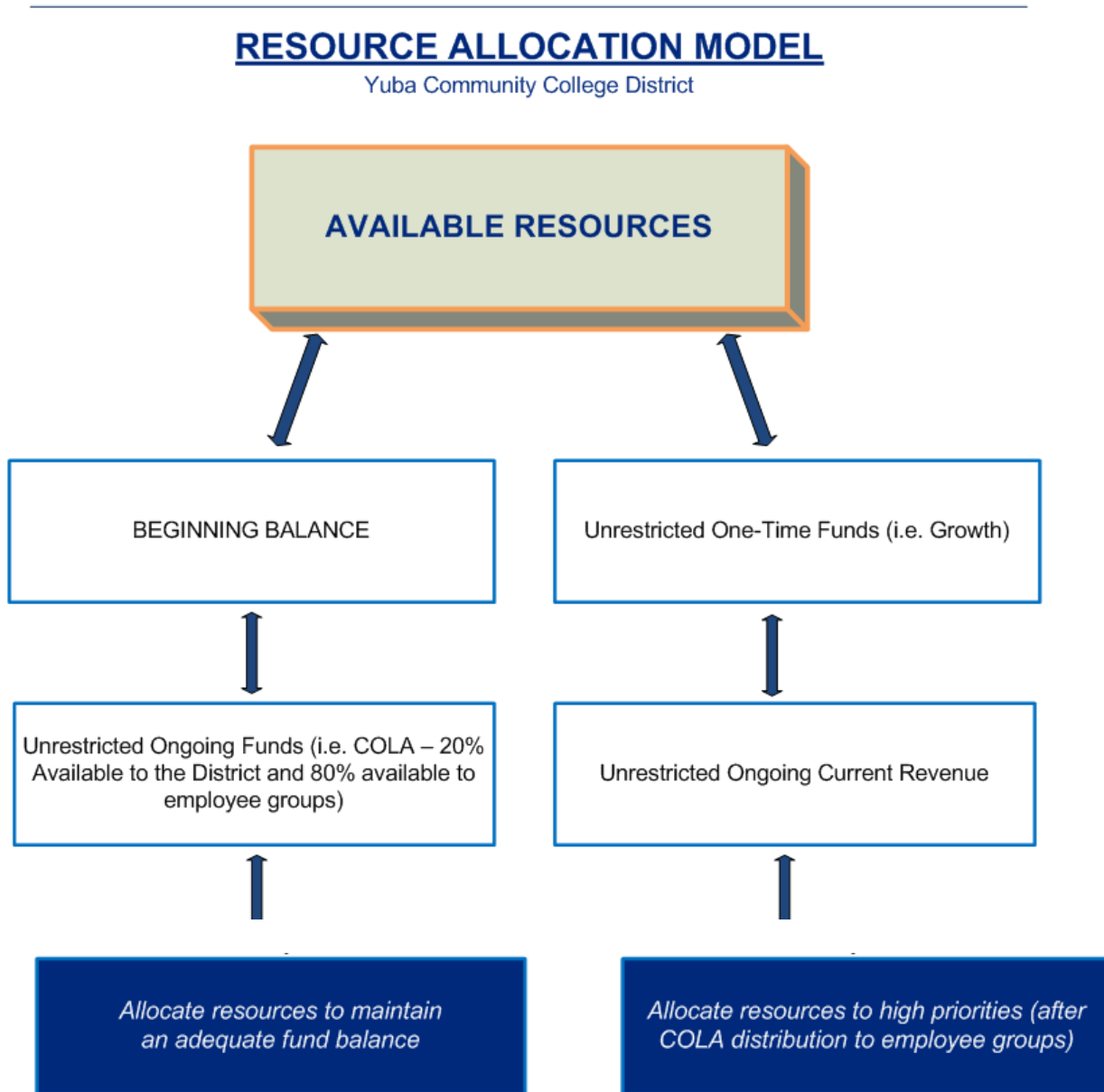
5. Institutional Effectiveness Review and Ongoing Formative Evaluation

Formative Evaluation: Not surprisingly, widespread dialogue regarding the implementation and outcomes of the Resource Allocation process occurred throughout the spring and summer 2014. Following the conclusion of the District-level Program and Services Vitality prioritization (PSV) process in March, comments and recommendations for improvements to the process were gathered in a number of venues. These included a report-out/debrief meeting on [March 25, 2014](#), and various College committee meetings. As a result of this dialogue and assessment,

- Participants clearly indicated a need for additional time for the PSV process to allow broader discussion by the PSV work groups. The timeline was lengthened ([2013-14 Strategic Planning Protocol Timeline](#); [2014-15 Strategic Planning Protocol Timeline](#)). The modified calendar is now included in the [2014-15 District Handbook](#) and is available to all members of the District community to increase awareness of the rhythm of the integrated planning process.
- Participants and observers of the PSV requested clarification of the ranking process in general and specifically pointed to the desire for consensus building during the ranking process. As a result the process for decision-making (consensus versus voting) is now clarified in the [District Handbook](#).

Additional feedback requested further clarification of “Available Resources” in the Resource Allocation Model process shown below:

Yuba Community College District Resource Allocation Model

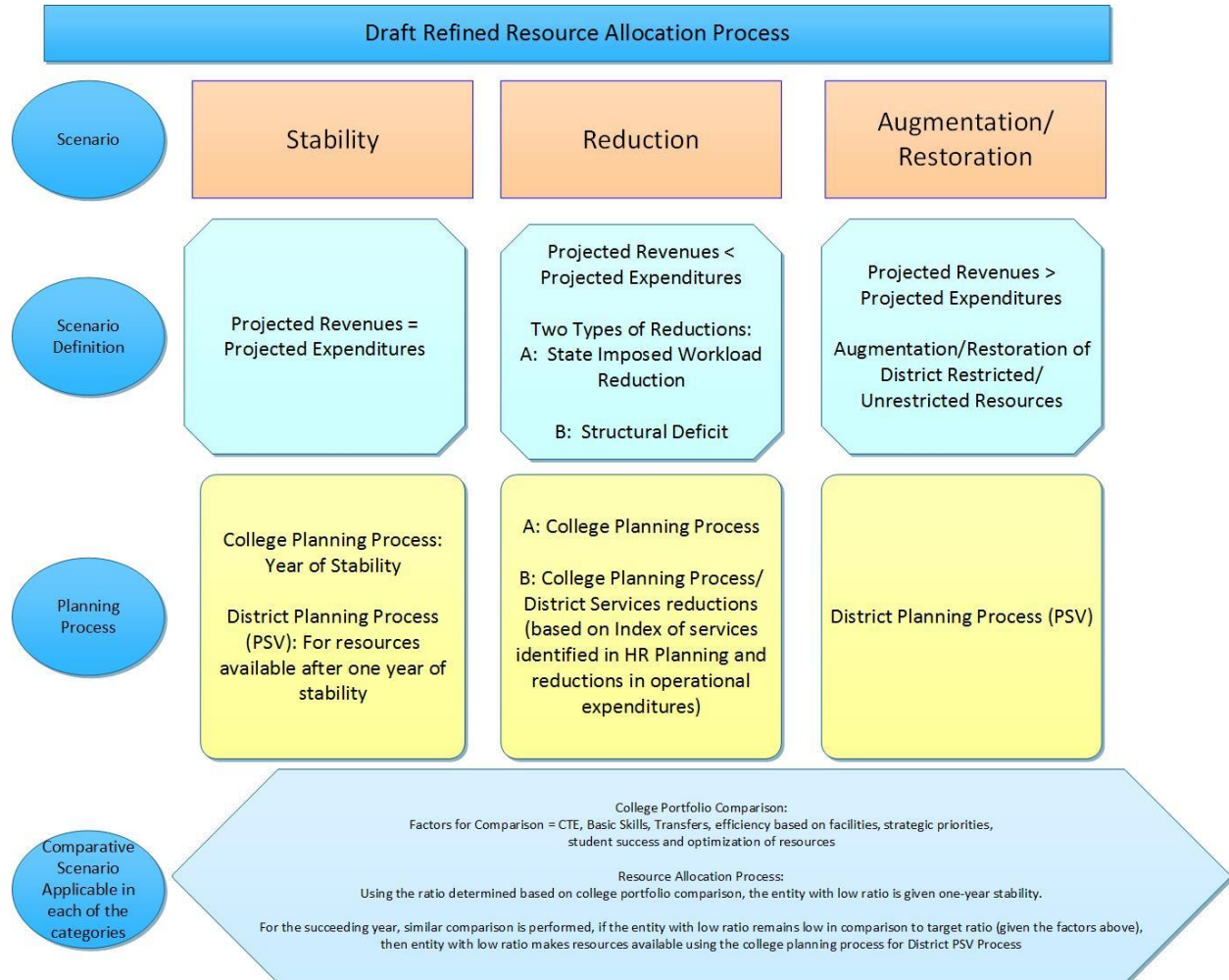


As a result, the resource allocation process is now clarified in three critical ways:

- Defining various available resources through three potential scenarios categorized as stability, reduction, and augmentation/restoration;
- Indicating the planning processes applicable to each of the respective scenarios and how local college planning intersects and influences District-level resource allocation in each of these scenarios;

- Clarifying the “college/center/off-site campus” portfolio comparison as an incentivizing mechanism. This data-informed process supports resource allocation focused on high levels of student success, innovation in program and curricular development, clear program prioritization, high productivity, and optimal, sustainable facility utilization by college and campus site.

Below is the clarified resource allocation illustration.



Communication regarding this clarification occurred in open forums across the District to assure broad understanding of the impact and influence of college-level planning on resource allocation.

Summative Evaluation: The Institutional Effectiveness Review Team (IERT) designed and administered a survey instrument to evaluate the effectiveness of the four components of the integrated planning process. The survey was administered via email to all District employees in September, 2014. In addition, the IER team considered [committee feedback on the process](#). These [results](#) were presented to District/College/Academic Senate (DCAS) for consideration in process improvements for 2015-16 planning cycle beginning in October 2014.

Recommendations implemented for 2015-16 planning include:

- Codify allocation “principles” to assure PSV prioritization honors appropriate college decision-making processes and is supportive of the District strategic intent.
- Assure communication through a widely disseminated tracking mechanism that demonstrates the direct relationship of program review, Colleges’ and District planning to resource allocation.
- Provide additional training on the District integrated annual planning, budget and evaluation cycle.
- Centralize information dissemination on the District annual planning cycle to assure broad dissemination and knowledge of the process. Employ the DC3 Dispatch as a vehicle of ongoing communication.
- Broadly communicate the results of each of the four components of the integrated planning cycle.
- Review the survey instrument to include additional questions for the 2015 administration.

Self-Evaluation

In 2012-13, the District designed an integrated strategic planning process and resource allocation process appropriate for a multi-college district. The cycle was fully implemented in 2013-14 with oversight provided by the District Consultation and Coordination Council (DC3). DC3 charged three standing committees and two work groups with overseeing each of the four components of the Strategic Planning Process including the Budget Advisory Team (BAT). The BAT’s specific charge was to allocate resources for the prioritized programs and services reflected in the District’s Annual Action Plan. (III.D.1.d)

The [Strategic Planning Process](#) implementation plan specifically reflected that the first year of the resource allocation implementation utilized a hybrid approach. Therefore, the resource allocation process for Fiscal Year 2014-15 essentially rolled over base budgets for the colleges and district services (Stability Scenario) and allocated “categorical resources” as augmentation to the priorities recommended through the college and district planning processes (Augmentation Scenario). The colleges, through their local planning and participatory decision-making process recommended priorities to be funded. The three District-wide program and services vitality prioritization (PSV) work groups ranked these items using the Academic Program and Services Vitality Criteria. The [priorities](#) were forwarded to the District’s Annual Action Planning Team (DAAPT). The DAAPT forwarded the [District’s Annual Action Plan](#) to the Budget Advisory Team on [May 1, 2014](#). The Budget Advisory Team [allocated resources to the highest priorities](#) reflected in the District’s Annual Action Plan. (III.D.1.d)

The evaluation of the Resource Allocation process was both formative and summative. Ongoing dialogue with participants and observers of the process led to modifications as the process unfolded. The summative Institutional Effectiveness Review included a district-wide survey that provoked dialogue and provided assessment results that led to improvements in these processes for the upcoming planning cycle. In addition to this assessment, the Chancellor's Executive Team, Budget Advisory Team, and Woodland Community College convocation workgroups recommended further refinements to this process. Using the assessment results, the District made the following enhancements to the resource allocation process:

- Clarification of resource allocation process based on funding scenarios (Stability, Reduction, Augmentation/Restoration)

The Yuba Community College District has fully resolved this recommendation by completing a full cycle of planning and resource allocation. The District utilized the subsequent assessments and made refinements to the existing resource allocation process resulting from the assessment process.

District Recommendation 3

(Delineate Responsibilities of Multi-College Structure)

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

1. Delineation of its functional responsibilities;
2. Determination of whether current functions provided by the District office should be centralized or decentralized to better serve the needs of the students; and
3. 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)

Findings and Evidence (from fall 2013 follow-up site visit):

Evidence in the report and an interview with the president indicated that there had been conversation district wide through College Leadership of Academic and Student Success (CLASS) regarding the functional map. The document was most recently revised approximately two months ago regarding changes that had been made at the district level. Following agreement on the modifications, the changes were disseminated more broadly to constituent groups. YCCD is in the process of conducting a survey of college expectations for district-provided services in fall 2013 and the results are not yet available. Additionally, functional responsibilities for distance education courses taught by WCC have been modified so that the college has more direct oversight of hiring and scheduling related to these courses. Additionally, technology infrastructure support for DE has been centralized to lend better support for these courses. DE functions and responsibilities are currently scheduled to be evaluated in fall 2014. It will be important to use that feedback to maximize student learning outcomes and continuous improvement of learning in DE courses.

Conclusions:

The college and district have done a great deal of work over the year in discussing and modifying the functional map and in disseminating that information to constituent groups. An assessment of expectations of district-provided services is currently being conducted; however, results are not yet available. Further assessment of DE functions and responsibilities is scheduled for fall 2014. The recommendation has been completed. The college partially meets this Standard.

A. Summary of Progress and Accomplishments on District Recommendation 3

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Delineate District functional responsibilities	<ul style="list-style-type: none"> - 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. (YCCD Function Map, Minutes of 2013-05-20 College Leadership of Academic and Student Services, Minutes of 2013-09-17 District Consultation and Coordination Council) - Communicated College/District functional responsibilities through committees, councils and management/leadership groups (Function Map Timeline) - District Distance Education Committee completed a Distance Education Responsibility Matrix beginning in spring and approved in October 2014) (DE Committee Minutes, DE Responsibility Matrix) - Developed IT and Media Services Responsibility Matrix (Minutes of 2014-04-22 Chancellor Executive Council; Handout for 2014-05-27 CHEX Meeting) -CHEX proposed list of functions for delineation (Minutes of 2014-05-06 Chancellor's Executive Council) - Responsibility Matrix Meeting resulted in seven responsibility matrices (Responsibility Matrix Reference, Responsibility Matrix Agenda July 23, 2014)
Determine whether current functions provided by the District office should be centralized or decentralized	<ul style="list-style-type: none"> - Evaluation occurred in fall 2014 with criteria delineating College expectations for District-provided services forming the basis for evaluation (College Expectations for District Services; District Services Evaluation Results) - Revised Distance Education Responsibility Matrix
Clarify District level process for decision making and the role of the District in College planning and decision making	<ul style="list-style-type: none"> - Approved an integrated planning model that defines how College plans integrate within the District planning process (Strategic Planning Protocol Diagram, Annual Integrated Planning and Evaluation Cycle (I-IV)) - The District Handbook delineates participatory decision-making structure at the District level and is updated annually (District Handbook 2014-15, District Handbook Archives)
Clearly identify District committees	<ul style="list-style-type: none"> - The District Handbook identifies all District committees and is updated annually (District Handbook 2013-14, District Handbook 2014-15)
Perform a regular review of District committees work	<ul style="list-style-type: none"> - As part of the ongoing Institutional Effectiveness Review (formerly IE Model), all District committees perform an annual evaluation of their work (Minutes of 2013-04-30 District Consultation and Coordination Committee, Minutes of 2013-03-29 DCAS, YCCD Function Map, Committee Effectiveness Review Results 2013-14, Committee Effectiveness Review Summary, Institutional Effectiveness Review Report - 2013-14)

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Conduct review of the overall effectiveness of District services to the Colleges widely disseminate the results of the effectiveness of District services results	<ul style="list-style-type: none"> - CLASS developed College expectations of all District provided services (College Expectations for District Services) - District Services administered service evaluations in fall 2013 (District Services Evaluation Survey) - The District Services Evaluation Results - Fall 2013 are available on the District website

B. Response to District Recommendation 3

The October 2012 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. Noteworthy accomplishments include:

1. To delineate functional responsibilities the Colleges and the District collaborated to develop two tools, the Function Map and the Responsibility Matrix.
 - College Leadership of Academic and Student Services (CLASS) completed a function map as a tool to communicate College and District roles and functional responsibilities. This high-level delineation also serves as a mechanism to assess accountability for institutional effectiveness in each of these areas. To assure wide dissemination and to facilitate a broadly shared understanding, constituent groups reviewed the function map in various venues ([Function Map Timeline](#)). Based upon these discussions, the function map was revised and adopted by District Consultation and Coordination Council in October 2013. This Function Map is included in the [District Handbook](#).
 - In fall 2013, the District Distance Education Committee, drafted a more detailed instrument, the [Distance Education Responsibility Matrix](#). As designed, the matrix clarifies the functional delineations between the District and the Colleges specifically related to distance education delivery i.e., technology, professional development, and faculty and student support. This committee, a sub-committee of the District College Academic Senate joint leadership group (DCAS), is comprised of the co-chairs of the Colleges' Distance Education committees, College administrators and the Vice Chancellor of Educational Planning and Services.

As a result of staffing changes further explained in number two below, revisions to the document was continued in summer 2014. The revisions included assuring appropriate local authority with regard to course scheduling and quality assurance in support of student learning.

- Using the Distance Education Responsibility Matrix project as a model, CHEX identified [a list of additional functions](#) with shared roles and responsibilities between the Colleges and the District. With the active involvement of appropriate constituent groups, responsibility matrices were developed for each of these functions. As an example, on July 23, 2014 an off-campus retreat attended by representatives from both Colleges and District Services resulted in the development of [seven responsibility matrices](#).

2. To determine first, whether current functions should be centralized or decentralized and second, to conduct a review of the overall effectiveness of District services to the College, the District, in collaboration with the Colleges, administered several evaluations.

- District Services implemented an annual evaluation schedule to assess the level to which services centralized at the District are achieving the goals of providing effective and efficient support to the Colleges. The College Leadership in Academic and Student Services (CLASS), comprised of College and District leadership, outlined these expectations in a series of meetings occurring in spring 2013. The annual evaluation is based upon the [College expectations for services](#) developed by CLASS.

The centralized District-provided services include:

- Business Services (Purchasing, Fiscal Services)
 - Human Resources
 - Information Technologies
 - Maintenance and Operations
 - Printing/Publications/Mail
 - Police Services
- Using the college expectations mentioned above, the Chief Business Officer, Chief Human Resources Officer, and the Vice Chancellor of Educational Planning and Services collaborated with CLASS to develop a District Services Evaluation Survey for administration to all District personnel. The evaluation instrument was administered in October 2013. The results of that survey were presented in a number of open forums and to DC3. The results are also published on the District website ([District Services Evaluation Results](#)).

Examples of process improvements that occurred in 2013-14 as a result of this evaluation included:

- Business Services implemented technological solutions for budget transfers and procurement communication
- Information Technologies designed and implemented an open access technology training site ([Learn.yccd.edu](#)), and removed restrictions from teaching stations by providing administrative access to faculty using these systems
- Human Resources revised the New Employee Orientation and populated the departments' Portal site with expanded forms, documentation and training materials

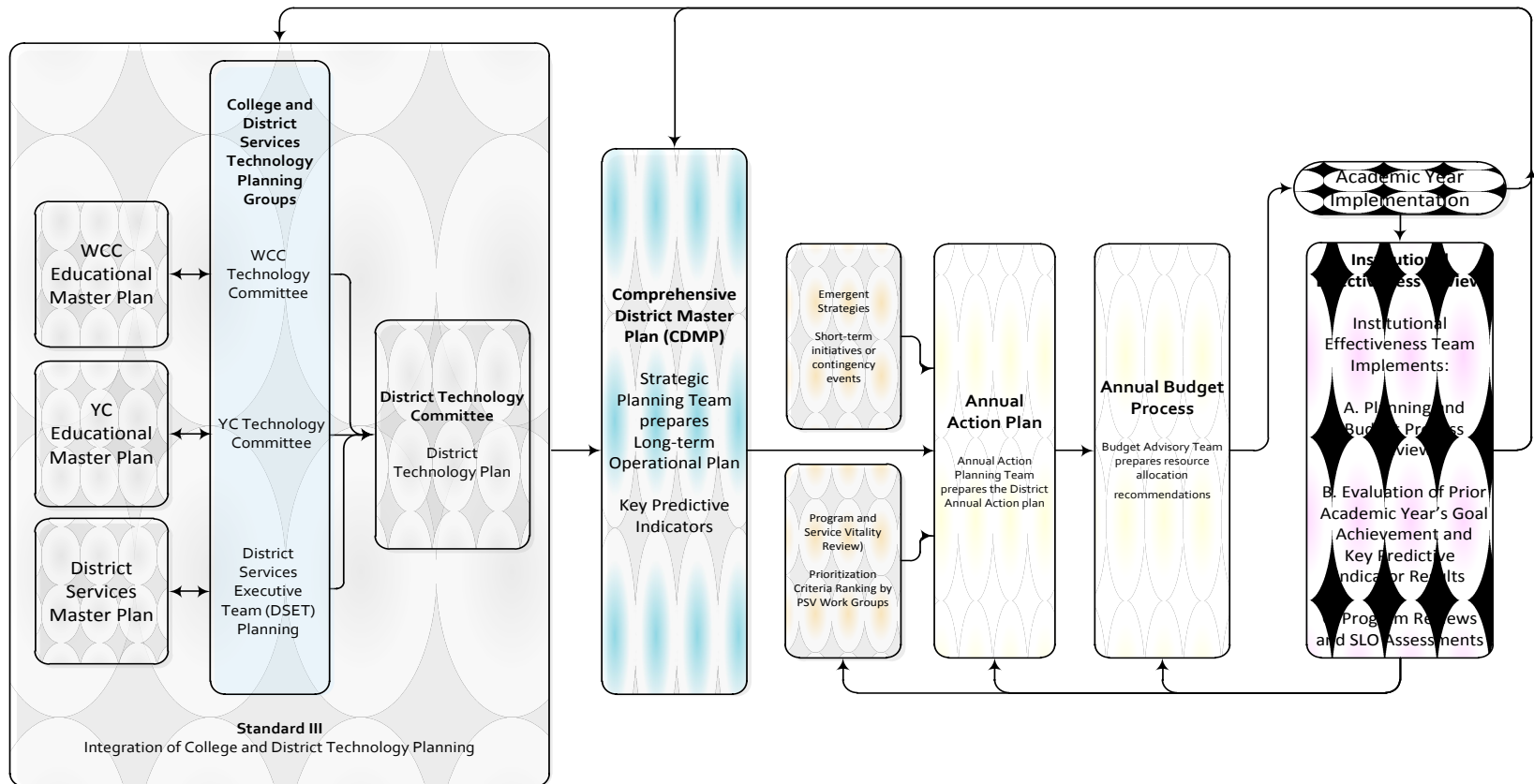
Further, the survey results informed 2014-15 planning for all District Services units: Business Services; Human Resources; Information Technologies; Printing/Duplication/Mail; and Polices Services.

- At the time of the ACCJC site visit in October 2012, the oversight of Distance Education (DE) was also a centralized function. Server support for the Learning Management System was centralized in Information Technologies, with all other aspects of DE delivery centralized at one of the Colleges. A major failure in the Learning Management System, unrelated to the server support, occurred in August of 2013. As a result, the District conducted a formal [After Action Review](#) as an evaluation of the effectiveness of this centralized delivery function. The results of this comprehensive review led to a centralization of technology infrastructure and helpdesk

functions in the District Information Technologies department and the creation of a district technology trainer position. This reconfiguration was coupled with appropriate decentralization of other DE responsibilities, thus assuring appropriate local authority in the Colleges with regard to strategic planning, scheduling, reporting, assessment and quality assurance in support of student learning.

3. To clarify the District level process for decision making and the role of the District in College planning and decision making, two accomplishments are noteworthy:
 - The Annual Integrated Planning, Budgeting and Evaluation Cycle mentioned in District Recommendation #1 was developed and broadly communicated to personnel district-wide to clarify the role of College Planning and decision-making in the District annual planning process ([Accreditation Forum Schedule](#), [Forum Presentation](#)).
 - The District is firmly committed to working with the Colleges to assure that overarching technology, human resources and facilities plans are fully integrated with and informed by the Colleges' and District Services' plans. Visuals illustrate how the work of the District Committees is interrelated with College committees within the District integrated planning cycle.
 - 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 program review data and priorities from both Colleges and the District offices related to technology needs and training. The District Technology Plan informs the [Comprehensive District Master Plan](#) with annual extracts incorporated in the [District Annual Action Plan](#).

Yuba Community College District Technology Planning Process



Rev. 10/04/2013

4. Clear identification of District committees and regular review of District committees' work continues:

- The Yuba Community College [District Handbook](#) identifies all standing District committees. For each committee, the purpose, membership, special guidelines and parameters, communication expectations and to whom committee recommendations are presented are identified. During the most recent update of the [District Handbook](#) several improvements were incorporated in order to better explain the role of the District and District committees in the participatory decision-making structure.
- 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:
 - 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](#)).
 - Administration of the evaluation occurred in 2013-14 and included all District standing committees ([Committee Effectiveness Review Summary](#), [Committee Effectiveness Review Website](#)).
 - Results were used by each committee to improve committee effectiveness for 2014-15. As an example, DC3 committed to improvements in three general areas: Communication, Logistics, and Outcomes ([Minutes of 2014-07-01 District Consultation and Coordination Committee](#)).

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 Function Map, committee diagrams and the Responsibility Matrices, 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 an annual evaluation and baseline data were gathered in

fall 2013. 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)

In 2013-14, the District completed the following:

- Communicating the delineation of College and District functions;
- Clarifying the role of District committees in decision-making;
- Assessing the committees' performance in meeting their goals; and
- Creating an infrastructure for assuring quality assessment and improvement for District provided services.

The Yuba Community College District has addressed the recommendations, resolved the deficiencies noted in the original 2012 team visit, and meets the standards as noted above.

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)

Findings and Evidence (from fall 2013 follow-up site visit):

The district and college leadership have been engaged in discussion regarding long-term and short-term human resource planning. The framework for the human resource plan is composed of four basic elements that include: equity and diversity; staffing planning; professional development; and personnel and employment relations services. Given this framework, the bulk of the plan will be crafted throughout the 2013/14 year. The goal of the staffing component will be to ensure that appropriate staffing levels are in place at the district offices, colleges and centers. Interviews with the Chief HR officer and college president indicate that the staffing component will be driven by an analysis of current staffing levels across the district, analyzing where areas might be adequately staffed or need to be leveled off. The analysis will also create metrics by which the district and colleges might grow as growth funds and student demand materialize. This type of analysis will be crucial, in conjunction with the college's own prioritization of staffing needs performed by the Faculty, Staff, Administrator Planning Council (FSAPC). The district has also drafted written protocols for evaluating all faculty, staff and managers on a timely basis and has revised administrative procedures, which are currently being reviewed by the Chancellor's Executive Committee (CHEX) and District Consultation and Communication Council (DC3) for approval. A master calendar of evaluations is tracked by HR analysts and the district has conducted research into best practices for evaluations. Discussions are underway with each group to modify the current evaluation tools and timelines. The district has reached a tentative agreement with the full-time faculty union to include a component which assesses the individual's contribution to improving student learning within the evaluation instrument. Discussions with the part-time union are just beginning related to this evaluation component. The intent language to be included in the faculty contracts was shared with the team along with a sample of the faculty evaluation tool, itself.

Conclusions:

The district and college have made tremendous progress in this area during the year and are on target to complete the work for human resource planning and integration with institutional planning by the end of the year. Assessments of HR functions have now occurred annually for the past three years and the department appears to be using this information for improvement and planning. Additionally, the issue of timely, consistent evaluations has been addressed through administrative procedures as well as tracking and inclusion of best practices. This recommendation has been resolved. The college partially meets this Standard.

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	<ul style="list-style-type: none"> - 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 - Completed the 2013-2016 Human Resources Strategic Alignment Plan - Completed the framework for the comprehensive Human Resources Master Plan (HRMP) - Completed the Human Resources Master Plan process, including a systematic evaluation and assessment of all of the human resource operations of the District - Completed Annual End of the Year Employee Surveys 2012, 2013 and 2014 to measure the effectiveness of the district's human resources operations and planning
Systematically assess the effective use of human resources	<ul style="list-style-type: none"> - 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, 2013, and 2014 and is utilizing the survey results as a means to improve its service delivery systems - The survey results will be distributed to all of the participatory decision-making bodies (DCAS, DC3 and 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.

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Use the results of the evaluation as a basis for improvement	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 framework in the Human Resources Master Plan for staffing for the Colleges and District based upon ensuring strategic deployment of human resources and program prioritization - Completed a "level off" staffing process at the Colleges, based upon the District's enhanced resource allocation protocols

B. Response to District Recommendation 4

The District has fully complied with this recommendation. As previously discussed in this follow-up report, the colleges and the District have 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.

In the 2007-2008 academic year, the colleges and the District developed a Five Year Fiscal Plan and Allocation Model to specifically address staffing planning as a multi-college district. This plan identified how both the colleges and district services would address staffing needs over a five (5) year period as programs and student enrollment grew. While the [District Multi-College Plan](#) set the stage for a transition in human resources planning, unprecedented budget cuts over the next several years as a result of severe national and statewide economic conditions 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 colleges and the District revisited the staffing planning processes and embarked on developing integrated planning processes as a result of the feedback received through the institutional effectiveness review process. For its part, the Office of Human Resources created a Strategic Alignment Plan to guide how services will support institutional effectiveness and student success [Human Resources Strategic Alignment Plan \(2013-2016\)](#). 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 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 Plan](#) is a framework to comprehensively address all of the human resources services and functions in the institution, including the staffing planning, performance management (evaluation) and professional development needs of the Colleges and the District.

The Master Plan was developed with four primary goals in mind. First, the Human Resources Master Plan was designed and developed to give the colleges and district services predictability and clear direction on establishing the appropriate levels of staffing and staff support to effectively serve students at the colleges. Second, the Master Plan was designed and developed to create greater accountability between the colleges and district. Third, the Master Plan creates greater efficiency in the human resources planning and service delivery systems, which will allow the colleges and district services to more easily fill vacancies, forecast future needs, conduct more effective performance management and professional development activities. Fourth and finally, the Master Plan creates greater connectivity between the colleges and district services by fostering more effective communication and collaboration. 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 principal "pillars" of the Plan:

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

The Equity and Diversity chapter discusses the district's compliance with its legal obligations for equal opportunity employment. This chapter sets forth the district's Board approved EEO Plan, as well as its activities to promote diversity and inclusion throughout the institution. This chapter is the cornerstone upon which the district's human resources services are established.

The Staffing Planning chapter addresses the policies, practices and protocols by which the colleges and district services conduct staffing. Local college planning drives local college staffing decisions. This chapter discusses the framework through which staffing decisions are made in the colleges and district

services and the service provider role that the Office of Human Resources provides to the colleges and district services in the staffing planning process.

The Professional Development chapter addresses how the colleges and district identify and cultivate core competencies for all employees—faculty, staff and management. This chapter focuses on the district’s role and responsibilities in staff development for the colleges and district services.

Finally, the Personnel and Employment Relations Services chapter outlines all of the other human resources services that the Office of Human Resources provides to the colleges and district services. This chapter serves as a “User’s Manual” to clearly identify and explain how to effectively access these myriad of human resources functions.

The Plan gives the colleges and District clear direction in determining the appropriate staffing to meet the educational and programmatic missions and goal of the institution. Furthermore, the colleges and District will have clear guidelines on how staffing can be expanded and contracted based upon program needs and resource availability. The Plan will continue to hold the colleges and District accountable for their respective staffing allocations. The Plan will identify specific staffing allocations for the colleges and District for each academic year. The college and district leadership will be held accountable for appropriately managing their respective staffing allocations.

Local college planning will continue to drive the college staffing planning process. As previously stated, both colleges have a rich history of institutional planning, which includes staffing planning. The Human Resources Plan identifies a staffing planning framework to be used by the colleges and district services.

This framework includes the following elements:

- Student Success—as evidenced through a number of factors including but not limited to enrollment (FTES), retention, persistence, degree completion
- College Mission as evidenced in the Educational Master Plan
- Program Priorities of the College(s)
- Financial Resources of the Institution
- Legal Compliance—as evidenced through a number of factors including 50% Law, FON, accreditation, collective bargaining agreements, Ed Code/Title 5
- Efficiency and Flexibility for the Colleges and District
- Value of Full-Time Employment and Building Strong Brand Identity for the Institution

The Plan creates greater efficiency in the operational aspects of the colleges and District personnel processes. The Plan streamlines the filling of vacancies by accelerating the personnel approval processes for all positions identified in the staffing allocations. Finally, the Plan fosters and promotes more effective communication and transparency in the personnel processes for the colleges and District.

The colleges and District will have an initial three (3) year “horizon” for their respective staffing planning process. The years are identified as follows:

- Baseline Year 2013-2014
- Transitional Year 2014-2015
- Target Year 2015-2016

In the 2013-14 Baseline Year, the institution “leveled” off administrative staff between the colleges by eliminating and consolidating management positions at the District as well as eliminating management positions at the colleges and reallocating some of those resources to create management positions at other colleges. Over the next three (3) years, the colleges and District have a blue-print for staffing which will allow them to achieve their programmatic objectives. Each college was given an initial allocation as follows:

- Allocation of full-time faculty
- Allocation of academic administrators
- Allocation of Classified managers
- Allocation of Classified support staff
- Allocation of categorical/grant-funded staff

The District likewise was given an initial staffing allocation, which included the following:

- M&O/Facilities
- Police Department
- Information Technologies
- Central Administration (Chancellor’s Office, Human Resources, Fiscal Services, Educational Services)

The substantive structure of the District Human Resources Master Plan has been developed over the course of the 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) have had meaningful input on this process. There were approximately ten (10) meetings with various constituent groups in the colleges and District in the 2013-14 academic year to roll out the framework of the Plan and seek substantive input on the development and implementation of the Plan.

The District administered District-wide needs assessments in [May 2012](#), [May 2013](#) and [May 2014](#) 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 have now been incorporated into the YCCD Human Resources Master Staffing Plan.

The District is using the strategic planning protocol and institutional effectiveness review process 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 ultimately facilitates an in depth review and discussion at the Chancellor’s Executive Team and college leadership to establish a rubric for staffing ratios for the Colleges and District. The District is currently strategically deploying staff at the Colleges and sites and allocating resources in alignment with the strategic planning and resource allocation process.

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

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)

The Yuba Community College District has addressed the recommendations, resolved the deficiencies noted in the original 2012 team visit, and meets the standards as noted above.

Appendices

District Recommendations 1-4 Evidence

District Recommendation 1:

[2011-12-16 Retreat - Strategic Planning and Systems Improvement Process](#)
[2013-14 Strategic Planning Protocol Timeline](#)
[Academic Senates' Approval of KPIs](#)
[Annual Integrated Planning, Budget and Evaluation Cycle \(I-IV\)](#)
[Board Meeting 2014-06-12](#)
[Board Meeting 2014-09-11](#)
[Board Meeting 2014-10-09](#)
[Board Minutes 2012-10-11 - Institutional Effectiveness Process Annual Report](#)
[Budget Advisory Team Charge](#)
[Budget Advisory Team Minutes](#)
[Budget Summit and Resource Allocation Model Minutes Related to Strategic Planning](#)
[CHEX Minutes - Development of Strategic Goals](#)
[DAAPT Minutes](#)
[DC3 and DCAS Minutes](#)
[DC3 Minutes - Input on Strategic Goals](#)
[District Annual Action Plan 2014-2015](#)
[District Annual Action Plan Team Charge](#)
[District Consultation and Coordination Council Team One Meeting Notes](#)
[District Handbook 2014-2015](#)
[District Planning Website](#)
[District Program and Services Prioritization Process](#)
[District Services Annual Action Plan](#)
[District Services Master Plan](#)
[District Strategic Planning Protocol](#)
[District Strategic Planning Protocol Diagram](#)
[Final IE Report 2011-12 \(2012-10-11 Board Mtg\)](#)
[IER Team Charge](#)
[IER Team Minutes](#)
[Institutional Effectiveness Review Report - 2013-14](#)
[Key Predictive Indicator Approval Process](#)
[Key Predictive Indicators](#)
[Minutes of 2013-01-10 Board Retreat.pdf](#)
[Minutes of 2014-02-25 District Consultation and Coordination Council](#)
[Minutes of 2014-04-10 Board Retreat](#)
[Minutes of 2014-05-01 Budget Advisory Team](#)
[Minutes of 2014-05-29 Budget Advisory Team](#)
[Minutes of July 10-11, 2013 Board Planning and Development Session.pdf](#)
[Planning and Budget Process Evaluation](#)
[Reading Materials for July 2013 Board Planning Meeting.pdf](#)
[Strategic Planning Protocol Communication](#)
[Strategic Planning Timeline Implementation](#)

[Student Success Initiatives Development Process](#)
[WCC Annual Action Plan 2014-15](#)
[WCC Educational Master Plan \(2011-2016\)](#)
[YC Annual Action Plan 2014-2015](#)
[YC Educational Master Plan 2013-2019](#)
[YCCD Academic Program and Services Vitality Criteria FY 2014-15](#)
[YCCD Long-Term Strategic Goals](#)
[YCCD Long-Term Strategic Goals Development Process](#)
[YCCD Short-term Goals 2013-2015](#)
[YCCD Short-Term Strategic Goals Development Process](#)
[YCCD Student Success Initiatives](#)

District Recommendation 2:

[2013-14 Strategic Planning Protocol Timeline](#)
[2014-15 Strategic Planning Protocol Timeline](#)
[Annual Integrated Planning and Evaluation Cycle \(I-IV\)](#)
[Board Meeting 2014-06-12](#)
[Budget Advisory Team Charge](#)
[Budget Advisory Team Minutes](#)
[Committee Feedback on the Strategic Planning Process](#)
[District Annual Action Plan](#)
[District Annual Action Plan Team Charge](#)
[District Handbook 2014-2015](#)
[District Services Master Plan](#)
[Institutional Effectiveness Review Report - 2013-14](#)
[IER Team Charge](#)
[IER Team Minutes](#)
[Minutes of 2013-03-19 DC3](#)
[Minutes of 2013-04-15 Chancellor's Executive Team](#)
[Minutes of 2013-04-23 Budget Summit](#)
[Minutes of 2014-02-25 District Consultation and Coordination Council](#)
[Minutes of 2014-03-06 Budget Advisory Team](#)
[Minutes of 2014-03-25 PSVT Meeting](#)
[Minutes of 2014-03-26 DAAP Team](#)
[Minutes of 2014-05-01 Budget Advisory Team](#)
[Minutes of 2014-05-29 Budget Advisory Team](#)
[Minutes of 2014-06-03 DC3](#)
[Program and Services Vitality Criteria](#)
[PSV Minutes and Training Materials](#)
[PSV Results for 2014-15 Budget](#)
[Resource Allocation Model](#)
[Resource Allocation Model Committee Membership](#)
[Resource Allocation Model Website](#)
[Strategic Planning Protocol](#)
[WCC Educational Master Plan \(2011-2016\)](#)
[YC Educational Master Plan 2013-2019](#)

District Recommendation 3:

[Accreditation Forum Presentation](#)
[Accreditation Forum Schedule](#)
[After Action Review](#)
[Annual Integrated Planning, Budget and Evaluation Cycle \(I-IV\)](#)
[College Expectations for District Services](#)
[Committee Effectiveness Review Dialogue](#)
[Committee Effectiveness Review Results 2013-14](#)
[Committee Effectiveness Review Summary 2013-14](#)
[Committee Effectiveness Review Website](#)
[Comprehensive District Master Plan 2014-2015](#)
[District Annual Action Plan](#)
[District Handbook 2013-2014](#)
[District Handbook 2014-2015](#)
[District Handbook Archives](#)
[District Services Evaluation Results](#)
[District Services Evaluation Survey](#)
[District Technology Plan 2014 Final](#)
[Function Map Timeline](#)
[Handout for 2014-05-27 CHEX Meeting](#)
[Institutional Effectiveness Review Report - 2013-14](#)
[Learn.yccd.edu](#)
[Minutes of 2013-03-29 DCAS](#)
[Minutes of 2013-04-30 District Consultation and Coordination Committee](#)
[Minutes of 2013-05-20 College Leadership of Academic and Student Services](#)
[Minutes of 2013-09-17 District Consultation and Coordination Council](#)
[Minutes of 2014-02-25 District Consultation and Coordination Council](#)
[Minutes of 2014-04-22 Chancellor Executive Council](#)
[Minutes of 2014-05-06 Chancellor's Executive Council Redacted](#)
[Minutes of 2014-07-01 District Consultation and Coordination Committee](#)
[PSV Results for 2014-15 Budget](#)
[Responsibility Matrix Agenda 2014-07-23](#)
[Responsibility Matrix Reference](#)
[Strategic Planning Protocol Diagram](#)
[YCCD Function Map](#)
[YCCD Technology Committee Purpose Statement](#)

District Recommendation 4:

[2012 Annual End of the Year Employee Survey Summary](#)
[2013 Annual End of the Year Employee Survey Summary](#)
[2013 Survey Summary - WCC](#)
[2013 Survey Summary - YC](#)
[2014 Annual End of the Year Employee Survey Summary](#)
[Board of Trustees Strategic Directions for 2007-2011](#)
[District Multi-College Plan](#)
[District Services Master Plan 2013-2016](#)

[District Strategic Planning Protocol](#)
[District Strategic Planning Protocol Diagram](#)
[Human Resources Master Plan 2014-2017](#)
[Human Resources Strategic Alignment Plan \(2013-2016\)](#)
[Resource Allocation Model](#)
[YCCD Human Resources Staffing Planning Process](#)