



# Accreditation Midterm Report

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*October 13, 2015*



## **Midterm Report**

Submitted by:

**Yuba College**

2088 North Beale Road, Marysville, CA 95901

Submitted to:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 12, 2015

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## Certification of Midterm Report

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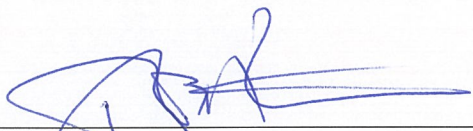
To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: G. H. Javaheripour  
Yuba College  
2088 North Beale Road  
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We certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.



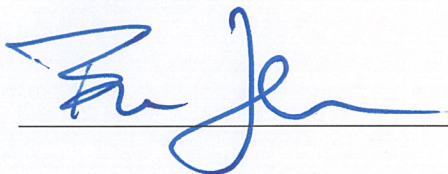
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President, Yuba College



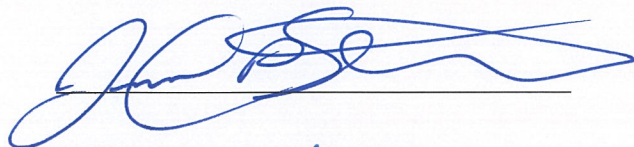
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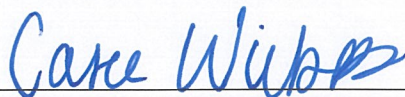
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President, Yuba College Academic Senate



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President, Classified Schools Employees Assoc.



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President, Associated Students of Yuba College

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## Statement on Report Preparation

Yuba College began preparing for the 2015 Midterm report soon after the comprehensive visit of 2012 was completed. When the College was placed on sanction as the result of the 2012 ACCJC team visit, Yuba College faculty, staff and administration initiated new and updated existing processes in order to align the institution with the best practices in our industry. These processes were shared with a follow-up visit and report in fall 2013 and again with a follow-up visit and report in fall 2014. Based on the work and progress demonstrated in those visits, the sanctions were removed in February 2015 and Yuba College received reaffirmation of its accreditation.

Yuba College experienced many changes during the years prior to the 2012 ACCJC visit. The College's labor force experienced a number of interim staff and administrators and a reduced number of full-time faculty. However, since the 2012 visit, the College has hired permanent administrators, full-time faculty, and classified staff to bolster its services to the students and the community.

Members of the College Effectiveness and Accreditation Committee (CEAC) collaborated in preparing this report. Following is the list of CEAC membership:

- Brian Jukes, Interim Vice President of Academic and Student Services and ALO
- Elena Heilman, Librarian and Academic Senate Vice President
- Maris Wagner, Professor of Early Childhood Education
- Genevieve Stier, Professor of Biology
- Teresa Aronson, Public Events Specialist
- Cassie Leal, Research Analyst
- Cristina Sanchez, Interim EOPS/Cal WORKS Director
- Martin Gutierrez, Interim Director of Financial Aid
- Delmy Spencer, Interim Dean of Student Services
- Daren Otten, Dean of Applied Academics

The report was shared with the Yuba College Academic Senate President, the President of California Schools Employee Association, and the President of the Yuba College Student Government. The report was also discussed at the Yuba College Council, whose membership is comprised of the shared decision-making constituency groups. The document was shared electronically with all Yuba College employees, and feedback was solicited. A Yuba College focus group, representing faculty, staff, students and managers, provided feedback. Upon incorporation of input from the constituency groups, the report was shared college-wide electronically and in hard copy format. The report was shared with the Yuba Community College District Board of Trustees at its regular meeting on September 10, 2015.

Adhering to the Continuous Quality Improvement philosophy, Yuba College Faculty, staff and administrators have incorporated knowledge gained from the recommendation of the

ACCJC peer review, experiences, and updated their expertise to improve the processes that improve service to the students and community. Faculty, staff, and administrators diligently cooperate in developing plans for Student Equity and Student Support and Success Program funds in order to facilitate access to higher education by recruiting and retaining students. Yuba College Counselors have developed strong ties with their counterparts in the public education sector to facilitate teaching and learning. We document these activities that are directed by the regulations and procedures developed by the California Community College Chancellor's Office, in preparation for the Comprehensive Accreditation in 2018.

Administrators, faculty, and staff of Yuba College are committed to the Continuous Quality Improvement philosophy.

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Yuba College President

Date

## Response to Team Recommendations and the Commission Letter

### **Introduction to College Recommendations:**

The 2013 and 2014 *Yuba College Accreditation Follow-up Reports* and the 2014 *Addendum to the 2014 Follow-up Report* presented the work addressing the eleven ACCJC College Recommendations ([2013 Follow-up](#), [2014 Follow-up](#), [2014 Addendum](#)). The following provides evidence of having met each of the recommendations and Yuba College's commitment to ongoing review, dialogue, and process modification as the college works to improve institutional effectiveness.

The information in this report was collected from a wide variety of constituents and represents broad participation by the college community through all major participatory governance bodies. The following participatory governance groups at Yuba College reviewed and provided feedback for the document:

- Academic Senate
- Yuba College Council
- College Effectiveness and Accreditation Committee (CEAC)

Additionally, Yuba College solicited feedback from a Yuba College focus group, representing faculty, staff, students and managers.

### **College Recommendation 1:**

*To meet this Standard, the team recommends that the college develop and follow a process and schedule for reviewing/revising, applying and evaluating its mission statement. (I.A.3)*

#### **November 2013 External Evaluation Team Conclusion:**

"The College's mission and values statement review schedule is a sound mechanism for regular review and evaluation of the mission statement. The team concludes that this recommendation has been addressed."

#### **Sustainable Progress:**

Yuba College developed and will follow a process and schedule for reviewing, revising, applying, and evaluating its mission statement. The process and schedule for reviewing, applying, and evaluating the college mission is published in the *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College* (EVIDENCE: [YR01.07](#)), which describes the process as follows:

- The process for evaluating and revising the Yuba College Mission and Vision statements occurs on a three-year cycle. This cycle is aligned with the six-year Yuba Community College District Strategic Planning Protocol with the difference that the college undergoes a "midterm" review of its mission statement in order to be more responsive to emerging trends and community needs.
- Every six years the strategic planning protocol of the district provides the college with a Vision and Values statement. This statement, along with the college's current mission and visions statements, and various external and



internal inputs, is discussed and evaluated at YC Council and the YC Academic Senate in order to determine what changes may be necessary to the Yuba College mission and vision statement. Internal and external input, which are crucial for the college midterm self-reviews, may include direction from the CCCCCO, YCCD Chancellor, local and regional advisory committees, local and state labor market data, trends in articulation and transfer data, program and institutional SLO outcomes and local government organizations that have resources devoted to the educational process.

- Once new Mission and Vision statements emerge from this process, they are shared with all academic divisions, staff and administrators for review and possible revisions. The review includes how these statements will shape the college goals and impact the Educational Master Plan. This review and revision process occurs on a three-year cycle, which began October 2014.

### **College Recommendation 2:**

*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)*

### **November 2014 External Evaluation Team Conclusion:**

“Yuba College has developed college goals that are integrated into the college’s naturally planning processes. The college has gained an appreciation to goal setting and evaluation of its application to the college’s operations and planning. The various work groups are engaged and are assessing their newly identified procedures for efficacy of the Institutional Effectiveness model. This will require continuous evaluation of their evidence-based decision-making for student success, which is currently built into their model. The college has resolved this recommendation and meets the standards.”

### **Sustainable Progress:**

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:

1. Foster a culture of evidence, informed decision-making, including SLO development/assessment and other measures of student success.
2. Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.
3. Steward our institutional resources with increasing effectiveness and efficiency.
4. Research and utilize effective modes of delivery for our courses and services.
5. Design our programs in such a way as to allow students to complete their educational goals in a timely manner.
6. Evaluate our programs, services and processes to ensure continuous quality improvement.

7. Improve the quality of the student experience at all our campuses and centers.
8. Develop partnerships to enhance educational resources and student opportunities.
9. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

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. 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 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 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 Council uses the Yuba College Mission Statement as a basis for evaluating and revising college goals (EVIDENCE: [YR01.06](#)).

### **College Recommendation 3:**

*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.B.2, II.B.3-4, II.C.2, II.C.2.i, ER 10, Recommendations 2 and 3 from the 2005 Report)*

### **November 2014 External Evaluation Team Conclusion:**

“Yuba College has completed a full cycle of its revised program review process with enhanced program review data. The college has also evaluated this process through multiple measures and is in a continuous process of implementation and evaluation. Over the past year, the college has tackled a number of issues

and developed solutions for the sustainability of the process. Ongoing issues appear to be with technical issues with TracDat and access to and analysis of data, which the college intends to transition from an interim dean to a newly hired research position for long-term sustainability. The team encourages the college to continue its evaluation efforts on the impact of the process on not only those who participate in the process, but all that it affects. The college has resolved this recommendation and meets the standards."

### **Sustainable Progress:**

In recognition of the fact that program review data was not in a user-friendly format, and that a greater level of disaggregation may be needed, the college administration hired an interim Dean (of Humanities) in the 2014-15 academic year who was specifically charged with data collection and presentation to assist programs in completing required reviews and reports. Simultaneously, the college formed a Program Review Taskforce at the onset of the 2014-15 academic year, charged with reviewing both the content and format of the Programs and Services Reviews. Finally, the college hired a research analyst, who was charged with providing much more assistance in data collection and data presentation for all reviews and reports.

The Program Review Taskforce revised the Program Review questions and drafted a proposed reorganization of TracDat tabs and questions in Programs and Services Reviews, which was vetted at the Academic Senate (EVIDENCE: [YR06.22](#)). After receiving feedback from faculty, staff and management, the Program Review Taskforce submitted a final set of Program Review questions, which were approved by the Academic Senate ([YR06.23](#), [YR00.08](#)). These have now been incorporated into TracDat, version 5, which was introduced at the 2015-16 Convocation and reviewed at various workshops.

### **College Recommendation 4:**

*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)*

### **November 2014 External Evaluation Team Conclusion:**

"Yuba College has developed a suite of evaluation tools that solicit both internal and external feedback for the college's institutional effectiveness processes. The inclusion of the program review and student learning outcomes surveys provide invaluable external feedback to the processes. The college has deliberately thought out and

developed evaluation tools that fit within their college and committee culture. The team encourages the college to continue to refine its evaluation tools as their processes mature to further integrate the external perspective to evaluate the impact of each process. The college has resolved this recommendation and meets the standards.”

### **Sustainable Progress:**

Yuba College has a systematic evaluation cycle for institutional effectiveness. At the time of the 2013 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* (EVIDENCE: [YR01.07](#)). The cycle was fully implemented during the 2013-2014 academic year, culminating with the publication of the *2013-2014 Yuba College Institutional Effectiveness Report* (EVIDENCE: [YR05.02](#), [YR05.01](#)). 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.

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 (EVIDENCE: [YR04.29](#)). While this tool does not provide an external assessment of the process, it was significant for assessing the quality of individually completed program reviews and providing the Curriculum Committee insight into how well faculty received the process. This insight was eventually incorporated into a comprehensive evaluation of Program Review when the College Effectiveness and Accreditation Committee debriefed Curriculum Committee members.

Evidence of ongoing evaluation of and improvements to Program Review may be found in the fact that the college formed a Program Review Taskforce at the onset of the 2014-15 academic year, which revised the Program Review questions and drafted a proposed reorganization of TracDat tabs and questions in Programs and Services Reviews, which was vetted at the Academic Senate and received college-wide feedback (EVIDENCE: [YR06.22](#)). After receiving feedback from faculty, staff and management, the Program Review Taskforce submitted a final set of Program Review questions, which were approved by the Academic Senate (EVIDENCE: [YR06.23](#), [YR00.08](#)). These have now been incorporated into TracDat, version 5, which was introduced at the 2015-16 Convocation and reviewed at various workshops.

Finally, the college hired a research analyst, who was charged with providing much more assistance in data collection and data presentation for all reviews and reports.

### **College Recommendation 5:**

*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)*

**November 2014 External Evaluation Team Conclusion:**

“Yuba College has established and implemented an integrated planning process. In its second year, the college has already evaluated the first year and made refinements to the process. The college’s evaluation processes were developed as part of naturally occurring processes and appear to be part of the process rather than an external part of the process. The college is committed to its published processes. Interviews during the site team visit indicated various stakeholders are knowledgeable and comfortable with the processes. The implementation of the district’s PSV process was viewed as a complement to the college’s process and did not detract the college from completing its integrated planning for the year. After the process was complete, the college set about evaluating both processes, in conjunction with the district, to streamline for redundancies. The team encourages the college to continue maturing and refining its integrated planning processes through the use of internal and external evaluation. The college has resolved this recommendation and meets the standards.”

**Sustainable Progress:**

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* (EVIDENCE: [YR05.01](#)). One of the products of this report is a revised Integrated Planning Model, proposed to the Yuba College Council in 2014-15 (EVIDENCE: [YR05.16](#)). This year the revised Integrated Planning Model will be fully implemented, including another assessment of the integration of program review and planning.

**College Recommendation 6:**

*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)*

**November 2014 External Evaluation Team Conclusion:**

“The college has done significant work on defining and assessing student learning outcomes in all courses and programs across the campus. In addition to an intense focus on completing their first cycle of assessment, the college has built sustainable processes that include a linkage to decision making and continued evaluation as well as an infrastructure to support ongoing assessment. The college has resolved this recommendation and meets the standards.”

**Sustainable Progress:**

By October 1, 2014, 100% of courses taught at Yuba College over the last two years, had defined Student Learning Outcomes and have been assessed, with a negligible number of exceptions. Likewise, 100% of academic programs 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 15 service programs completed outcome assessments in the last two years. The only service program not to complete an outcome assessment in the last two years for the college was Admissions and Records, which completed an assessment for the District as part of an Institutional Effectiveness process instead.

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

At the conclusion of the 2014-15 academic year, the SLO Committee agreed to rename Administrative Unit Outcomes (AUOs) as Service Area Outcomes (SAOs). Both SLOs and SAOs are linked to Program Review questions (EVIDENCE: [YR06.22](#)). The SLO Committee is beginning training sessions this year on how to easily map SLOs using the new TracDat (version 5) software.

#### **College Recommendation 7:**

*In order to improve, the team recommends the college identify the learning support and counseling/advising needs of its student population and provide appropriate services to address these needs to support student development and success. (II.B.3, II.B.3.c, II.B.4)*

#### **November 2013 External Evaluation Team Conclusion:**

“The development of the Student Services Committee provides a sustainable and participatory structure for oversight and guidance in assisting administration to ensure the college is addressing student learning needs.”

#### **Sustainable Progress:**

The college developed a new Yuba College Student Services Committee in response to the ACCJC site team recommendations. The committee is comprised of representatives from student services programs and services across campus. The committee was charged with providing oversight, guidance and accountability to the different student services areas and developing short-term and long-term objectives to increase student success, persistence, and retention target rates across the college service area. The Student Services Committee has recently evolved into the SSSP/SEP Committee, ensuring collaboration and resource braiding in student service initiatives. This committee will continue the objectives outlined in the 2013 Follow-up Report:

- Identifying strategies that include quantitative and qualitative data collection
- Developing the Yuba College Scorecard for student services
- Adopting technology to improve the quality of services offered to students



**College Recommendation 8:**

*As recommended in 2005, to meet the Standard, the team again recommends, “the College should ensure that faculty and others directly responsible for progress toward achieving Student Learning Outcomes have, as a component of their evaluations, effectiveness in producing those learning outcomes.” Further, the team recommends the college ensure that faculty and others directly responsible for progress toward achieving Student Learning Outcomes have, as a stated component in their evaluations, effectiveness in assessing those learning outcomes for continuous quality improvement. (III.A.1.c, ER 10 and Recommendation 11 from 2005 Report)*

**November 2013 External Evaluation Team Conclusion:**

“The team believes the assurances by faculty and District leaders regarding the contract language presented and the implementation timeline, meet the expectations of this recommendation, and that the standard is met.”

**Sustainable Progress:**

Student Learning Outcomes are now explicitly part of the evaluation process of faculty, as articulated in article 7.5 of the Agreement Between the Yuba Community College District and Yuba College Faculty Association, July 1, 2013 through June 30, 2016 (EVIDENCE: [YR08.01](#)). Furthermore, a District Faculty Evaluation Team has been assembled and has drafted new evaluation instruments that include SLOs (EVIDENCE: [YR08.02](#)).

**College Recommendation 9:**

*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)*

**November 2014 External Evaluation Team Conclusion:**

“The members of the Staff Development Committee demonstrate total ownership for professional development for the college. The benefits gained with the creation of inclusive professional development offerings increased their appreciation among colleagues and their contributions to the college and student success. As the college’s comprehensive plan expands, additional support staff and/or funding will also need to increase. The college has resolved this recommendation and meets the standards.”

**Sustainable Progress:**

The Yuba College Staff Development Committee finished writing its first comprehensive Staff Development Plan in May 2014 (EVIDENCE: [YR09.15](#)) and its second in May 2015 (EVIDENCE: [YR09.16](#)). 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 2014-15 Convocation week training schedule was extensive, with more than thirty (30) different workshops in addition to the Day of Convocation (EVIDENCE: [YR09.17](#)). The 2015-16

Convocation week training schedule was equally extensive, with twenty-seven (27) different workshops (EVIDENCE: [YR09.18](#)).

The Staff Development Plan provides for ongoing staff development planning and assessment. Yuba College has established a Teaching and Learning Center to communicate staff development opportunities and archive training and materials from past trainings for ongoing support (EVIDENCE: [YR09.19](#)).

**College Recommendation 10:**

*As recommended in the 1999 and 2005 evaluation reports and to meet the Standard, the team recommends that the college ensure that custodial, maintenance and grounds staff are adequate to support the existing facilities including the new facilities at Sutter County and Clear Lake Centers and develop a plan to address ongoing staffing needs. (III.A.2, III.B.1)*

**November 2013 External Evaluation Team Conclusion:**

“The college and district have collaboratively developed systemic changes and processes that are addressing current and are designed to address future needs. These systemic solutions do not appear temporary solution, which have contributed to a recurring issue cited in evaluation reports since 1999. Additionally, the staffing component currently being developed in the district’s human resource plan, based on an analysis of district-wide staffing, illustrates the systemic changes in process.” The team indicated that this standard is “fully met.”

**Sustainable Progress:**

Yuba College and the Yuba Community College District worked in tandem to address this recommendation and will continue to work together until the custodial, maintenance, and grounds staff are adequate to support existing facilities. In the two weeks following the ACCJC site visit in October 2012, services provided by the colleges Maintenance and Operations departments were centralized as a district-provided service. During the same time period, Maintenance and Operations personnel, now reporting to the district, identified viable and fiscally feasible strategies to address adequate staffing during a strategic planning retreat in May 2013. The results were incorporated in District Services master planning for 2013-2014. Implemented strategies included the following:

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

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

- Reduce assignable square footage by decommissioning buildings.
- Analyze results of the Maintenance and Operations survey to be administered in fall 2013 to determine campus-specific unmet needs

- Train college personnel on the use of the new electronic work order system NetFacilities, mandatory training first held on October 16, 2013, for Yuba College Managers and administrative support
- Use the results of the work order data to develop a schedule reflecting optimal distribution of staff and seasonal deployment across all campus sites
- Research low impact sustainable landscaping and incorporate in District Services Master Planning and budget development.

Recently, the District also purchased Series25, a *CollegeNet* software that will assist the college in efficient facility usage in the scheduling of classes and events. Such will help the College identify square footage that can be decommissioned or repurposed.

### **College Recommendation 11:**

*As recommended in the 2005 evaluation report and to meet the Standard, the team recommends the college ensure that local processes for evaluation, dialogue, and planning of technology needs be designed, developed and implemented to interact with integrated planning at both the college and district level for resource allocation and professional development. (III.A.5.a-b, III.C.1, III.C.2, and Recommendation 15 of the 2005 evaluation report)*

### **November 2013 External Evaluation Team Conclusion:**

“The College has successfully ‘designed, developed and implemented’ the process called for in the recommendation and therefore has fully met the recommendation.”

### **Sustainable Progress:**

The Yuba College Technology Committee, which was established in March 2013, remains an integral part of integrated planning for resource allocation and professional development. The Yuba College Technology Committee feeds vital information into the Educational Master Plan, which drives college resource allocation. Simultaneously, the Technology Committee ensures integrated planning with the Staff Development Committee and Distance Education Committee.

The Yuba College Technology Committee will begin analysis of student access to laboratories and technology and review the IEPI Partnership Resource Team Final Report of July 20, 2015, regarding Yuba College’s website and distance education (EVIDENCE: [YR11.26](#)).

## Introduction to District Recommendations:

The 2013 and 2014 Follow-up Reports presented the work addressing the five District Recommendations (EVIDENCE: [DR01.01](#), [DR01.02](#), [DR01.04](#), [DR01.05](#)). The intent of this document is to provide evidence that the changes and improvements are being sustained through ongoing review, dialogue, and process modification as the colleges and district work together to continuously improve institutional effectiveness.

The information in this report was collected from a wide variety of constituents and represents broad participation by the district community through all major participatory governance bodies. A review of the five District Recommendations was called for by a formal agenda item on one or more regular meetings of each governance body and the following committees and the feedback from those reviews is incorporated in the document.

1. Participatory governance groups at the Colleges and at the District included:
  - Academic Senates
  - College Councils
  - District College Academic Senate (DCAS)
  - District Consultation and Coordination Council (DC3)
2. Committees (non-governance groups) from each College and the District included:
  - Chancellor's Executive Cabinet (CHEX)
  - District Services Executive Team (DSET)
  - Accreditation Response Team (ART)
  - College Effectiveness and Accreditation Committee (CEAC)

### **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.A.2, II.C, III.B)*

- *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.*

### **November 2014 External Evaluation Team Conclusion:**

“YCCD has a well-defined ongoing process for integrated planning that is inclusive, transparent, and broadly communicated across the district. The process integrates all components of planning at the colleges and district services. The process allows planning to drive resource allocations, based on collaborative prioritization and well-defined roles, responsibilities, and timelines. Long-term district-wide goals with measurable objectives have been established and will inform the 2014-15 planning cycle. A complete cycle of the integrated planning model has been fully implemented, assessed, and modified with robust dialogue in accordance to the principles of sustainable continuous quality improvement. The district and the colleges have developed recurring cycles with annual timelines that align across sites. The college has documented progress toward achieving its educational goals over time (using longitudinal data and analyses) and has communicated matters of quality assurance to appropriate constituencies. The college has resolved this recommendation and meets the standards.”

### **Sustainable Progress:**

Following the initial External Evaluation Site Team Visit in October 2012, the college and district worked diligently to address the strategic planning recommendation. The 2013 and 2014 Follow-up Reports chronicled the development, implementation, assessment, and evaluation of the integrated district strategic planning process and structure, as well as the adoption of short- and long-term goals (EVIDENCE: [DR01.01](#), [DR01.02](#), [DR01.04](#), [DR01.05](#)). The planning process is now in its fourth year.

- Year 1 (2012-13) included design, dialogue, and approvals of the integrated strategic planning and budgeting process.
- Year 2 (2013-14) heralded the adoption of short-term goals and the first full-cycle implementation and assessment of the planning and budgeting process.
- Year 3 (2014-15) implemented process improvements based upon ongoing dialogue and evaluation, including a refined resource allocation process (addressed in Recommendation #2 below) and recommended modifications from the formal institutional effectiveness review of the planning and budget process. The Board of Trustees approved five long-term goals replacing the interim short-term goals adopted in the prior year.
- Year 4 (2015-16) implements five process improvements in the planning and budget process following the comprehensive evaluation that occurred in summer 2015 (EVIDENCE: [DR01.18](#)). Planning for 2016-17 will be based upon the five strategic goals (EVIDENCE: [DR01.22](#)).

The Institutional Effectiveness Review Team (IERT), a sub team of DC3, conducted the first review of the planning and budgeting cycle June through September 2014 (EVIDENCE: [DR01.17](#)). The review included a district-wide survey, debriefs at the conclusion of the Program and Services Vitality (PSV) process, and ongoing discussions in college and district committees. The final report presented to the Board of Trustees in November 2014 included thirteen recommendations for modifying and improving the

annual cycle (EVIDENCE: [DR01.03](#), [DR01.08](#)) (see page 4)). An excerpt from that report follows:

“Evaluation results of the Annual Planning, Budget and Evaluation Cycle indicate that while the process as a whole proved effective, recommended modifications will strengthen the cycle for the coming planning year. Improvements include:

1. Provide additional training on the District integrated annual planning, budget and evaluation cycle with special emphasis on PSV and the link to program reviews.
2. Simplify the Strategic Planning process as appropriate to reduce duplication of effort and level of workload for individuals engaged in District planning.
3. Modify the planning and budget process evaluation survey to include questions:
  - a) that gauge satisfaction with the level of knowledge and understanding of the planning process for personnel across the district and
  - b) Seek input for annually updating the Strategic Goals and Objectives
4. Modify the PSV prioritization component to assure it is distinct from appropriate college decision-making processes and does not transpose/overturn college priorities.
5. Clarify through broad communication that the intent of the strategic planning cycle is to coordinate resource allocation across priorities for the three entities in pursuit of student success throughout the district.
6. Communicate results of the decision-making that occur in PSV and publish a mechanism for tracking outcomes of those resource decisions.
7. Further refine the budget development and resource allocation process to include communication on differing budget scenarios (e.g., budget reduction or stability as opposed to augmentation/restoration funding).
8. Communicate the five long-range Strategic Goals objectives and provide additional explanation on the development of targets for those objectives by the Colleges.
9. Centralize all information on the District annual planning cycle to assure broad dissemination and knowledge of the process.
10. Standardize templates for the PSV process and Annual Action Plan objectives.
11. Modify the planning process to position the District for multi-year planning and budgeting.
12. Modify the planning schedule by incorporating planning meetings within the DC3 meeting schedule to address challenges encountered in scheduling meetings.
13. Simplify the planning cycle by reducing the components from four to three and redistributing the tasks associated with component two to existing committees.”



As a result of these recommendations, DC3, IERT, Budget Advisory Team (BAT), DSET, and CHEX worked together to:

- streamline the annual integrated planning and evaluation cycle by collapsing the four components of the process into three (EVIDENCE: [DR01.09](#), [DR01.13](#)).
- formalize the process of communicating strategic imperatives and emerging trends (EVIDENCE: [DR01.10](#))
- enhance district planning and institutional effectiveness websites
- provide training on the process (EVIDENCE: [DR01.16](#) and [DR01.15](#))
- create a tracking mechanism that includes an assessment of the outcomes resulting from allocating resources on the colleges' and district meeting their goals set forth and in line with their vision and mission (EVIDENCE: [DR01.19](#), [DR01.06](#))
- standardize planning and resource allocation templates (EVIDENCE: [DR01.12](#)).
- and, most importantly, position the district for multi-year planning and budget development (EVIDENCE: [DR01.07](#)).

Following implementation, and as a critical part of the ongoing cycle of improvement, IERT formally assessed these modifications in spring and summer 2015. As a result of this evaluation, IERT recommended five process improvements for implementation in the 2015-16 integrated planning, budget and evaluation cycle (EVIDENCE: [DR01.18](#)). Under the guidance of the college presidents, training on these revised processes and planning priorities occurred in fall 2015 prior to the Program Review cycle that heralds the beginning of the annual planning cycle (EVIDENCE: [DR01.11](#)).

In addition, the district carefully examined the institutional planning rhythm. This included the Board of Trustees' annual schedule, participatory decision-making groups' annual schedules, and Colleges' and District Services planning activities. The Colleges and the District aligned calendars to assure a robust planning agenda that follows defined, integrated timelines and includes responsible recommending groups. As an example, the work of the DC3 sub teams overseeing various components of the planning rhythm was incorporated into the participatory decision-making calendar for this committee for 2014-15 (EVIDENCE: [DR01.20](#)). Following the evaluation, the calendar was modified for planning year 2015-16 (EVIDENCE: [DR01.21](#)).

An examination of the Key Predictive Indicators (KPIs) is slated for fall 2015. IERT, the DC3 sub team, established the KPIs to monitor progress on the achievement of the short-term goals. The Chancellor is now guiding a process to investigate the efficacy of these KPIs in similarly monitoring the five long-term strategic goals approved by the Board of Trustees in November 2014 as well as assuring the KPIs are inclusive of the College's Institution-set Standards, Institutional Effectiveness Partnership Initiative (IEPI) Indicators, and Student Success Scorecard Indicators. (EVIDENCE: [DR01.22](#), [DR01.08](#), [DR01.14](#)).

## **District Recommendation 2 (Resource Allocation):**

*To meet the Standards, the teams recommend that the District, in conjunction with the Colleges, develop and implement a resource allocation model that is driven by planning and student success. The model should be developed in an inclusive manner, be transparent and clearly communicated and evaluated periodically for effectiveness in supporting the District's and Colleges' missions. (I.A.1, I.B, III.A.6, III.B.2.b, III.C.2, III.D.4, III.D.1.a-d, III.D.2.b, III.D.3, IV.B.3.c)*

#### **November 2014 External Evaluation Team Conclusion:**

“The colleges and district have now completed a cycle of inclusive planning, budget development and resource allocation. The resource allocation model has been evaluated with input from all constituents groups across the district and results of this evaluation have been used for sustainable continuous quality improvement. The college has resolved this recommendation and meets the standards.”

#### **Sustainable Progress:**

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 IERT considered committee feedback on the process (EVIDENCE: [DR02.08](#)). These results were presented to District/College/Academic Senate (DCAS) for consideration in process improvements for the 2014-15 planning cycle (for 2015-16 planning) beginning in October 2014 (EVIDENCE: [DR02.10](#), [DR01.06](#)).

Components of the recommendations specifically aimed at strengthening the resource allocation/budget development process included:

- Codify allocation “principles” to assure PSV prioritization honors appropriate college decision-making processes and is supportive of the District strategic intent.
- Modify the PSV prioritization component to assure it is distinct from appropriate college decision-making processes and does not transpose/overtake college priorities.
- Standardize templates for the PSV process and Annual Action Plan objectives.
- Modify the planning process to position the District for multi-year planning and budgeting.
- Assure communication through a widely disseminated tracking mechanism that demonstrates the direct relationship of program review, Colleges and District planning to resource allocation.

Based on recommendations from these assessments, modifications were implemented to address the recommendations as the resource allocation process unfolded in 2014-15. The Budget Advisory Team (BAT) met on March 17, 2015, to discuss the Governor’s Budget Proposal for Fiscal Year 2015-16 and the impact of the proposal to the District (EVIDENCE: [DR02.01](#)). Soon after, the Colleges and District Services forwarded their

action plans and one-time resource allocation requests to the Chancellor's Executive Committee (CHEX) using standard templates that linked strategies to the District's strategic goals and imperatives (EVIDENCE: [DR01.12](#)). This modified process streamlined the PSV prioritization and assured the coordination of resource allocation across priorities for the three entities. The resources were allocated and communicated with DC3 and BAT (EVIDENCE: [DR02.02](#)). In addition, a tracking mechanism was developed to track outcomes from the prior years' PSV process (EVIDENCE: [DR01.19](#))

The evaluation of the Integrated Planning, Budgeting and Evaluation Cycle that occurred in spring and summer 2015 assessed the process improvements listed above. As a result of that comprehensive assessment, IERT recommended further modifications for the 2015-16 cycle. These improvements include refining the district-level resource allocation process to (EVIDENCE: [DR01.18](#)):

- Support resource allocation for projects and strategies to include Total Cost of Ownership,
- Support multi-year budget planning,
- Define the criteria and data elements necessary for resource allocation decision-making for one-year and multi-year projects and strategies

The action plans submitted in spring 2015 were incorporated in the Comprehensive District Master Plan 2015-18, the District's multi-year operational plan (EVIDENCE: [DR02.09](#)). Expanding the operational planning horizon now positions the District for multi-year modeling setting the context for current year planning. It is noteworthy that the evaluation of resource allocation is pervasive and an ongoing component of institutional dialogue. Recent discussions clearly demonstrate a need not only to continue multi-year planning but also to develop and codify a transparent and inclusive process for intra-year allocations (EVIDENCE: [DR02.03](#), [DR02.04](#), [DR02.05](#), [DR02.06](#), [DR02.07](#)) This need is significant given the tempo and evolving nature of state allocations and categorical funding which do not align well within a fixed annual budget cycle. Developing this process for implementation in 2016-17 is a high priority over the coming year as the resource allocation process is further refined to support the achievement of the Colleges' and District missions.

### **District Recommendation 3 (Delineation of Functional Responsibilities)**

*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 offices should be centralized or decentralized to better serve the needs of the students; and*
- *Clarification of the district level process for decision-making and the role of the district in college planning and decision-making.*

*The District should clearly identify district committees, perform a regular review of their work, conduct review of the overall effectiveness of district services to the colleges, and widely disseminate the results of those reviews. (I.A.4, I.B.1, III.B, IV.A, IV.B.3)*

#### **November 2014 External Evaluation Team Conclusion:**

“Over this past year, the district has worked to communicate broadly college and district functions, assess the effectiveness of centralized functions and make modifications as needed based upon assessment results. There appears to be an infrastructure and process in place for evaluating and improving district provided services in support of the colleges. The college has resolved this recommendation and meets the standards.”

#### **Sustainable Progress:**

The strong work accomplished over the last three years in codifying delineations, evaluating and improving district-provided services, and clarifying roles in decision-making continues with a great deal of intentionality. Seven areas are particularly noteworthy:

1. The district acknowledges the full transition to a multi-college district remains incomplete and is a vital component in sustaining quality improvement in these areas. In November 2014, the Board of Trustees adopted five long range, measureable strategic goals (EVIDENCE: [DR03.11](#), [DR01.08](#)). Goal #4 demonstrates YCCD’s commitment:

#### **4. Complete multi-college district transition in structure, roles, responsibilities, and processes**

- *Objective 4.1 By June 2015 delineate the functional relationships between the colleges and the district, and where needed, reorganize to enhance and improve efficiency (KPI 18)*
- *Objective 4.2 By June 2015 improve and reengineer communication and decision-making effectiveness to navigate complex decisions with efficiency and structure to focus on student success as compared to Communication Survey baseline data 2013-2014 (KPI 19)*
- *Objective 4.3 By June 2015 restructure participatory decision-making organizations, develop clearly defined charters and processes and train and empower teams to ensure a high degree of involvement in decision-making and achieve efficient management of staff workload (KPI 14)*
- *Objective 4.4 By April 2017 complete the Woodland Community College–Clear Lake Campus realignment*

#### **Strategies:**

- Define, delineate, and evaluate responsibilities, functions, and key processes
- Implement reengineered responsibilities, functions and key processes

This goal assures measureable progress and an institutional focus on best practice and organizational redesign of key district and college functions and processes.

2. DCAS recently adopted an approach to the construction of Administrative Procedures that formally delineates responsibilities that reside at the District from those of the Colleges (e.g., AP 4105 Distance Education and AP 4260 Prerequisites and Corequisites) (EVIDENCE: [DR03.05](#), [DR03.06](#), [DR03.04](#)).
3. In response to the evaluation of the district strategic planning cycle last year, the application of the Program and Services Vitality Prioritization (PSV) process was modified (EVIDENCE: [DR01.09](#)). The process is designed to assure that resource allocation does not change the college's priorities.
4. The evaluation of district-provided services is ongoing. Examples include the annual Human Resources survey with results reported district-wide (EVIDENCE: [DR03.01](#)). A survey administered in spring 2015 includes general questions about District Services (EVIDENCE: [DR03.09](#)). The comprehensive District Services Evaluation survey is administered in alternating years. The fall 2015 administration includes an assessment of the improvements implemented as a result of the fall 2013 survey. The results of the fall 2013 survey are available on the Institutional Effectiveness website and subsequent administrations will be similarly published (EVIDENCE: [DR03.10](#)).
5. DCAS charged a standing sub team, the District Distance Education Committee with ongoing assessment of DE functions and responsibilities including appropriate delineations (EVIDENCE: [DR03.02](#)). During a DE Summit, this committee revised the DE Responsibility Matrix and codified that the annual DE reports to the Board be prepared and presented by the colleges in 2015-16, not through the District Office as was the prior practice (EVIDENCE: [DR03.03](#), [DR03.08](#)).
6. The Committee Effectiveness Reviews (CER) for the standing District committees were completed in spring 2015. The CER was piloted in 2013 and fully administered in spring 2014. The results of those assessments were used to improve practices and processes within the committees over the last year. By utilizing the same instrument, the committees can now assess the effectiveness of their modifications and determine additional improvements to enhance effectiveness over the coming year.
7. The configuration of standing District committees is currently under review to examine the feasibility of reducing the number of groups thereby increasing effectiveness (EVIDENCE: [DR03.07](#)).

#### **District Recommendation 4 (Human Resources Planning)**

*“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)*

#### **November 2014 External Evaluation Team Conclusion:**

“As a result of the work done over the past two years, the college and the district have implemented timely and consistent evaluation processes and a systematic approach to human resource planning that is integrated into the overall college and district planning processes. There is also evidence of ongoing assessments of human resources planning and processes that is used for sustainable continuous quality improvement. The college has resolved this recommendation and meets the standards.”

#### **Sustainable Progress:**

The District remains in full compliance with this recommendation. 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 these district-provided services support institutional effectiveness in the deployment of human resources and ultimately student success (EVIDENCE: [DR04.04](#)).

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 (EVIDENCE: [DR04.05](#)). 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 (EVIDENCE: [DR04.03](#)). 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.



Since the follow-up visit in November 2014, the district and colleges have used the institutional planning and evaluation process to improve the Human Resources Master Plan. Based upon the feedback from the evaluations by the colleges, the district is revising the Human Resources Master Plan, particularly Chapters 2 and 3: Staffing Planning and Professional Development.

In concert with the District focus on multi-year planning and budgeting, both Colleges and District Services are currently updating their multi-year staffing plans. Most recently in September 2015, the Chancellor is guiding a process of assessing the effective deployment of human resources to identify needed staff and appropriate redistribution of district administration functions. The assessment of the effective deployment is being widely communicated across the district. Most recently, at the convocation on August 12, 2015. (EVIDENCE: [DR04.02](#)).

The colleges continue to conduct annual surveys to ascertain the needs and opportunities for staff development (EVIDENCE: [DR04.06](#), [DR04.07](#)). The district has convened a number of task forces that are charged with, among other things, restructuring the evaluation process for all faculty and staff through the lens of professional development, as well as exploring ways to restructure the sabbatical leave process to be more connected to student success (EVIDENCE: [DR04.01](#)). The goal is to improve the district's performance management platform to be more closely connected to student goals. Taken together, these initiatives assure ongoing improvement and the implementation of best practices is embedded in all of the district's human resources practices and protocols.

#### **District Recommendation 5 (Hiring and Evaluation of Presidents):**

*In order to fully meet the Standard, the teams recommend the District develop policies and procedures that clearly define and follow the process for hiring and evaluating the college presidents. (IV.B.1, IV.B.1.j)*

#### **November 2013 External Evaluation Team Findings and Conclusion:**

“Evidence and interviews indicate that AP 7122 has been recently evaluated and revised regarding evaluation of the college president. The process now more closely aligns with the chancellor's evaluation and includes a survey to solicit feedback from faculty, staff and administrators that work closely with the president. Constituent feedback is used to create professional development goals for the president. This process was most recently completed in summer and early fall 2013. The college has completed work on this recommendation and meets the Standard.”

#### **Sustainable Progress:**

As the ACCJC Visiting Team concluded in its initial report of November 2013, the colleges and district have appropriately developed and implemented an effective evaluation process for the college president.

The District has a long history of promulgating written policies that govern the hiring and recruitment process for employees including college presidents. The leadership of the District effectively utilized its policy analysis and review mechanisms to review and update the Administrative Procedure (AP) 7122 Hiring the College President, most recently in October 2013 (EVIDENCE: [DR05.02](#), [DR05.01](#)). AP 7122 reflects “best practices” in hiring and recruiting community college presidents. The colleges and District Services have continued to refine the process and protocols for the hiring of a college president.

During the 2014-15 academic year, as a result of the collaboration with the Aspen Institute, the college and District Services embedded new criteria for the selection of a college president which focuses on 21st century attributes of effective leadership (EVIDENCE: [DR05.04](#)).

The colleges and District Services implemented these selection criteria informally during the recruitment of the Woodland Community College president, and more formally in the recruitment process for the Yuba College president (EVIDENCE: [DR05.06](#)).

As a result of successfully implementing the Aspen Institute criteria for the college presidents, the college and District Services have now implemented these criteria during the recruitment and selection processes for all academic managers and supervisors. The college and District Services will continue to assess and evaluate the effectiveness of these new criteria.

In September 2013 AP 7151 Evaluation of the College President was formally approved through the appropriate participatory decision-making bodies (EVIDENCE: [DR05.03](#)). As a result, the details of the evaluation process were codified and implemented during the 2014-15 evaluation cycle (EVIDENCE: [DR05.05](#)).

## Response to Self-Identified Improvement Plans

In Yuba College's October 2012 Self Evaluation Report of Educational Quality and Institutional Effectiveness, several Planning Agendas were identified for each Accreditation Standard. The following pages represent the standards, the self-identified improvement plans, and the progress the college has made in addressing each.

### Standard I

Standard I.A.1
The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
Self-Identified Improvement Plans from 2012 Self Study:
"As the YCCD Strategic Plan is developed, the Yuba College Council will take the lead to integrate the Board's Vision, Strategic Plan, Yuba College Mission, and Educational Master Plan, along with assessments through Student Learning Outcome analysis and the IE Model Program Review Process. This will assist in ensuring that the programs and services offered by the college are aligned with the mission and vision statements."
Progress: Completed
<p>Emphasis on Student Success is woven through the entire Educational Master Plan. Yuba College's first two goals center on student success and student needs (EVIDENCE: <a href="#">YR00.01</a>). (EVIDENCE: <a href="#">YR00.02</a>) (<a href="#">YR00.03</a>). Yuba College has a systematic evaluation cycle for institutional effectiveness. The cycle was described in detail in the widely publicized <i>A Guide to Integrated Planning and Institutional Effectiveness</i> (EVIDENCE: <a href="#">YR01.07</a>). The cycle was fully implemented during the 2013-2014 academic year, culminating with the publication of the 2013-2014 Yuba College Institutional Effectiveness Report (EVIDENCE: <a href="#">YR05.01</a>).</p> <p>In terms of evaluating the Program Review process, the college used a number of assessment tools (EVIDENCE: <a href="#">YR04.33</a>, <a href="#">YR04.34</a>). 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 (EVIDENCE: <a href="#">YR04.29</a>, <a href="#">YR04.30</a>, <a href="#">YR04.31</a>). The results of this report were shared with the College Council and incorporated into the 2013-2014 Yuba College <i>Institutional Effectiveness Report</i> (EVIDENCE: <a href="#">YR04.YR04.25</a>). Recommendations in that report have been used as a basis for making revisions to Program Review for the 2014-2015 and 2015-16 academic years.</p>

Standard I.A.3
Using the institution's governance and decision-making processes, the institution reviews its

mission statement on a regular basis and revises it as necessary.
Self-Identified Improvement Plans from 2012 Self Study:
“Yuba College will continue efforts to meet this standard, and the college plans to regularly publicize and review the Mission statement through shared governance committees. To maintain current and relevant representation of the college, changes to the Yuba College Mission and Vision Statements will occur as the needs of the population served and the resources available change. Improving communications is included as a goal of the Academic Senate, College Council, and Yuba College President.”
Progress: Completed; review of Mission & Vision Statement on three-year cycle.
<p>A mission statement process and schedule was approved and adopted by YCC, with application to begin October 2014 (EVIDENCE: <a href="#">YR01.05</a>). Yuba College Council used the mission statement as a basis for evaluating and revising college goals (EVIDENCE: <a href="#">YR01.06</a>). The process and cycle for reviewing and revising the college mission statement is broadly communicated through the publication of the Yuba College <i>Institutional Effectiveness Report</i>, which states: “The Yuba College Mission and Vision statements define the work and purpose of our institution and provide the basis for developing the goals for the college. In this sense, all planning at Yuba College begins with our Mission and Vision statements. The process for evaluating and revision of the Yuba College Mission and Vision statements occur on a three-year cycle.</p> <p>This cycle is aligned with the six-year Yuba Community College District Strategic Planning Protocol with the difference that the college undergoes a ‘midterm’ review of its mission statement in order to be more responsive to emerging trends and community needs. Every six years the strategic planning protocol of the district provides the college with a Vision and Values statement. This statement, along with the college’s current mission and visions statements, and various external and internal inputs, is discussed and evaluated at YC Council and the YC Academic Senate in order to determine what changes may be necessary to the Yuba College mission and vision statement. Internal and external input, which are crucial for the college midterm self-reviews, may include direction from the CCCC, YCCD Chancellor, local and regional advisory committees, local and state labor market data, trends in articulation and transfer data, program and institutional SLO outcomes and local government organizations that have resources devoted to the educational process. Once new Mission and Vision statements emerge from this process, they are shared with all academic divisions, staff and administrators for review and possible revisions. The review includes how these statements will shape the college goals and impact the Educational Master Plan. This review and revision process will occur on a three year cycle beginning October 2014 (EVIDENCE: <a href="#">YR04.25</a>).</p>

Standard I.B.1
The institution maintains an ongoing, collegial self-reflective dialogue about the continuous improvement of student learning and institutional processes.
Self-Identified Improvement Plans from 2012 Self Study:
“Yuba College must ensure that Program Reviews are utilized within both the strategic plan and the yearly budget development process. The Yuba College Council will develop this

plan for Yuba College and monitor its processes.

“Institutional, program, and course SLOs have been developed and assessed. This information is used as feedback during the Program Review process.”

Progress: Completed.

Yuba College improved the assessment of the Program Review process by developing and implementing a rubric for evaluating individually completed Program Reviews (EVIDENCE: [YR04.29](#)). In terms of evaluating the Program Review process, the college used a number of assessment tools (EVIDENCE: [YR04.33](#), [YR04.34](#)). 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 (EVIDENCE: [YR04.29](#), [YR04.30](#), [YR04.31](#)). The results of this report were shared with the College Council and incorporated into the 2013-2014 Yuba College *Institutional Effectiveness Report* (EVIDENCE: [YR04.25](#)). Recommendations in that report have been used as a basis for making revisions to Program Review for the 2014-2015 and 2015-16 academic years.

Yuba College also incorporated SLOs as part of the Integrated Planning Model, Timeline and Narrative, implemented in the 2012-13 academic year. (EVIDENCE: [YR06.14](#)). The college developed an IP Model that incorporates SLOs in each step of the process, incorporating SLOs into our Program and Services Review processes (EVIDENCE: [YR06.15](#), [YR06.16](#), [YR06.05](#), [YR06.21](#)). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in the Annual Operational Planning and Budget Cycles, as demonstrated in an all-college presentation on September 12, 2014 (EVIDENCE: [YR06.19](#), [YR06.18](#)). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in the Educational Master Plan and IE Planning cycle (EVIDENCE: [YR06.19](#), [YR06.20](#)).

#### Standard I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

#### Self-Identified Improvement Plans from 2012 Self Study:

“As discussed at the August 2011 Convocation, Yuba College needs to use its robust Program Review process as an integrated IE Model and ensure that these results are fully utilized in both the planning agenda and budget preparation throughout the district.

As stated in the August 2011 Convocation, Yuba College needs to connect planning with budget allocation to ‘formalize the linkages with program review’ and ‘formalize the feedback loop for decisions that have been made.’ It will be incumbent upon the Yuba College Council and Academic Senate to lead these initiatives at Yuba College.”

Progress: Completed.
<p>The 2013-2019 Yuba College Educational Master Plan explains how Program Review is wed to SLOs and incorporated into budget development (EVIDENCE: <a href="#">YR00.01</a>). Yuba College completed a full planning cycle, assessed its effectiveness, and published the results in the annual <i>Yuba College Institutional Effectiveness Report</i> (EVIDENCE: <a href="#">YR05.02</a>). The college completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's annual action plan. (EVIDENCE: <a href="#">YR05.03</a>). The college also conducted a Budget Process Survey EVIDENCE: (<a href="#">YR05.04</a>, <a href="#">YR05.15</a>). The college responded to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey by developing a proposed revised IP Model that was presented last academic year at College Council (EVIDENCE: <a href="#">YR05.06</a>). The college developed an Annual Action plan for the District budget process based on department and committee planning and prioritized Program and Service, using the Program and Service Vitality scoring criteria, to establish budget priorities (EVIDENCE: <a href="#">YR05.03</a>, <a href="#">YR05.07</a>, <a href="#">YR05.14</a>) The College Effectiveness and Accreditation Committee 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 EVIDENCE: (<a href="#">YR05.08</a>, <a href="#">YR05.09</a>).</p>

Standard I.B.3
<p>The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.</p>
Self-Identified Improvement Plans from 2012 Self Study:
<p>“Yuba College Academic Program Review should become further wed to the Student Learning Outcomes process. According to the Director of Research, Planning, and Student Support, this is being incorporated into the on-line version of Academic Program Review that debuted in Fall of 2011, and this process will continue during the next four-year Program Review cycle.”</p>
Progress: Completed.
<p>Yuba College improved the assessment of the Program Review process by developing and implementing a rubric for evaluating individually completed program reviews (EVIDENCE: <a href="#">YR04.29</a>). In terms of evaluating the Program Review process, the college used a number of assessment tools (EVIDENCE: <a href="#">YR04.33</a>, <a href="#">YR04.34</a>). 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 (EVIDENCE: <a href="#">YR04.29</a>, <a href="#">YR04.30</a>, <a href="#">YR04.31</a>). The results of this report were shared with the College Council and incorporated into the 2013-2014 Yuba College <i>Institutional Effectiveness Report</i> (EVIDENCE: <a href="#">YR04.25</a>). Recommendations in that report have been used as a basis for making revisions to Program Review for the 2014-2015 and 2015-16 academic years.</p> <p>Yuba College also incorporated SLOs as part of the Integrated Planning Model,</p>



Timeline and Narrative, implemented in the 2012-13 academic year. (EVIDENCE: [YR06.14](#)). The college developed an IP Model that incorporates SLOs in each step of the process, incorporating SLOs into our Program and Services Review processes (EVIDENCE: [YR06.15](#), [YR06.16](#), [YR06.05](#), [YR06.21](#)). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in the Annual Operational Planning and Budget Cycles, as demonstrated in an all-college presentation on September 12, 2014 (EVIDENCE: [YR06.19](#), [YR06.18](#)). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in the Educational Master Plan and IE Planning cycle (EVIDENCE: [YR06.19](#), [YR06.20](#)).

#### Standard I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

#### Self-Identified Improvement Plans from 2012 Self Study:

“Yuba College must align the college vision and mission with the 2011 Vision established by the Board of Trustees. A clarification of district versus college roles will be an integral part of the Strategic Plan being developed by DC3 and this conversion must take into account the workload at Yuba College, committee reporting structure, and the role of the Yuba College Council given the enhanced responsibilities placed upon DC3.

“Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricUNET, etc.). The Information Systems Department will survey and prioritize a list of training needs for all Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees.”

Progress: Ongoing: training in technology is ongoing.

Yuba College developed an Annual Action plan for the District budget process based on department and committee planning (EVIDENCE: [YR05.03](#)). The College Effectiveness and Accreditation Committee also 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 (EVIDENCE: [YR05.08](#), [YR05.09](#)).

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 (EVIDENCE: [YR05.10](#), [YR05.11](#)). The working day was a productive means of delineating between District and College responsibilities and linkages to allocation.

Yuba College also produced a technology plan that delineates District and college responsibilities in this area ([YR05.13](#)). The Yuba College Technology Committee developed a comprehensive technology plan that includes a technology assessment schedule (EVIDENCE: [YR05.13](#)). 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 (EVIDENCE: [YR00.01](#)). 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. A variety of surveys and focus groups have been used to determine training needs (EVIDENCE: [YR11.04](#), [YR11.05](#), [YR11.06](#), [YR11.07](#), [YR11.08](#), [YR11.09](#), [YR11.10](#), [YR11.11](#)). The Flex and Staff Development Committees assess training sessions and are creating more varied ways of doing so (EVIDENCE: [YR11.12](#), [YR11.08](#), [YR11.13](#), [YR11.24](#), [YR11.25](#)). Expectations and rules for the use of technology are clearly outlined in District Administrative Procedures 3720, 3721, and 3750, which are binding upon all Yuba College students, staff, and faculty (EVIDENCE: [YR11.15](#), [YR11.16](#), [YR11.17](#)). Rules are displayed in Open Media Labs (EVIDENCE: [YR11.20](#), [YR11.21](#)). Staff Development Needs Assessment Surveys include questions about technology use and training (EVIDENCE: [YR04.43](#), [YR04.44](#), [YR04.31](#), [YR04.30](#)). Results from these surveys are used to plan and schedule training in technology for all Yuba College employees.

Since the August 2015 upgrade to TracDat v.5, which houses Program Review and SLO data for every program, training has been provided by the College Research Analyst. When the district upgrades to CurricUNET META for its curriculum management system, training will occur.

Standard I.B.5
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The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
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Self-Identified Improvement Plans from 2012 Self Study:
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“Yuba College (and the District as a whole) should refocus efforts at training committee members to understand the roles and responsibilities of committee members. This will be impacted by the Board’s Vision Plan and the DC3 Strategic Plan as they impact all aspects of Yuba College’s planning and operations.”
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Progress: Completed; a review of COR and CSAR is done annually.
The Yuba College Council has taken the lead in this area, producing a committee member orientation, which is used in training new committee members each year (EVIDENCE: <a href="#">YR00.04</a> ). All other college committees ensure their members' understanding of roles and responsibilities through the annual two-part Yuba College Committee/Project Team Objectives Report (COR) and Committee Self-Assessment Report (CSAR) review (EVIDENCE: <a href="#">YR04.42</a> ). These reports are explained in the <i>Guide to Integrated Planning and Institutional Effectiveness</i> (EVIDENCE: <a href="#">YR01.07</a> ).

Standard I.B.6
The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycles, including institutional and other research efforts.
Self-Identified Improvement Plans from 2012 Self Study:
“The review of these models will continue to be conducted collegially in coordination with the Vice Chancellor of Educational Planning and Services. Working in partnership with the Yuba College Vice President of Academic and Student Services, the Yuba College Council will provide input/feedback into this process as they oversee and evaluate most of the committees pertinent to college operations. The Academic Senate, of course, will provide input regarding academic committees and processes. The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long-range plan is for the DC3 subcommittee Team One to address ‘gaps in the Program Planning and Resource Allocation Process.’ The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan.”
Progress: Completed; a revised IP Model will be presented in 2015 at College Council.
Yuba College established and communicated a clear integrated planning process (EVIDENCE: <a href="#">YR04.06</a> , <a href="#">YR04.07</a> , <a href="#">YR04.08</a> , <a href="#">YR04.09</a> , <a href="#">YR04.10</a> , <a href="#">YR04.11</a> ). It 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 constituent groups (EVIDENCE: <a href="#">YR04.12</a> , <a href="#">YR04.13</a> , <a href="#">YR04.14</a> , <a href="#">YR04.15</a> , <a href="#">YR04.16</a> , <a href="#">YR04.17</a> , <a href="#">YR04.18</a> ). After completing a full planning cycle, the college assessed its effectiveness, and published the results in annual <i>Yuba College Institutional Effectiveness Report</i> (EVIDENCE: <a href="#">YR05.02</a> ). The college also completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's Annual Action Plan (EVIDENCE: <a href="#">YR05.03</a> ). Responding to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey, the college developed a proposed revised IP Model to be presented in 2015 at College Council (EVIDENCE: <a href="#">YR05.04</a> , <a href="#">YR05.15</a> , <a href="#">YR05.06</a> , <a href="#">YR05.05</a> ).

Standard I.B.7
The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services and library and other learning support services.
Self-Identified Improvement Plans from 2012 Self Study:
<p>“More knowledge and understanding is needed as to where the roles, responsibilities and authority begin and end for both the District and the College. This is a matter of gaining multi-college experience and knowledge. Some of this can be achieved by continuing the evaluation and feedback process for multi-college functional transition plans developed over the past five years.</p> <p>“Yuba College will need further training on the use of MyCampus Portal for effective communication between committees and decision-making structures. Communication between Yuba College and District Services and amongst Yuba College employees needs improvement. The technology training for full utilization of the portal is necessary. The College Council will take the lead on developing a communication plan for Yuba College, in consultation with YCCD Information Systems Department.”</p>
Progress: Completed; training in technology is ongoing.
<p>Yuba College developed an Annual Action plan for the District budget process based on department and committee planning (EVIDENCE: <a href="#">YR05.03</a>). The College Effectiveness and Accreditation Committee also 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 (EVIDENCE: <a href="#">YR05.08</a>, <a href="#">YR05.09</a>). For delineation of District and College roles, see District Recommendation #3.</p> <p>In assessing its evaluation mechanisms, Yuba College determined that communication was an essential component evaluation. Policies for communication and action have been reviewed and assessed. On February 25, 2015, the District Coordination and Communication Council (DC3) Team 2 sent an email announcement of an important milestone at strengthening communication at YCCD, launching seven 2-way email distribution lists now available to personnel across the district community (EVIDENCE: <a href="#">YR00.05</a>):</p> <ol style="list-style-type: none"> <li>1. All Yuba College, <a href="mailto:yc_all@yccd.edu">yc_all@yccd.edu</a>, to include Sutter County Center and Beale AFB educational site;</li> <li>2. All Yuba College Faculty, <a href="mailto:yc_faculty@yccd.edu">yc_faculty@yccd.edu</a>, to include all full-time and part-time faculty;</li> <li>3. All Woodland Community College, <a href="mailto:wcc_all@yccd.edu">wcc_all@yccd.edu</a>, to include Colusa Educational Outreach Facility;</li> <li>4. All Woodland Community College Faculty, <a href="mailto:wcc_faculty@yccd.edu">wcc_faculty@yccd.edu</a>, to include all full-time and part-time faculty;</li> <li>5. All Clear Lake Campus, <a href="mailto:clc_all@yccd.edu">clc_all@yccd.edu</a>;</li> <li>6. All Clear Lake Campus Faculty, <a href="mailto:clc_faculty@yccd.edu">clc_faculty@yccd.edu</a>, to include all full-time and part-time faculty; and</li> <li>7. District Services Personnel, <a href="mailto:district_all@yccd.edu">district_all@yccd.edu</a></li> </ol>

This component of our organizational communication system supports one-to-many and 2-way email messaging for members of the distribution group. This project was part of the action planning stemming from the Communication Survey administered last year and addresses many of the responses gathered in that effort. An automatic, regularly scheduled routine will update the lists using Colleague data. Each person will be on the list for his or her primary location according to HR records. All YCCD permanent staff and all faculty will be able to send emails to any of the groups. Staff and faculty will only receive messages sent to their groups.

## Standard II

Standard II.A
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.
Self-Identified Improvement Plans from 2012 Self Study:
“The Program Review process should be better aligned with the IE Model and incorporated into district-level decisions. Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model.”
Progress: Completed.
The 2013-2019 Yuba College Educational Master Plan explains how Program Review is wed to SLOs and incorporated into budget development (EVIDENCE: <a href="#">YR00.01</a> ). Yuba College completed a full planning cycle, assessed its effectiveness, and published the results in the annual <i>Yuba College Institutional Effectiveness Report</i> (EVIDENCE: <a href="#">YR05.02</a> ). The college completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's annual action plan. (EVIDENCE: <a href="#">YR05.03</a> ). The college also conducted a Budget Process Survey EVIDENCE: ( <a href="#">YR05.04</a> , <a href="#">YR05.15</a> ). The college responded to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey by developing a proposed revised IP Model that was presented last academic year at College Council (EVIDENCE: <a href="#">YR05.06</a> ). The college developed an Annual Action plan for the District budget process based on department and committee planning and prioritized Program and Service, using the Program and Service Vitality scoring criteria, to establish budget priorities (EVIDENCE: <a href="#">YR05.03</a> , <a href="#">YR05.07</a> , <a href="#">YR05.14</a> ) The College Effectiveness and Accreditation Committee 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 EVIDENCE: ( <a href="#">YR05.08</a> , <a href="#">YR05.09</a> ).

Standard II.A.1.a
The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
Self-Identified Improvement Plans from 2012 Self Study:
“Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness



(IE) Model.

“The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing ‘gaps in the Program Planning and Resource Allocation Process.’ The work of this group will form a new District strategic plan based upon the recent Board of Trustees’ Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements.”

Progress: Completed.

Yuba College improved the assessment of the Program Review process by developing and implementing a rubric for evaluating individually completed program reviews (EVIDENCE: [YR04.29](#)). In terms of evaluating the Program Review process, the college used a number of assessment tools (EVIDENCE: [YR04.33](#), [YR04.34](#)). 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 (EVIDENCE: [YR04.29](#), [YR04.30](#), [YR04.31](#)). The results of this report were shared with the College Council and incorporated into the 2013-2014 Yuba College *Institutional Effectiveness Report* (EVIDENCE: [YR04.25](#)). Recommendations in that report have been used as a basis for making revisions to Program Review for the 2014-2015 and 2015-16 academic years.

Yuba College established and communicated a clear integrated planning process (EVIDENCE: [YR04.06](#), [YR04.07](#), [YR04.08](#), [YR04.09](#), [YR04.10](#), [YR04.11](#)). It 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 constituent groups (EVIDENCE: [YR04.12](#), [YR04.13](#), [YR04.14](#), [YR04.15](#), [YR04.16](#), [YR04.17](#), [YR04.18](#)). After completing a full planning cycle, the college assessed its effectiveness, and published the results in annual *Yuba College Institutional Effectiveness Report* (EVIDENCE: [YR05.02](#)). The college also completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's Annual Action Plan (EVIDENCE: [YR05.03](#)). Responding to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey, the college developed a proposed revised IP Model to be presented in 2015 at College Council (EVIDENCE: [YR05.04](#), [YR05.15](#), [YR05.06](#), [YR05.05](#)).

Standard II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Self-Identified Improvement Plans from 2012 Self Study:

“Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC ‘Proficiency Level’ rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty members. Ongoing SLO trainings and the evaluation of outcomes resulting from using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes.”

Progress: Completed.

Yuba College improved the assessment of the Program Review process by developing and implementing a rubric for evaluating individually completed program reviews (EVIDENCE: [YR04.29](#)). In terms of evaluating the Program Review process, the college used a number of assessment tools (EVIDENCE: [YR04.33](#), [YR04.34](#)). 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 (EVIDENCE: [YR04.29](#), [YR04.30](#), [YR04.31](#)). The results of this report were shared with the College Council and incorporated into the 2013-2014 Yuba College *Institutional Effectiveness Report* (EVIDENCE: [YR04.25](#)). Recommendations in that report have been used as a basis for making revisions to Program Review for the 2014-2015 and 2015-16 academic years.

Yuba College also incorporated SLOs as part of the Integrated Planning Model, Timeline and Narrative, implemented in the 2012-13 academic year. (EVIDENCE: [YR06.14](#)). The college developed an IP Model that incorporates SLOs in each step of the process, incorporating SLOs into our Program and Services Review processes (EVIDENCE: [YR06.15](#), [YR06.16](#), [YR06.05](#), [YR06.21](#)). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in the Annual Operational Planning and Budget Cycles, as demonstrated in an all-college presentation on September 12, 2014 (EVIDENCE: [YR06.19](#), [YR06.18](#)). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in the Educational Master Plan and IE Planning cycle (EVIDENCE: [YR06.19](#), [YR06.20](#)).

#### Standard II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

#### Self-Identified Improvement Plans from 2012 Self Study:

“Yuba College will need to continue its plan to (a) complete the data collection and analysis on remaining courses, (b) ensure that all courses are evaluated at least once during the four-year program review cycle, and (c) report out improvements based upon the systematic

analysis of student learning outcomes.”
Progress: Completed.
<p>Yuba College improved the assessment of the Program Review process by developing and implementing a rubric for evaluating individually completed program reviews (EVIDENCE: <a href="#">YR04.29</a>). In terms of evaluating the Program Review process, the college used a number of assessment tools (EVIDENCE: <a href="#">YR04.33</a>, <a href="#">YR04.34</a>). 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 (EVIDENCE: <a href="#">YR04.29</a>, <a href="#">YR04.30</a>, <a href="#">YR04.31</a>). The results of this report were shared with the College Council and incorporated into the 2013-2014 Yuba College <i>Institutional Effectiveness Report</i> (EVIDENCE: <a href="#">YR04.25</a>). Recommendations in that report have been used as a basis for making revisions to Program Review for the 2014-2015 and 2015-16 academic years.</p> <p>Yuba College also incorporated SLOs as part of the Integrated Planning Model, Timeline and Narrative, implemented in the 2012-13 academic year. (EVIDENCE: <a href="#">YR06.14</a>). The college developed an IP Model that incorporates SLOs in each step of the process, incorporating SLOs into our Program and Services Review processes (EVIDENCE: <a href="#">YR06.15</a>, <a href="#">YR06.16</a>, <a href="#">YR06.05</a>, <a href="#">YR06.21</a>). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in the Annual Operational Planning and Budget Cycles, as demonstrated in an all-college presentation on September 12, 2014 (EVIDENCE: <a href="#">YR06.19</a>, <a href="#">YR06.18</a>). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in the Educational Master Plan and IE Planning cycle (EVIDENCE: <a href="#">YR06.19</a>, <a href="#">YR06.20</a>).</p>

Standard II.A.2
<p>The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</p>
Self-Identified Improvement Plans from 2012 Self Study:
<p>“A formal plan includes a review of all courses over a four-year time period corresponding with a formal review of SLO assessment, as part of the Program Review Process. The expertise of faculty has served as the core component within developing measurable outcomes (IIA-98, IIA-99). Yuba College plans to continue assessing student learning outcomes of all active courses, to ensure that they are aligned with the course and the associated degree. Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC ‘Proficiency Level’ rubric.</p>

“The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty members. Ongoing SLO training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes.”

Progress: Completed.

Yuba College has addressed curriculum management by implementing the following:

- A Curriculum Support Coordinator (40% release) to assist the Curriculum Committee Chair, a position established in fall 2015 (EVIDENCE: [YR00.06](#))
- A Technical Review Team separate and distinct from the Curriculum Committee to be established in Fall 2015 (EVIDENCE: [YR00.07](#))
- A Training Retreat for all Curriculum Committee members on August 10, 2014. (EVIDENCE: [YR09.18](#)).
- District-wide adoption of CurricUNET META with a plan to transition technology support to the Information Technologies department.

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 (EVIDENCE: [YR05.10](#), [YR05.11](#)). The working day was a productive means of delineating between District and College responsibilities and linkages to allocation.

#### Standard II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

#### Self-Identified Improvement Plans from 2012 Self Study:

“Yuba College will establish stronger methods of communication to better utilize the systems in place and ongoing efforts of employees. For example, Program Reviews are conducted on an ongoing basis, but there is very little feedback received concerning the information and recommendations within them, which needs to be improved to make this a more purposeful process. The Curriculum Committee is developing a standard rubric to address this issue. The district strategic plan will incorporate the eight planning objects identified from the self-evaluation report. The Student Learning Outcome (SLO) process will be monitored through the required annual reports to both the Academic Senate and

College Council as part of the memorandum of understanding for the SLO Coordinator.

“This new focus will assist in encouraging faculty to participate in the development, assessment, interpretation, and improvement of SLOs. Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews.

“The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing ‘gaps in the Program Planning and Resource Allocation Process.’ The work of this group will form a new District strategic plan based upon the recent Board of Trustees’ Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements.”

Progress: Completed.

Yuba College improved the assessment of the Program Review process by developing and implementing a rubric for evaluating individually completed program reviews (EVIDENCE: [YR04.29](#)). In terms of evaluating the Program Review process, the college used a number of assessment tools (EVIDENCE: [YR04.33](#), [YR04.34](#)). 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 (EVIDENCE: [YR04.29](#), [YR04.30](#), [YR04.31](#)). The results of this report were shared with the College Council and incorporated into the 2013-2014 Yuba College *Institutional Effectiveness Report* (EVIDENCE: [YR04.25](#)). Recommendations in that report have been used as a basis for making revisions to Program Review for the 2014-2015 and 2015-16 academic years.

Yuba College also incorporated SLOs as part of the Integrated Planning Model, Timeline and Narrative, implemented in the 2012-13 academic year. (EVIDENCE: [YR06.14](#)). The college developed an IP Model that incorporates SLOs in each step of the process, incorporating SLOs into our Program and Services Review processes (EVIDENCE: [YR06.15](#), [YR06.16](#), [YR06.05](#), [YR06.21](#)). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in the Annual Operational Planning and Budget Cycles, as demonstrated in an all-college presentation on September 12, 2014 (EVIDENCE: [YR06.19](#), [YR06.18](#)). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in the Educational Master Plan and IE Planning cycle (EVIDENCE: [YR06.19](#), [YR06.20](#)).

Standard II.A.6
The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.
Self-Identified Improvement Plans from 2012 Self Study:
“Yuba College will continue to take responsibility for the catalog production.”
Progress: Completed.
<p>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 (EVIDENCE: <a href="#">YR05.10</a>, <a href="#">YR05.11</a>). The working day was a productive means of delineating between District and College responsibilities and linkages to allocation.</p> <p>The college’s Catalog Development Workgroup has been tasked with carefully reviewing all catalog course descriptions and prerequisites to ensure that no discrepancies exist between those and the description and prerequisites listed in the schedule of classes. In doing so, the workgroup has developed Draft Catalog Development Guidelines, which include criteria so that these discrepancies are not repeated (EVIDENCE: <a href="#">YR00.09</a>):</p> <ol style="list-style-type: none"> <li>1. For a course description to be used in the catalog, it must meet the following criteria: <ol style="list-style-type: none"> <li>a. Be from an approved Course Outline of Record</li> <li>b. Be posted in Colleague.</li> </ol> </li> <li>2. For a course prerequisite/corequisite to be listed in the catalog, it must meet the same criteria: <ol style="list-style-type: none"> <li>a. Be from an approved Course Outline of Record</li> <li>b. Be posted in Colleague.</li> </ol> </li> </ol> <p>The Catalog Development Workgroup will print each year’s catalog after each April Board of Trustees Board meeting.</p> <p>Insomuch as changes in course descriptions and/or course prerequisites/corequisites may occur at any board meeting thereafter, the Catalog Development Workgroup will develop and post addendums to each year’s catalog after the following Board of Trustees Meetings:</p> <ol style="list-style-type: none"> <li>1. May</li> <li>2. September</li> <li>3. December</li> <li>4. March</li> </ol>



Standard II.A.6.b
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
Self-Identified Improvement Plans from 2012 Self Study:
“As discussed in Convocation 2011 Break-out Sessions, the results of Yuba College Program Reviews need to be integrated with planning and the budget process.”
Progress: Completed.
<p>The Yuba Community College District does have a program discontinuation policy (EVIDENCE: <a href="#">YR00.10</a>, <a href="#">YR00.11</a>). To ensure that program elimination or discontinuance is connected to Program Review, the 2013-2019 Yuba College Educational Master Plan explains how Program Review is incorporated into budget development (EVIDENCE: <a href="#">YR00.01</a>). Yuba College completed a full planning cycle, assessed its effectiveness, and published the results in annual Yuba College Institutional Effectiveness Report (EVIDENCE: <a href="#">YR05.02</a>). The college completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's annual action plan. (EVIDENCE: <a href="#">YR05.03</a>).</p> <p>The college also conducted a Budget Process Survey (EVIDENCE: <a href="#">YR05.04</a>, <a href="#">YR05.15</a>). The college responded to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey by developing a proposed revised IP Model, which was presented during the 2013-2014 academic year at College Council (EVIDENCE: <a href="#">YR05.06</a>). The college developed an Annual Action plan for the District budget process based on department and committee planning and prioritized Program and Service, using the Program and Service Vitality scoring criteria, to establish budget priorities (EVIDENCE: <a href="#">YR05.03</a>, <a href="#">YR05.07</a>, <a href="#">YR05.14</a>). The College Effectiveness and Accreditation Committee presented to the College Council and to the College at large how Program Review and Planning lead to Resource Allocation, including delineation between District and College responsibilities (EVIDENCE: <a href="#">YR05.08</a>, <a href="#">YR05.09</a>).</p> <p>Once a program is discontinued, students are assisted as a group or individually through many avenues to complete the discontinued program. By continuing to offer courses to the remaining students, facilitate petitions, and in some cases allow special projects, Yuba College is committed to helping students finish their degree.</p>

Standard II.A.6.c
The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.
Self-Identified Improvement Plans from 2012 Self Study:

“The College will move forward with plans to improve the review process for its catalogs, statements, and publications.”

Progress: Completed.

The college’s Catalog Development Workgroup has been tasked with carefully reviewing all catalog course descriptions and prerequisites to ensure that no discrepancies exist between those and the description and prerequisites listed in the schedule of classes. In doing so, the workgroup has developed Draft Catalog Development Guidelines, which include criteria so that these discrepancies are not repeated (EVIDENCE: [YR00.12](#)):

1. For a course description to be used in the catalog, it must meet the following criteria:
  - a. Be from an approved Course Outline of Record
  - b. Be posted in Colleague.
2. For a course prerequisite/corequisite to be listed in the catalog, it must meet the same criteria:
  - a. Be from an approved Course Outline of Record
  - b. Be posted in Colleague.

The Catalog Development Workgroup will print each year’s catalog after each April Board of Trustees Board meeting.

Insomuch as changes in course descriptions and/or course prerequisites/corequisites may occur at any board meeting thereafter, the Catalog Development Workgroup will develop and post addendums to each year’s catalog after the following Board of Trustees Meetings:

1. May
2. September
3. December
4. March

## Standard II.B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

### IIB.2.a

General Information  
Official Name, Address(es)  
Telephone Numbers  
Web Site Address of the Institution  
Educational Mission  
Course, Program, and Degree Offerings  
Academic Calendar and Program Length  
Academic Freedom Statement  
Available Student Financial Aid  
Available Learning Resources  
Names and Degrees of Administrators and Faculty  
Names of Governing Board Members

### II.2.b

<p>Requirements</p> <p>Admissions</p> <p>Student Fees and Other Financial Obligations</p> <p>Degree, Certificates, Graduation and Transfer</p> <p>II.B.2.c</p> <p>Major Policies Affecting Students</p> <p>Academic Regulations, including Academic Honesty</p> <p>Nondiscrimination</p> <p>Acceptance of Transfer Credits</p> <p>Grievance and Complaint Procedures</p> <p>Sexual Harassment</p> <p>Refund of Fees</p> <p>IB.2.d</p> <p>Locations or publications where other policies may be found.</p>
<p><b>Self-Identified Improvement Plans from 2012 Self Study:</b></p>
<p>“Yuba College will create a more thorough review process for providing accurate information within its catalog. This process will be coordinated with Woodland Community College to provide standard district-level information while maintaining Yuba College specifics where necessary. Yuba College is concerned about district coordination of curriculum and catalog efforts as differing levels of support exist between Yuba and Woodland Community Colleges. Discussions are currently underway to create a permanent committee to provide better coordination and a dispersed workload for the annual updating of the catalog.”</p>
<p><b>Progress: Completed.</b></p>
<p>The college’s Catalog Development Workgroup has been tasked with carefully reviewing all catalog course descriptions and prerequisites to ensure that no discrepancies exist between those and the description and prerequisites listed in the schedule of classes. In doing so, the workgroup has developed Draft Catalog Development Guidelines, which include criteria so that these discrepancies are not repeated (EVIDENCE: <a href="#">YR00.12</a>):</p> <ol style="list-style-type: none"> <li>1. For a course description to be used in the catalog, it must meet the following criteria: <ol style="list-style-type: none"> <li>a. Be from an approved Course Outline of Record</li> <li>b. Be posted in Colleague.</li> </ol> </li> <li>2. For a course prerequisite/corequisite to be listed in the catalog, it must meet the same criteria: <ol style="list-style-type: none"> <li>a. Be from an approved Course Outline of Record</li> <li>b. Be posted in Colleague.</li> </ol> </li> </ol> <p>The Catalog Development Workgroup will print each year’s catalog after each April Board of Trustees Board meeting.</p> <p>Insomuch as changes in course descriptions and/or course prerequisites/corequisites may occur at any board meeting thereafter, the Catalog Development Workgroup will develop and post addendums to each year’s catalog after the following Board of Trustees Meetings:</p> <ol style="list-style-type: none"> <li>1. May</li> <li>2. September</li> <li>3. December</li> </ol>

Standard II.B.3
The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
Self-Identified Improvement Plans from 2012 Self Study:
“Yuba College will continue to evaluate the needs through Program Reviews, and the IE Model will feed the YCCD Strategic Plan to identify and fund top priorities.”
Progress: Completed; the Dean of Student Services, Student Service Technician and the Counseling Technician positions will be posted in fall 2015.
<p>Yuba College Student Services assessed counseling needs for students in its Counseling Program Review, student service needs at Sutter County Center through the 2013-2014 Sutter Campus Program Review, and financial aid staffing needs in the Financial Aid Program Review (EVIDENCE: <a href="#">YR07.01</a>, <a href="#">YR07.02</a>, <a href="#">YR07.03</a>). Students were also surveyed at the Sutter County Center to determine student support needs and across all campuses and sites during the 2013 “QuickReg” registration event (EVIDENCE: <a href="#">YR07.21</a>, <a href="#">YR07.22</a>, <a href="#">YR07.19</a>, <a href="#">YR07.20</a>). After determining the needs in student services, Yuba College administration forged the following initiatives:</p> <ul style="list-style-type: none"> <li>• Ensured the future of Campus Life and Student Government by reassigning duties after a position elimination to an Academic Dean (EVIDENCE: <a href="#">YR07.05</a>).</li> <li>• Established a partnership with Brandman University that created funding for additional student support staff at the Sutter County Center. (EVIDENCE: <a href="#">YR00.13</a>)</li> <li>• Assigned a full-time counselor who works five days a week at the Sutter County Center. (EVIDENCE: <a href="#">YR07.10</a>)</li> <li>• Assigned an adjunct counselor to serve one day a week at the Sutter County Center. (EVIDENCE: <a href="#">YR07.10</a>)</li> <li>• Scheduled counselors to participate in training for new electronic educational plan. (EVIDENCE: <a href="#">YR07.10</a>)</li> <li>• Scheduled additional adjunct counseling hours to serve both Sutter and Marysville. (EVIDENCE: <a href="#">YR07.12</a> , <a href="#">YR07.17</a>, <a href="#">YR07.14</a>)</li> </ul> <p>Yuba College administration supported the following newly hired positions:</p> <ul style="list-style-type: none"> <li>• A new full-time Student Services Technician position for the Sutter County Center. (EVIDENCE: <a href="#">YR07.06</a>)</li> <li>• A new Student Services Technician for the Marysville campus. (EVIDENCE: <a href="#">YR07.07</a>)</li> <li>• A part-time Instructional Associate for Basic Skills in order to extend tutoring services. (EVIDENCE: <a href="#">YR07.08</a>)</li> <li>• A part-time Library Media Specialist in order to extend library and open computer lab hours. (EVIDENCE: <a href="#">YR07.09</a>)</li> <li>• A replacement counselor to maintain services at Clear Lake Campus. (EVIDENCE: <a href="#">YR07.08</a>)</li> </ul>

- A replacement counselor to maintain services at the Marysville campus. (EVIDENCE: [YR07.11](#))
- Three categorically funded counselors to increase service at both the Marysville and Sutter County Center campuses. (EVIDENCE: [YR07.12](#), [YR07.17](#), [YR07.14](#))
- A Counseling Technician to serve as a lead on an electronic education plan system. (EVIDENCE: [YR07.12](#), [YR07.17](#), [YR07.14](#))
- Two Financial Aid Technicians to maintain services at Marysville and Clear Lake Campuses. (EVIDENCE: [YR07.13](#), [YR07.18](#))
- A Research Analyst to gather data on student success for better planning. (EVIDENCE: [YR07.12](#), [YR07.17](#), [YR07.14](#), [YR07.23](#))
- 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. (EVIDENCE: [YR07.12](#), [YR07.17](#), [YR07.14](#))

Standard II.C.1.c
The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.
Self-Identified Improvement Plans from 2012 Self Study:
<p>“Yuba College, through the leadership of the College Council and the Academic Senate, will clearly define a role at Yuba College for technology that is not DE specific. That is, the role, training, and use of technology specifically related to teaching will be developed. Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricUNET, etc.).</p> <p>“The Information Systems Department will survey and prioritize a list of training needs for all Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees.”</p>
Progress: Completed; training in technology is ongoing.
Yuba College also produced a technology plan that delineates District and college responsibilities in this area ( <a href="#">YR05.13</a> ). The Yuba College Technology committee developed a comprehensive technology plan that includes a technology assessment schedule (EVIDENCE: <a href="#">YR05.13</a> ). 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 (EVIDENCE: [YR00.01](#)). 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. A variety of surveys and focus groups have been used to determine training needs (EVIDENCE: [YR11.04](#), [YR11.05](#), [YR11.06](#), [YR11.07](#), [YR11.08](#), [YR11.09](#), [YR11.10](#), [YR11.11](#)). The Flex and Staff Development Committees assess training sessions and are creating more varied ways of doing so (EVIDENCE: [YR11.12](#), [YR11.08.](#), [YR11.13](#), [YR11.24](#), [YR11.25](#)). Expectations and rules for the use of technology are clearly outlined in District Administrative Procedures 3720, 3721, and 3750, which are binding upon all Yuba College students, staff, and faculty (EVIDENCE: [YR11.15](#), [YR11.16](#), [YR11.17](#)). Rules are displayed in Open Media Labs (EVIDENCE: [YR11.20](#), [YR11.21](#)). Staff Development Needs Assessment Surveys include questions about Technology use and training (EVIDENCE: [YR04.43](#), [YR04.44](#), [YR04.31](#), [YR04.30](#)). Results from these surveys are used to plan and schedule training in technology for all Yuba College employees.

Since the August 2015 upgrade to TracDat v.5, which houses Program Review and SLO data for every program, training has been provided by the College Research Analyst. When the district upgrades to CurricUNET META for its curriculum management system, training will occur.

Standard II.C.1.d
The institution provides effective maintenance and security for its library and other learning support services.
Self-Identified Improvement Plans from 2012 Self Study:
“Taking current structural improvements under way into consideration, the college meets this standard. The college needs to evaluate the efficiency of the Maintenance and Grounds Department and the Instructional Technology support staff. From this, a plan to develop, coordinate, and implement methods to create cleaner and better functioning learning support services should be developed. The appropriate roles of District vs. College technical support will be developed through the consultative process and the decision will be evaluated through the Planning and Shared Decision-Making Model as part of the IE Model.”
Progress: Completed.
The District Office is currently using NetFacilities software that has improved maintenance and security at Yuba College (EVIDENCE: <a href="#">YR00.14</a> ). Administrators and Support staff have been trained to use software, which has improved services and communication amongst both parties. A major renovation of the Learning Resources Center has been completed in January 2014, significantly improving maintenance and security of the library. For example, the remodel included all new systems in the building (i.e. electrical, HVAC, plumbing, doors). LRC doors are now armed with an alarm system and automatic locks (EVIDENCE: <a href="#">YR00.15</a> ).



### Standard III

Standard III.A.1.c.
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.
Self-Identified Improvement Plans from 2012 Self Study:
“Per the current requirements, the standard is met. Yuba College will continue efforts to develop, implement, and assess SLOs within all courses and programs, and require that those responsible for overseeing academic programs are responsible for the SLO development and assessment. Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC ‘Proficiency Level’ rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty members. Ongoing SLO training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes.”
Progress: Completed.
One hundred percent of Yuba College courses taught in the last two years have SLOs, which have been assessed (EVIDENCE: <a href="#">YR06.01</a> , <a href="#">YR06.02</a> ). Likewise, one hundred percent of Yuba College student services have SLOS that have been assessed (EVIDENCE: <a href="#">YR06.03</a> , <a href="#">YR06.02</a> ). One hundred percent of Yuba College Administrative SLOs, or Administrative Unit Outcomes (AUOs) have been assessed (EVIDENCE: EVIDENCE: <a href="#">YR06.01</a> , <a href="#">YR06.02</a> . Yuba College developed an Assessment and annual evaluation plan for the SLO Process, reviewed the iSLO rotation and developed a schedule (EVIDENCE: <a href="#">YR06.01</a> , <a href="#">YR06.06</a> , <a href="#">YR06.07</a> , <a href="#">YR06.08</a> ). The college conducted a 2013-2014 SLO Survey as part of the evaluation of our SLO process and reported the results of the survey and After Action Report to the Academic Senate, the College Council and College at large via the annual Institutional Effectiveness Report (EVIDENCE: <a href="#">YR06.09</a> , <a href="#">YR06.10</a> , <a href="#">YR06.11</a> ). The Yuba College SLO Committee 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 (EVIDENCE: <a href="#">YR06.12</a> ). The SLO Coordinator has been a member of the College Effectiveness and Accreditation Committee for the last two years to ensure that SLOs are considered in Institutional Planning and College Effectiveness (EVIDENCE: <a href="#">YR06.13</a> ).

Standard III.A.2.
The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.
Self-Identified Improvement Plans from 2012 Self Study:
<p>"Yuba College will have to rely on its EMP and the DC3 Strategic Plan to develop staffing plans and related service levels of Yuba College with a centralized administrative support and streamlined process. The Resource Allocation Model will need to be finalized and implemented as part of these plans. The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address 'gaps in the Program Planning and Resource Allocation Process.' The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan."</p>
Progress: Completed; revised IP Model will go to College Council in 2015.
<p>Through the use of SSSP funds, the college has hired a number of student service positions (EVIDENCE: <a href="#">YR07.08</a>, <a href="#">YR07.11</a>, <a href="#">YR07.12</a>, <a href="#">YR07.13</a>, <a href="#">YR07.14</a>, <a href="#">YR07.17</a>, <a href="#">YR07.18</a>). In the last year, the college has hired two faculty positions for departments that had long been without any full-time faculty: engineering and theatre arts. Furthermore, the college replaced immediately another fulltime faculty position last year, due to a resignation, in another area in which there was only one faculty member: physics. The college will develop a master staffing plan 2015-16 and currently meets its FON (Faculty Obligation Number).</p> <p>Yuba College established and communicated a clear integrated planning process (EVIDENCE: <a href="#">YR04.06</a>, <a href="#">YR04.07</a>, <a href="#">YR04.08</a>, <a href="#">YR04.09</a>, <a href="#">YR04.10</a>, <a href="#">YR04.11</a>). It 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 constituent groups (EVIDENCE: <a href="#">YR04.12</a>, <a href="#">YR04.13</a>, <a href="#">YR04.14</a>, <a href="#">YR04.15</a>, <a href="#">YR04.16</a>, <a href="#">YR04.17</a>, <a href="#">YR04.18</a>). After completing a full planning cycle, the college assessed its effectiveness, and published the results in annual <i>Yuba College Institutional Effectiveness Report</i> (EVIDENCE: <a href="#">YR05.02</a>). The college also completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's Annual Action Plan (EVIDENCE: <a href="#">YR05.03</a>). Responding to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey, the college developed a proposed revised IP Model to be presented in 2015 at College Council (EVIDENCE: <a href="#">YR05.04</a>, <a href="#">YR05.15</a>, <a href="#">YR05.06</a>, <a href="#">YR05.05</a>).</p>

Standard III.A.6
Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.
Self-Identified Improvement Plans from 2012 Self Study:
“Yuba College and the Yuba Council will work with the Strategic Plan that is being developed through DC3. The implementation of the Yuba College Educational Master Plan is imperative to staffing college functions and services to support student learning at a sustainable level. Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model. The Yuba College Curriculum Committee is undergoing a detailed study of the program review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate.”
Progress: Completed.
The 2013-2019 Yuba College Educational Master Plan explains how Program Review is wed to SLOs and incorporated into budget development (EVIDENCE: <a href="#">YR00.01</a> ). Yuba College completed a full planning cycle, assessed its effectiveness, and published the results in the annual <i>Yuba College Institutional Effectiveness Report</i> (EVIDENCE: <a href="#">YR05.02</a> ). The college completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's annual action plan. (EVIDENCE: <a href="#">YR05.03</a> ). The college also conducted a Budget Process Survey EVIDENCE: ( <a href="#">YR05.04</a> , <a href="#">YR05.15</a> ). The college responded to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey by developing a proposed revised IP Model that was presented last academic year at College Council (EVIDENCE: <a href="#">YR05.06</a> ). The college developed an Annual Action plan for the District budget process based on department and committee planning and prioritized Program and Service, using the Program and Service Vitality scoring criteria, to establish budget priorities (EVIDENCE: <a href="#">YR05.03</a> , <a href="#">YR05.07</a> , <a href="#">YR05.14</a> ) The College Effectiveness and Accreditation Committee 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 EVIDENCE: ( <a href="#">YR05.08</a> , <a href="#">YR05.09</a> ).

Standard III.B.1.
The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
Self-Identified Improvement Plans from 2012 Self Study:
“Measure J funding is estimated to have an equitable amount of funding to support the projects started. Additional renovation projects at Yuba College will require local property values to rise to a level that supports full bonding capacity. Funding for staffing appropriate levels of personnel to maintain the existing and implemented facilities needs to be discussed and acted upon, as funding allows.”

Progress: Completed.
<p>The Yuba College Classified Committee created a 3-phase plan to address staffing and support issues with M&amp;O. Phase 1 complete. Parts of Phase 2 being implemented (EVIDENCE: <a href="#">YR10.03</a>). Maintenance and Operations personnel participated in producing the District Services Master Plan (EVIDENCE: <a href="#">YR10.18</a>, <a href="#">YR10.19</a>, <a href="#">YR10.24</a>, <a href="#">YR10.25</a>). Staffing recommendations were incorporated in that review for inclusion in the Human Resources Master Plan for 2014-2015 (EVIDENCE: <a href="#">YR10.26</a>). The Yuba Community College District centralized Maintenance and Operations as a district provided service, thus removing this responsibility and oversight from the college (EVIDENCE: <a href="#">YR10.12</a>, <a href="#">YR10.13</a>, <a href="#">YR10.14</a>, <a href="#">YR10.15</a>, <a href="#">YR10.16</a>). District Maintenance and Operations implemented a rotational team approach to address maintenance at off-campus locations (EVIDENCE: <a href="#">YR10.20</a>, <a href="#">YR10.33</a>). The District Service also initiated the following:</p> <ul style="list-style-type: none"> <li>• Hired temporary staff as needed to address staff reductions due to vacations, leaves and medical absences (EVIDENCE: <a href="#">YR10.04</a>, <a href="#">YR10.05</a>).</li> <li>• Purchased an electronic work order system for the department to monitor workloads and provide data for prioritizing staff needs (EVIDENCE: <a href="#">YR10.10</a>, <a href="#">YR10.11</a>)</li> <li>• Developed a deferred maintenance prioritization ranking list (EVIDENCE: <a href="#">YR10.07</a>)</li> <li>• Purchased maintenance equipment to improve efficiency (EVIDENCE: <a href="#">YR10.32</a>)</li> <li>• Developed and implemented an evaluation methodology to assess the effectiveness and efficiency of the strategies implemented for use in subsequent year planning (EVIDENCE: <a href="#">YR10.21</a>, <a href="#">YR10.06</a>)</li> </ul>

Standard III.B.2.
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
Self-Identified Improvement Plans from 2012 Self Study:
<p>“Prioritization of resources needs to be mindful of the Yuba College Maintenance and Operations Department needs and it must address the current staffing challenges and the lack of knowledge regarding new current and emerging technology utilization by the college. The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to ‘provide extensive opportunities for review and input of improvements to program planning and resource allocation process.’ While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes.”</p>

Progress: Completed.
<p>The Yuba College Classified Committee created a 3-phase plan to address staffing and support issues with M&amp;O. Phase 1 complete. Parts of Phase 2 being implemented (EVIDENCE: <a href="#">YR10.03</a>). Maintenance and Operations personnel participated in producing the District Services Master Plan (EVIDENCE: <a href="#">YR10.18</a>, <a href="#">YR10.19</a>, <a href="#">YR10.24</a>, <a href="#">YR10.25</a>). Staffing recommendations were incorporated in that review for inclusion in the Human Resources Master Plan for 2014-2015 (EVIDENCE: <a href="#">YR10.26</a>). The Yuba Community College District centralized Maintenance and Operations as a district provided service, thus removing this responsibility and oversight from the college (EVIDENCE: <a href="#">YR10.12</a>, <a href="#">YR10.13</a>, <a href="#">YR10.14</a>, <a href="#">YR10.15</a>, <a href="#">YR10.16</a>). District Maintenance and Operations implemented a rotational team approach to address maintenance at off-campus locations (EVIDENCE: <a href="#">YR10.20</a>, <a href="#">YR10.33</a>). The District Service also initiated the following:</p> <ul style="list-style-type: none"> <li>• Hired temporary staff as needed to address staff reductions due to vacations, leaves and medical absences (EVIDENCE: <a href="#">YR10.04</a>, <a href="#">YR10.05</a>).</li> <li>• Purchased an electronic work order system for the department to monitor workloads and provide data for prioritizing staff needs (EVIDENCE: <a href="#">YR10.10</a>, <a href="#">YR10.11</a>)</li> <li>• Developed a deferred maintenance prioritization ranking list (EVIDENCE: <a href="#">YR10.07</a>)</li> <li>• Purchased maintenance equipment to improve efficiency (EVIDENCE: <a href="#">YR10.32</a>)</li> <li>• Developed and implemented an evaluation methodology to assess the effectiveness and efficiency of the strategies implemented for use in subsequent year planning (EVIDENCE: <a href="#">YR10.21</a>, <a href="#">YR10.06</a>)</li> </ul>

Standard III.C.1.
The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
Self-Identified Improvement Plans from 2012 Self Study:
<p>“The District has begun the process of improving IT services and capabilities in response to needs identified in the IE Model and Program Review process. Prioritizing the planning and implementation of these resources could be better managed by establishing a Yuba College and Clear Lake Campus Technology Committee that is then integrated with the District Technology Committee as appropriate.</p> <p>“Many other aspects of IT at Yuba College need to be addressed to provide adequate services to students and staff. The frequency of student and staff trainings for technology requirements must be increased to ensure all are able to use the system to meet their learning and teaching needs. The Windows Live email feature of the portal needs training and additional resources to facilitate filtering and sorting of email lists in order to improve institution wide communication between subsets of students and staff. Human Resources may need to maintain a listserv for current employees. Information Technologies and Media Services support staff need to be expanded to ensure all constituents are served – especially</p>

those in remote areas of the District.

“Interrelated with District communication, there is a need to improve the technology training for all employees. This ranges from instructional design for faculty teaching online courses to updates in desktop spreadsheets and word processing for all employees. Team Two of the DC3 committee is the lead in creating recommendations for communication systems (email, portal, etc.) and collaborative technologies (TracDat, CurricUNET, etc.). The Information Systems Department will survey and prioritize a list of training needs for all Yuba College employees. The Yuba College Dean of Distributive Education and Media Services will continue to offer specialized training in online software and educational best practices based upon an analysis of the needs of faculty who utilize technology in their instruction. Flex activities will continue to be offered to address technology training. The needs analysis, subsequent training opportunities, and institutional effectiveness (IE) review of these activities form the planning agenda related to improving access and training in technology for all Yuba College employees.”

Progress: Completed.

Yuba College produced a technology plan that delineates District and college responsibilities in this area (EVIDENCE: [YR05.13](#)). The Yuba College Technology committee developed a comprehensive technology plan that includes a technology assessment schedule (EVIDENCE: [YR00.16](#)). 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 in the Educational Master Plan (EVIDENCE: [YR00.01](#)). 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. A variety of surveys and focus groups have been used to determine training needs (EVIDENCE: [YR11.04](#), [YR11.05](#), [YR11.06](#), [YR11.07](#), [YR11.08](#), [YR11.09](#), [YR11.10](#), [YR11.11](#)). The Flex and Staff Development Committees assess training sessions and are creating more varied ways of doing so (EVIDENCE: [YR11.12](#), [YR11.08](#), [YR11.13](#), [YR11.24](#), [YR11.25](#)). Expectations and rules for the use of technology are clearly outlined in District Administrative Procedures 3720, 3721, and 3750, which are binding upon all Yuba College students, staff, and faculty (EVIDENCE: [YR11.15](#), [YR11.16](#), [YR11.17](#)). Rules are displayed in Open Media Labs (EVIDENCE: [YR11.20](#), [YR11.21](#)). Staff Development Needs Assessment Surveys include questions about Technology use and training (EVIDENCE: [YR04.43](#), [YR04.44](#), [YR04.31](#), [YR04.30](#)). Results from these surveys are used to plan and schedule training in technology for all Yuba College employees.

Since the August 2015 upgrade to TracDat v.5, which houses Program Review and SLO data for every program, training has been provided by the College Research Analyst. When the district upgrades to CurricUNET META for its curriculum management system, training will occur.



Standard III.C.2.
Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.
Self-Identified Improvement Plans from 2012 Self Study:
“The Yuba Community College District and Yuba College partially meet this standard, but the College has identified areas for improvement that will move the College towards fully meeting this standard.”
Progress: Completed.
A college Technology Committee was created in February 2013 (EVIDENCE: <a href="#">YR11.03</a> ). The Technology Committee finalized a Technology Plan in December 2013 for the 2014-15 Academic Year (EVIDENCE: <a href="#">YR00.16</a> ). The Technology Plan delineates District and college responsibilities (EVIDENCE: <a href="#">YR05.13</a> ). Information and recommendations are communicated through a variety of means mentioned in this report, including at least one member of the Yuba College Technology Committee also serves as a member of the YCCD Technology Committee (EVIDENCE: <a href="#">YR11.22</a> , <a href="#">YR11.23</a> ). In May and December annually, the Yuba College Technology Committee submits a written report of Yuba College technology uses and needs to the YCCD Technology Committee (EVIDENCE: <a href="#">YR11.18</a> ). The Yuba College Technology Committee submits a Programs and Services Planning Report annually to the Yuba College Council (EVIDENCE: <a href="#">YR11.18</a> ). The Yuba College Technology Committee makes reports to the Yuba College Council, which is illustrated in an Integrated Planning diagram (EVIDENCE: <a href="#">YR11.01</a> ). A timeline narrates the points of interaction with college and district entities (EVIDENCE: <a href="#">YR11.02</a> ).

Standard III.D.1.
The institution relies upon its mission and goals as the foundation for financial planning.
Self-Identified Improvement Plans from 2012 Self Study:
<p>“The standard is met and Yuba College will work with the District to develop transparent overall budget development processes that are related to program review recommendations. The Curriculum Committee is reviewing the Program Review process and should include direction about incorporating recommendations into a standard budget development process. The Resource Allocation Model will need to be finalized and piloted with a district budget. The DC3 Strategic Plan will include recommendations for budget development, resource allocation, and program review coordination. These elements all exist in pieces, nevertheless, the overall coordination and implementation of each individual piece needs to be formally incorporated into the budget development process that is being developed through the DC3 committee.</p> <p>“Academic Program Review continues to be robust throughout the entire college. Program Reviews from Student Services and Administrative Services have also been completed yearly. These three elements form part of the YCCD Institutional Effectiveness (IE) Model.</p> <p>“The Yuba College Curriculum Committee is undergoing a detailed study of the program</p>

review process, including developing rubrics for rating Academic and Student Services Reviews. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing ‘gaps in the Program Planning and Resource Allocation Process.’ The work of this group will form a new District strategic plan based upon the recent Board of Trustees’ Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements.”

Progress: Completed.

Yuba College established and communicated a clear integrated planning process (EVIDENCE: [YR04.06](#), [YR04.07](#), [YR04.08](#), [YR04.09](#), [YR04.10](#), [YR04.11](#)). It 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 constituent groups (EVIDENCE: [YR04.12](#), [YR04.13](#), [YR04.14](#), [YR04.15](#), [YR04.16](#), [YR04.17](#), [YR04.18](#)). After completing a full planning cycle, the college assessed its effectiveness, and published the results in annual *Yuba College Institutional Effectiveness Report* (EVIDENCE: [YR05.02](#)). The college also completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's Annual Action Plan (EVIDENCE: [YR05.03](#)). Responding to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey, the college developed a proposed revised IP Model to be presented in 2015 at College Council (EVIDENCE: [YR05.04](#), [YR05.15](#), [YR05.06](#), [YR05.05](#)).

### Standard III.D.3.

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

#### Self-Identified Improvement Plans from 2012 Self Study:

“YCCD must finalize and implement the Resource Allocation Model and develop a budget development process that is fully utilized.

“The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The long range plan is for the DC3 subcommittee Team One to address ‘gaps in the Program Planning and Resource Allocation Process.’ The work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan.

“The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to ‘provide extensive opportunities for review and

input of improvements to program planning and resource allocation process.’ While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes.”

Progress: Completed; revised IP Model will go to College Council in 2015.

Yuba College established and communicated a clear integrated planning process (EVIDENCE: [YR04.06](#), [YR04.07](#), [YR04.08](#), [YR04.09](#), [YR04.10](#), [YR04.11](#)). It 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 constituent groups (EVIDENCE: [YR04.12](#), [YR04.13](#), [YR04.14](#), [YR04.15](#), [YR04.16](#), [YR04.17](#), [YR04.18](#)). After completing a full planning cycle, the college assessed its effectiveness, and published the results in annual *Yuba College Institutional Effectiveness Report* (EVIDENCE: [YR05.02](#)). The college also completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's Annual Action Plan (EVIDENCE: [YR05.03](#)). Responding to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey, the college developed a proposed revised IP Model to be presented in 2015 at College Council (EVIDENCE: [YR05.04](#), [YR05.15](#), [YR05.06](#), [YR05.05](#)).

## Standard IV

Standard IV.A.
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.
Self-Identified Improvement Plans from 2012 Self Study:
<p>“The Program Review process will be revised based upon feedback from the IE Model and this effort is currently starting with the Yuba College Curriculum Committee.</p> <p>“The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. Once the YCCD Strategic Plan is finalized, it will fall to the Academic Senate and Yuba College Council to disseminate this information, provide updated training for all employees, and adhere to the agreed-upon principles and roles in the decision making process. The planning agenda related to shared governance is the creation and subsequent evaluation of the 2012 YCCD Strategic Plan that is being developed by DC3 Strategic Planning Team One.”</p>
Progress: Completed.
<p>In an effort to establish an ethical and effective leadership, the college has developed an organizational management structure to ensure there is a sufficient amount of administrators to provide the necessary administrative support (EVIDENCE: <a href="#">YR00.17</a>, <a href="#">YR00.18</a>). Yuba College management is evaluated using a performance evaluation form that assess 1) Performance of Job Duties, 2) Leadership, 3) Human Relations, 4) Communication, 5) Personal Qualities, and 6) Professional Growth Opportunities (EVIDENCE: <a href="#">YR00.19</a>). The DC3 Committee outlined Management Competencies, to be considered in the evaluation of management, that faculty, staff, and management believe essential to ethical and effective leadership (EVIDENCE: <a href="#">YR00.20</a>). Finally, Administrative Procedure 3050 outlines an Institutional Code of Ethics with respect to faculty, staff and management, as well as students (EVIDENCE <a href="#">YR00.21</a>).</p> <p>Yuba College conducted a comprehensive assessment of planning, program review, shared decision-making, committee structure and practice, and student learning outcomes and the tools used to assess these areas (EVIDENCE: <a href="#">YR04.02</a>). After conducting a survey of users of Program Review, the College Effectiveness and Accreditation Committee (CEAC) submitted an Institutional Effectiveness Report in support of the District’s Institutional Effectiveness Model (EVIDENCE: <a href="#">YR04.28</a>, <a href="#">YR04.29</a>, <a href="#">YR04.23</a>). CEAC produced and publicized an After Action Review of Program Review based on employee interviews and surveys, and used the After Action Report of Program Review as the basis for an assessment of the process published in the 2013-2014 Institutional Effectiveness Report (EVIDENCE: <a href="#">YR04.25</a>, <a href="#">YR04.32</a>, <a href="#">YR04.45</a>, <a href="#">YR04.25</a>, <a href="#">YR04.02</a>). CEAC evaluated Program Review based on assessment tool results (EVIDENCE: <a href="#">YR04.33</a>, <a href="#">YR04.34</a>). A Program Review Taskforce revised the Program Review based on evaluation (EVIDENCE: <a href="#">YR04.34</a>, <a href="#">YR04.35</a>, <a href="#">YR04.36</a>, <a href="#">YR04.37</a>, <a href="#">YR04.24</a>, <a href="#">YR04.38</a>, <a href="#">YR04.26</a>). The taskforce then presented revised Program Review format and schedule to college for adoption (EVIDENCE: <a href="#">YR04.39</a>). The Curriculum Committee evaluated the quality of Program Reviews by using a</p>

Program Review Evaluation Rubric (EVIDENCE: [YR04.29](#)). CEAC provided an Institutional Effectiveness Report to the District that included a detailed accounting of which programs and services completed Program Review on schedule (EVIDENCE: [YR04.28](#)).

**Standard IV.A.2.**

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

**Self-Identified Improvement Plans from 2012 Self Study:**

“Policies for communication and action should be reviewed and assessed on a regular basis to ensure that they are serving the proposed purposes to the full extent possible.

“To increase the amount of College-level input into the budget process, a greater alignment of the budget process as part of the program review and continuous improvement cycle needs to be further developed and implemented. The Curriculum Committee will provide recommendations for program review improvements to the Academic Senate. The DC3 Committee, through its 2012 Strategic Plan, has already identified three teams, one of which is currently addressing ‘gaps in the Program Planning and Resource Allocation Process.’ The work of this group will form a new District strategic plan based upon the recent Board of Trustees’ Vision and will embed all program review recommendations into the strategic planning process. The work and implementation of the YCCD 2012 Strategic Plan and the Curriculum Committee recommendations to the Academic Senate all compose the planning agenda for program review improvements.

“Orientation procedures for recommending bodies (committees, councils, etc...) should be more fully implemented to ensure that individuals understand the roles and responsibilities within their commitment. These roles and responsibilities will be reevaluated as needed to best serve the student population. The DC3 committee is taking the lead on establishing a new culture of shared governance.”

**Progress: Completed.**

Transparency and communication regarding decisions made at the college and district levels has been improved with the addition of a Yuba College Committee website and a District Committee website where all committees are asked to upload their agendas, minutes and other documents, such as documents of planning, policies and procedures (EVIDENCE: [YR00.22](#), [YR00.23](#)).

Policies for communication and action have been reviewed and assessed. On February 25, 2015, the District Coordination and Communication Council (DC3) Team 2 sent an email announcement of an important milestone at strengthening communication at YCCD, launching seven 2-way email distribution lists now available to personnel across the district community (EVIDENCE: [YR00.24](#)):

1. All Yuba College, [yc\\_all@yccd.edu](mailto:yc_all@yccd.edu), to include Sutter County Center and Beale

- AFB educational site;
2. All Yuba College Faculty, [yc\\_faculty@yccd.edu](mailto:yc_faculty@yccd.edu), to include all full-time and part-time faculty;
3. All Woodland Community College, [wcc\\_all@yccd.edu](mailto:wcc_all@yccd.edu), to include Colusa Educational Outreach Facility;
4. All Woodland Community College Faculty, [wcc\\_faculty@yccd.edu](mailto:wcc_faculty@yccd.edu), to include all full-time and part-time faculty;
5. All Clear Lake Campus, [clc\\_all@yccd.edu](mailto:clc_all@yccd.edu);
6. All Clear Lake Campus Faculty, [clc\\_faculty@yccd.edu](mailto:clc_faculty@yccd.edu), to include all full-time and part-time faculty; and
7. District Services Personnel, [district\\_all@yccd.edu](mailto:district_all@yccd.edu)

This component of our organizational communication system supports one-to-many and 2-way email messaging for members of the distribution group. This project was part of the action planning stemming from the Communication Survey administered last year and addresses many of the responses gathered in that effort. An automatic, regularly scheduled routine will update the lists using Colleague data. Each person will be on the list for his or her primary location according to HR records. All YCCD permanent staff and all faculty will be able to send emails to any of the groups. Staff and faculty will only receive messages sent to their groups.

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 (EVIDENCE: [YR05.10](#), [YR05.11](#)). The working day was a productive means of delineating between District and College responsibilities and linkages to allocation.

#### Standard IV.A.2.b.

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

#### Self-Identified Improvement Plans from 2012 Self Study:

“Yuba College has established a cycle for ensuring that all courses and programs collect SLO data as part of the Program Review Cycle. SLO data analysis, interpretation, and resulting improvements are now formally part of the Program Review Report, ensuring that Yuba College is using the SLO data for institutional improvement as defined in the ACCJC ‘Proficiency Level’ rubric. The SLO Coordinator and SLO Committee will monitor the outcomes to ensure that all departments and courses adhere to this standard. The SLO Committee and SLO Coordinator will work in conjunction with the Academic Senate to provide for ongoing training, best practices, and Flex activities for all faculty



members. Ongoing SLO training and the evaluation of outcomes resulting from the using the agreed-upon SLO Course Policy Statement and the SLO Program Policy Statement all combine to form the planning agenda related to Student Learning Outcomes.”
Progress: Completed.
The Yuba College SLO Committee conducted a 2013-2014 SLO Survey as part of the evaluation of our SLO process and reported the results of the 2013-14 SLO Survey and After Action Report to the Academic Senate (EVIDENCE: <a href="#">YR06.09</a> , <a href="#">YR06.10</a> ). The results of the 2013-14 SLO Survey and After Action Report were also reported to the College Council and College at large via the annual Institutional Effectiveness Report (EVIDENCE: <a href="#">YR06.11</a> ). The SLO Committee also submitted a 2013-2014 SLO After Action Report to the College Effectiveness and Accreditation Committee and published said report online, assessing the development and evaluation of the SLO process (EVIDENCE: <a href="#">YR06.12</a> ). The SLO Coordinator is included on the College Effectiveness and Accreditation Committee (CEAC) to ensure that SLOs are considered in Institutional Planning and College Effectiveness (EVIDENCE: <a href="#">YR06.13</a> ). SLOs are incorporated as part of the Integrated Planning Model, Timeline and Narrative, implemented in the 2012-13 academic year (EVIDENCE: <a href="#">YR06.14</a> ). CEAC developed an IP Model that incorporates SLOs in each step of the process (EVIDENCE: <a href="#">YR06.15</a> ).

Standard IV.A.3.
Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.
Self-Identified Improvement Plans from 2012 Self Study:
“The Yuba College Council has discussed the lack of common communication with the current MyCampus portal system. The College Council will take the lead on developing a communication plan for Yuba College, in consultation with YCCD Information Systems Department. In addition, the DC3 subcommittee Team Two has been charged with developing a plan to ‘provide training and development for collaboration, skill building, and improve communication systems and collaborative technologies.’ These two components, a communication plan and technology training, form the planning agenda for improving overall communication.”
Progress: Completed.
<p>Policies for communication and action have been reviewed and assessed. On February 25, 2015, the District Coordination and Communication Council (DC3) Team 2 sent an email announcement of an important milestone at strengthening communication at YCCD, launching seven 2-way email distribution lists now available to personnel across the district community (EVIDENCE: <a href="#">YR00.24</a>):</p> <ol style="list-style-type: none"> <li>1. All Yuba College, <a href="mailto:yc_all@yccd.edu">yc_all@yccd.edu</a>, to include Sutter County Center and Beale AFB educational site;</li> <li>2. All Yuba College Faculty, <a href="mailto:yc_faculty@yccd.edu">yc_faculty@yccd.edu</a>, to include all full-time and part-time faculty;</li> </ol>

3. All Woodland Community College, [wcc\\_all@yccd.edu](mailto:wcc_all@yccd.edu), to include Colusa Educational Outreach Facility;
4. All Woodland Community College Faculty, [wcc\\_faculty@yccd.edu](mailto:wcc_faculty@yccd.edu), to include all full-time and part-time faculty;
5. All Clear Lake Campus, [clc\\_all@yccd.edu](mailto:clc_all@yccd.edu);
6. All Clear Lake Campus Faculty, [clc\\_faculty@yccd.edu](mailto:clc_faculty@yccd.edu), to include all full-time and part-time faculty; and
7. District Services Personnel, [district\\_all@yccd.edu](mailto:district_all@yccd.edu)

This component of our organizational communication system supports one-to-many and 2-way email messaging for members of the distribution group. This project was part of the action planning stemming from the Communication Survey administered last year and addresses many of the responses gathered in that effort. An automatic, regularly scheduled routine will update the lists using Colleague data. Each person will be on the list for his or her primary location according to HR records. All YCCD permanent staff and all faculty will be able to send emails to any of the groups. Staff and faculty will only receive messages sent to their groups.

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 (EVIDENCE: [YR05.10](#), [YR05.11](#)). The working day was a productive means of delineating between District and College responsibilities and linkages to allocation.

#### Standard IV.A.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

#### Self-Identified Improvement Plans from 2012 Self Study:

"Yuba College meets this standard, and the college is working to fully implement the processes and structures within the Institutional Effectiveness Model. Yuba College will continue to develop and refine its communication amongst all constituents.

"The College Council will take the lead on developing a communication plan for Yuba College, in consultation with YCCD Information Systems Department. In addition, the DC3 subcommittee Team Two has been charged with developing a plan to 'provide training and development for collaboration, skill building, and improve communication systems and collaborative technologies.'

<p>“The DC3 committee will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles.”</p>
<p>Progress: Completed.</p>
<p>Yuba College established and communicated a clear integrated planning process (EVIDENCE: <a href="#">YR04.06</a>, <a href="#">YR04.07</a>, <a href="#">YR04.08</a>, <a href="#">YR04.09</a>, <a href="#">YR04.10</a>, <a href="#">YR04.11</a>). It 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 constituent groups (EVIDENCE: <a href="#">YR04.12</a>, <a href="#">YR04.13</a>, <a href="#">YR04.14</a>, <a href="#">YR04.15</a>, <a href="#">YR04.16</a>, <a href="#">YR04.17</a>, <a href="#">YR04.18</a>). After completing a full planning cycle, the college assessed its effectiveness, and published the results in annual <i>Yuba College Institutional Effectiveness Report</i> (EVIDENCE: <a href="#">YR05.02</a>). The college also completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's Annual Action Plan (EVIDENCE: <a href="#">YR05.03</a>). Responding to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey, the college developed a proposed revised IP Model to be presented in 2015 at College Council (EVIDENCE: <a href="#">YR05.04</a>, <a href="#">YR05.15</a>, <a href="#">YR05.06</a>, <a href="#">YR05.05</a>).</p> <p>Furthermore, the delineation of college and district roles has been resolved. See District Recommendations #1, #2, and #3 for an explanation of how that delineation was achieved.</p>

<p>Standard IV.B.1.a.</p>
<p>The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</p>
<p>Self-Identified Improvement Plans from 2012 Self Study:</p>
<p>“The District Coordination and Communication Council (DC3) is a common recommending body for the District and is comprised of representatives from all campuses. Yuba College will be active in working with DC3 on reviewing the board agenda and advancing the culture of participatory input. The DC3 will be evaluated according to the Institutional Effectiveness Model on a four-year cycle with yearly updates in between a full review.”</p>
<p>Progress: Completed.</p>
<p>The Yuba Community College District established the District Consultation and Coordination Council (DC3) to address issues of district-wide import through a shared-decision-making body (EVIDENCE: <a href="#">YR00.25</a>). This district council reviews all Board of Trustees Meeting agenda prior to each board meeting so that questions and concerns may be addressed prior to any issue going before the Board of Trustees (EVIDENCE: <a href="#">YR00.26</a>).</p>

Standard IV.B.1.b.
The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.
Self-Identified Improvement Plans from 2012 Self Study:
“The completion, adoption, and implementation of the Resource Allocation Model for the Yuba Community College District and Yuba College is in process and will continue until complete. As indicated in standard IV-A2a, a greater alignment of the budget process as part of the program review and continuous improvement cycle in the IE Model needs to be further developed and implemented within the Strategic Plan. Yuba College will work with the district to fully develop the Resource Allocation Model through the appropriate shared-governance groups.”
Progress: Completed.
The District’s strategic planning process was revised 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 (EVIDENCE: <a href="#">DR01.06</a> , <a href="#">DR01.18</a> ). A Resource Allocation Model was implemented in 2013-14 (EVIDENCE: <a href="#">YR00.27</a> ). The College Effectiveness and Accreditation Committee established and vetted a clear Annual Integrated Planning and Evaluation Cycle (EVIDENCE: <a href="#">YR00.28</a> ). A Strategic Planning Protocol was 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 (EVIDENCE: <a href="#">YR00.29</a> ). A Resource Allocation Model was developed in an inclusive and transparent manner including constituents from District, Yuba College, Woodland Community College and Clear Lake Campus (EVIDENCE: <a href="#">YR00.30</a> ). This Resource Allocation Model was clearly communicated on the District website, with CHEX and the Budget Summit, and DC3 (EVIDENCE: <a href="#">YR00.31</a> , <a href="#">DR02.02</a> , <a href="#">YR00.32</a> , <a href="#">YR00.33</a> ). See also District Recommendations #1, #2, and #3.

Standard IV.B.2.
The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
Self-Identified Improvement Plans from 2012 Self Study:
<p>“Yuba College meets these standards, and the College is in the process of refining key components to increase institutional effectiveness. Yuba College will work with DC3 to finalize a budget process.</p> <p>“The DC3 committee will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles.</p> <p>“The newly hired Chancellor has commenced a Budget Summit group to take the lead on developing budget priorities for the 2012-13 fiscal year as part of the DC3 committee. The</p>

work of this group will form a new YCCD Strategic Plan based upon the recent Board of Trustees Vision and will connect the planning process to the budget development and allocation process. The work expected from Team One of the DC3 committee will serve as the planning agenda for enhancing the overall YCCD Strategic Plan.

“The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to ‘provide extensive opportunities for review and input of improvements to program planning and resource allocation process.’ While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget based upon both District assumptions and Board directives. The planning agenda related to budget development consists of finalizing a district budget process, resource allocation model, and evaluating the yearly implementation of these processes.”

Progress: Completed.

Yuba College established and communicated a clear integrated planning process (EVIDENCE: [YR04.06](#), [YR04.07](#), [YR04.08](#), [YR04.09](#), [YR04.10](#), [YR04.11](#)). It 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 constituent groups (EVIDENCE: [YR04.12](#), [YR04.13](#), [YR04.14](#), [YR04.15](#), [YR04.16](#), [YR04.17](#), [YR04.18](#)). After completing a full planning cycle, the college assessed its effectiveness, and published the results in annual *Yuba College Institutional Effectiveness Report* (EVIDENCE: [YR05.02](#)). The college also completed and published an Annual Action Plan as part of the Educational Master Plan and for the District's Annual Action Plan (EVIDENCE: [YR05.03](#)). Responding to the recommendations of the annual Institutional Effectiveness Report, Annual Action Plan, and Budget Process Survey, the college developed a proposed revised IP Model to be presented in 2015 at College Council (EVIDENCE: [YR05.04](#), [YR05.15](#), [YR05.06](#), [YR05.05](#)). See also District Recommendations #1, #2, and #3 for college collaboration with District Services.

Standard IV.B.2.d.

The president effectively controls budget and expenditures.

Self-Identified Improvement Plans from 2012 Self Study:

“Yuba College will benefit from the adoption, implementation, and refinement of the Resources Allocation Model currently being created. The autonomy of each college in the district within the Resource Allocation Model is an area of the process that remains unclear and needs to be articulated through the Yuba College Council and DC3 collaboration.

“The Chancellor and the Budget Summit developed agreed-upon assumptions for a District budget process, including a Resource Allocation Model. Strategic Planning Team Three, as part of the DC3 committee, is charged to ‘provide extensive opportunities for review and input of improvements to program planning and resource allocation process.’ While this is a district-level implementation, the Yuba College Council, Directors/Deans, and entire college community will be responsible for using the process in developing a yearly budget

based upon both District assumptions and Board directives.”
Progress: Completed.
<p>The District’s strategic planning process was revised 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 (EVIDENCE: <a href="#">DR01.06</a>, <a href="#">DR01.18</a>). A Resource Allocation Model was implemented in 2013-14 (EVIDENCE: <a href="#">YR00.27</a>). The College Effectiveness and Accreditation Committee established and vetted a clear Annual Integrated Planning and Evaluation Cycle (EVIDENCE: <a href="#">YR00.28</a>). A Strategic Planning Protocol was 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 (EVIDENCE: <a href="#">YR00.29</a>). A Resource Allocation Model was developed in an inclusive and transparent manner including constituents from District, Yuba College, Woodland Community College and Clear Lake Campus (EVIDENCE: <a href="#">YR00.30</a>). This Resource Allocation Model was clearly communicated on the District website, with CHEX and the Budget Summit, and DC3 (EVIDENCE: <a href="#">YR00.31</a>, <a href="#">DR02.02</a>, <a href="#">YR00.32</a>, <a href="#">YR00.33</a>). See also District Recommendations #1, #2, and #3.</p>

Standard IV.B.3.
<p>In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.</p>
Self-Identified Improvement Plans from 2012 Self Study:
<p>“Yuba College and the District will continue to refine processes and policies. This includes addressing concerns as they arise, maintaining the current four-year cycle of updates to policies and procedures (more often if Education Code or Title 5 changes), and maintaining current Purpose Statements and activities for related committees and councils to include participation in the Instructional Effectiveness Model Planning and Shared Decision-Making Process Review. The DC3 committee as a whole will address structural deficiencies between and amongst colleges and District Services throughout YCCD. The Yuba College Council will serve as the conduit for these findings and recommendations from the DC3 subcommittee for the further development of individual roles. DC3 will engage in a collaborative discussion to develop both a functional organizational chart and clear delineation of responsibilities to serve as the planning agenda for clarifying college and district roles.”</p>
Progress: Completed.
<p>The DC3 committee as a whole addresses any structural deficiencies between and amongst colleges and District Services throughout YCCD. For example, at the very beginning of the 2014-15 academic year, on July 23, 2014, all members of DC3, including 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 (EVIDENCE: <a href="#">YR00.30</a>). The</p>



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 (EVIDENCE: [YR05.10](#), [YR05.11](#)). See also District Recommendations #1, #2, and #3 for college collaboration with District Services.

**Standard IV.B.3.b.**

The district/system provides effective services that support the colleges in their missions and functions.

**Self-Identified Improvement Plans from 2012 Self Study:**

“District Services will collegially consult with Yuba College regarding the impact of District decisions on the workload at the College. This is an essential part of the Strategic Plan being developed by DC3, and it will include significant contributions from Yuba College.”

**Progress: Completed.**

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 (EVIDENCE: [YR05.10](#), [YR05.11](#)). The working day was a productive means of delineating between District and College responsibilities and linkages to allocation. See also District Recommendations #1, #2, and #3.

**Standard IV.B.3.c.**

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

**Self-Identified Improvement Plans from 2012 Self Study:**

“YCCD will need to finalize either a Resource Allocation Model or a Budget Development Process. The Strategic Plan created by DC3 includes this element. The Yuba College Council will work with DC3 on the newly developed process for implementation at the local level.”

**Progress: Completed.**

The District’s strategic planning process was revised 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 (EVIDENCE: [DR01.06](#), [DR01.18](#)). A Resource Allocation Model was implemented in 2013-14 (EVIDENCE: [YR00.31](#)). The College Effectiveness and Accreditation Committee established and vetted a clear Annual Integrated Planning and Evaluation Cycle (EVIDENCE: [YR00.28](#)). A Strategic Planning Protocol was 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 (EVIDENCE: [YR00.29](#)). A Resource Allocation Model was developed in an inclusive and transparent manner including constituents from District, Yuba College, Woodland Community College and Clear Lake Campus (EVIDENCE: [YR00.30](#)). This Resource Allocation Model was clearly communicated on the District website, with CHEX and the Budget Summit, and DC3 (EVIDENCE: [YR00.31](#), [DR02.02](#), [YR00.32](#), [YR00.33](#)). See also District Recommendations #1, #2, and #3.

#### Standard IV.B.3.f.

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

#### Self-Identified Improvement Plans from 2012 Self Study:

“The District plans to continue providing training for and increasing the use of the district-wide portal system, which has the capabilities to create strong channels of communication and information transmittance. Yuba College will conduct a needs assessment to develop a communication plan so that all employees receive information in a timely manner. Additionally, the Board of Trustees is making a concerted effort, under the direction of the Chancellor, to release their agenda before the weekend begins, which will allow for the items to be reviewed and if needed, responded to, by interested college constituents. The DC3 Committee is the central point for information and decisions, and it is incumbent upon its members to effectively communicate with their constituents.

“A communication plan and the evaluation of its effectiveness will be developed so that all employees and committees can share recommendations, decisions, and information in the most efficient manner. The College Council will take the lead on developing a communication plan for Yuba College, in consultation with YCCD Information Systems Department. In addition, the DC3 subcommittee Team Two has been charged with developing a plan to ‘provide training and development for collaboration, skill building, and improve communication systems and collaborative technologies.’ These two components, a communication plan and technology training, form the planning agenda for improving overall communication.”

#### Progress: Completed.

Policies for communication and action have been reviewed and assessed. On February 25, 2015, the District Coordination and Communication Council (DC3) Team 2 sent an email announcement of an important milestone at strengthening communication at YCCD, launching seven 2-way email distribution lists now available to personnel across the district community (EVIDENCE: [Email Announcement](#)):

1. All Yuba College, [yc\\_all@yccd.edu](mailto:yc_all@yccd.edu), to include Sutter County Center and Beale AFB educational site;
2. All Yuba College Faculty, [yc\\_faculty@yccd.edu](mailto:yc_faculty@yccd.edu), to include all full-time and part-time faculty;
3. All Woodland Community College, [wcc\\_all@yccd.edu](mailto:wcc_all@yccd.edu), to include Colusa

- Educational Outreach Facility;
- 4. All Woodland Community College Faculty, [wcc\\_faculty@yccd.edu](mailto:wcc_faculty@yccd.edu), to include all full-time and part-time faculty;
- 5. All Clear Lake Campus, [clc\\_all@yccd.edu](mailto:clc_all@yccd.edu);
- 6. All Clear Lake Campus Faculty, [clc\\_faculty@yccd.edu](mailto:clc_faculty@yccd.edu), to include all full-time and part-time faculty; and
- 7. District Services Personnel, [district\\_all@yccd.edu](mailto:district_all@yccd.edu)

This component of our organizational communication system supports one-to-many and 2-way email messaging for members of the distribution group. This project was part of the action planning stemming from the Communication Survey administered last year and addresses many of the responses gathered in that effort. An automatic, regularly scheduled routine will update the lists using Colleague data. Each person will be on the list for his or her primary location according to HR records. All YCCD permanent staff and all faculty will be able to send emails to any of the groups. Staff and faculty will only receive messages sent to their groups.

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 (EVIDENCE: [YR05.10](#), [YR05.11](#)). The working day was a productive means of delineating between District and College responsibilities and linkages to allocation.

#### Standard IV.B.3.g.

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

#### Self-Identified Improvement Plans from 2012 Self Study:

“Yuba College will continue with the momentum gained over the last three years regarding the IE Model and overall institutional effectiveness. The District will also develop a calendar that continues the process through the next four-year cycle (2012-16). The DC3 Strategic Plan, currently under development, will include assessment results and the IE Model Program Reviews as they are incorporated into the planning process.

“The DC3 committee is taking the lead on establishing a new culture of shared governance. DC3 Strategic Planning Team One has the specified goal to ‘improve current procedures to create an integrated, participatory and evidence-based district wide decision process.’ Once the YCCD Strategic Plan is finalized, it will fall to the Academic Senate and Yuba College Council to disseminate this information, provide updated training for all

employees, and adhere to the agreed-upon principles and roles in the decision making process.”

Progress: Completed.

Overall institutional effectiveness has been addressed in the 2013-2014 Yuba College *Institutional Effectiveness Report* (EVIDENCE: [YR04.25](#)). Recommendations in that report have been used as a basis for making revisions to Program Review for the 2014-2015 academic year, ensuring that information from SLOs and program review are used in our yearly budget development process. Yuba College incorporated SLOs as part of the Integrated Planning Model, Timeline and Narrative, implemented in the 2012-13 academic year. (EVIDENCE: [YR06.14](#)). The college developed a proposed IP Model that incorporates SLOs in each step of our process, incorporating SLOs into our Program and Services Review processes (EVIDENCE: [YR06.15](#), [YR06.16](#), [YR06.05](#), [YR06.21](#)). The college used data (including SLO data) from Program and Services Reviews and Program and Services Vitality Reports, in our Educational Master Plan and IE Planning cycle (EVIDENCE: [YR06.19](#), [YR06.20](#)). For District planning calendar and process, see District Recommendation #1.

Yuba College developed an Annual Action plan for the District budget process based on department and committee planning (EVIDENCE: [YR05.03](#)). The College Effectiveness and Accreditation Committee also presented to the College Council and to the College at large how Program Review and planning lead to resource allocation, including delineation between District and College responsibilities (EVIDENCE: [YR05.08](#), [YR05.09](#)).

## Appendices

### College Recommendations Evidence

#### College Recommendation 1:

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<a href="#">YR01.05</a>	YC Council Meeting Minutes 5.10.13
<a href="#">YR01.06</a>	YC Council Minutes 3.15.13
<a href="#">YR01.07</a>	A Guide to IP and IE

#### College Recommendation 2:

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<a href="#">YR01.06</a>	YC Council Meeting Minutes 5.10.13
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#### College Recommendation 3:

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<a href="#">YR06.22</a>	YC Academic Senate Minutes 1.29.14 Approved
<a href="#">YR06.23</a>	Program Review Questions 2015

#### College Recommendation 4:

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<a href="#">YR04.01</a>	IE Planning Model Diagram (pgs. 36)
<a href="#">YR04.02</a>	YC CEAC Minutes 3.25.12
<a href="#">YR04.03</a>	IE Report Submitted by Vice President
<a href="#">YR04.04</a>	All YC Email 9.19.14
<a href="#">YR04.05</a>	YC Academic Senate President's Report for the 9.11.14
<a href="#">YR04.06</a>	YC CEAC Minutes 4.29.13
<a href="#">YR04.07</a>	YC CEAC Minutes 5.6.13
<a href="#">YR04.08</a>	YC College Council Agenda 5.10.13
<a href="#">YR04.09</a>	YC Planning Model Email 5.17.13
<a href="#">YR04.10</a>	Opening Week Program Draft
<a href="#">YR04.11</a>	A Guide to Integrated Planning and Institutional Effectiveness 2013-14 (pgs. 18-22)
<a href="#">YR04.12</a>	YC CEAC Minutes 8.19.13
<a href="#">YR04.13</a>	YC CEAC Minutes 8.22.13
<a href="#">YR04.14</a>	YC CEAC Minutes 8.29.13
<a href="#">YR04.15</a>	YC Council Agenda 9.16.13
<a href="#">YR04.16</a>	A Guide to Integrated Planning and Institutional Effectiveness Email 9.22.13
<a href="#">YR04.17</a>	A Guide to Integrated Planning and Institutional Effectiveness 2013-14 (pgs. 34-39)

<a href="#">YR04.18</a>	A Guide to Integrated Planning and Institutional Effectiveness 2013-14 (pg 9-21)
<a href="#">YR04.19</a>	VP Presentation of IE Report to YC Council 9.9.14
<a href="#">YR04.20</a>	ASYC Minutes 9.25.14
<a href="#">YR04.21</a>	CEAC Minutes 4.18.14
<a href="#">YR04.22</a>	2014.09.23 YC Minutes Draft
<a href="#">YR04.23</a>	Program Review Results
<a href="#">YR04.24</a>	Program Review Taskforce Email August 6-10, 14
<a href="#">YR04.25</a>	Program Review After Action Report
<a href="#">YR04.26</a>	YC Council Minutes 9.9.14
<a href="#">YR04.27</a>	CEAC Minutes 8.22.14
<a href="#">YR04.28</a>	IE Report 2012-2013
<a href="#">YR04.29</a>	Program Review Validation Feedback
<a href="#">YR04.30</a>	Annual Flex Survey 2014 Part 2
<a href="#">YR04.31</a>	YC Annual Flex Survey May 2014 Survey Monkey Website
<a href="#">YR04.32</a>	YC Council Agenda 4.21.14
<a href="#">YR04.33</a>	YC CEAC Minutes 3.25.14
<a href="#">YR04.34</a>	YC CEAC Minutes 4.8.14
<a href="#">YR04.35</a>	YC CEAC Minutes 4.15.14
<a href="#">YR04.36</a>	YC CEAC Minutes 4.29.14
<a href="#">YR04.37</a>	YC CEAC Minutes 5.6.14
<a href="#">YR04.38</a>	Program Review Taskforce Meeting Announcement
<a href="#">YR04.39</a>	All YC Presentation 9.12.14
<a href="#">YR04.40</a>	Technology Plan 2014-2015
<a href="#">YR04.41</a>	Technology Committee Planning Calendar
<a href="#">YR04.42</a>	IE Planning Model Diagram (pg 21)
<a href="#">YR04.43</a>	Staff-Admin Needs Assessment Survey
<a href="#">YR04.44</a>	Staff Development Survey Results
<a href="#">YR04.45</a>	YC Council Minutes 4.21.14

## College Recommendation 5:

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<a href="#">YR05.01</a>	Integrated Planning Timeline and Narrative
<a href="#">YR05.02</a>	IE Report
<a href="#">YR05.03</a>	Annual Action Plan
<a href="#">YR05.04</a>	Budget Survey
<a href="#">YR05.05</a>	Email to YC All Accreditation Forum and Evaluation Cycle Results
<a href="#">YR05.06</a>	Proposed IP Model
<a href="#">YR05.07</a>	PSV Scores
<a href="#">YR05.08</a>	Program and Services Reviews
<a href="#">YR05.09</a>	Vitality and Program Review Presentation
<a href="#">YR05.10</a>	Responsibility Matrix Reference
<a href="#">YR05.11</a>	Responsibility Matrix Agenda
<a href="#">YR05.12</a>	Planning and Budget Process Evaluation
<a href="#">YR05.13</a>	Technology Plan 2014-15
<a href="#">YR05.14</a>	PSV Criteria



<a href="#">YR05.15</a>	Budget Survey Results
<a href="#">YR05.16</a>	A Guide to Integrated Planning and Institutional Effectiveness 2013-14 (pgs. 9-11)

### **College Recommendation 6:**

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<a href="#">YR06.01</a>	Course SLO Results 2012-2014
<a href="#">YR06.02</a>	Memo Update on YC Progress in Achieving Proficiency 10.1.14
<a href="#">YR06.03</a>	Student Services SLO Results 2012-2014
<a href="#">YR06.04</a>	PS Vitality Non-Academic Report
<a href="#">YR06.05</a>	SLO Process Assessment and Evaluation Plan
<a href="#">YR06.06</a>	SLO Committee Purpose Statement 2013-2014
<a href="#">YR06.07</a>	SLO Committee Objective Report
<a href="#">YR06.08</a>	SLO iSLO Assessment Schedule PowerPoint Presentation
<a href="#">YR06.09</a>	SLO Survey Results 2013-2014
<a href="#">YR06.10</a>	Academic Senate Agenda 9.25.14
<a href="#">YR06.11</a>	IE Report
<a href="#">YR06.12</a>	SLO After Action Report 2013-2014
<a href="#">YR06.13</a>	CEAC COR 2014-2015
<a href="#">YR06.14</a>	Integrated Planning Timeline and Narrative Website
<a href="#">YR06.15</a>	Proposed IP Model
<a href="#">YR06.16</a>	Program Review Pilot Template-rev 9.19.13
<a href="#">YR06.17</a>	PS Vitality Academic Report
<a href="#">YR06.18</a>	Vitality and Review Presentation
<a href="#">YR06.19</a>	Program and Services Reviews Website
<a href="#">YR06.20</a>	IE Model
<a href="#">YR06.21</a>	Program Update
<a href="#">YR06.22</a>	YC AS Minutes 1.29.14 Approved
<a href="#">YR06.23</a>	Program Review Questions 2015

### **College Recommendation 7:**

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<a href="#">YR07.01</a>	Counseling Program Review 2013-2014
<a href="#">YR07.02</a>	Sutter County Center Program Review 2013-2014
<a href="#">YR07.03</a>	Financial Aid Program Review 2013-2014
<a href="#">YR07.04</a>	EOPS Summer Readiness Flyer
<a href="#">YR07.05</a>	Management Structure 2014-2015
<a href="#">YR07.06</a>	Personnel Consent Action 1.16.14
<a href="#">YR07.07</a>	Personnel Consent Action 5.8.14
<a href="#">YR07.08</a>	Personnel Consent Action 9.11.14
<a href="#">YR07.09</a>	IA SCC Job Announcement
<a href="#">YR07.10</a>	SARS Screen Shot
<a href="#">YR07.11</a>	Personnel Consent Action 12.12.13
<a href="#">YR07.12</a>	SSSP Plan Final Draft 10.2.14
<a href="#">YR07.13</a>	Personnel Consent Action 9.12.13

<a href="#">YR07.14</a>	SSSP Budget
<a href="#">YR07.15</a>	General Counselor YC YCFA Transfer 9.22.14
<a href="#">YR07.16</a>	Job Description EOPS CARE General Counselor
<a href="#">YR07.17</a>	SSSP PowerPoint Presentation to Academic Senate
<a href="#">YR07.18</a>	Personnel Consent Action 10.9.14
<a href="#">YR07.19</a>	Quick Reg. Survey 2013
<a href="#">YR07.20</a>	Quick Reg. Survey Results
<a href="#">YR07.21</a>	Sutter County Student Needs Assessment Survey
<a href="#">YR07.22</a>	Sutter County Student Needs Assessment Survey Results
<a href="#">YR07.23</a>	Hiring Research Analyst Personnel Requisition

### **College Recommendation 8:**

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<a href="#">YR08.01</a>	YCCD YCFA Agreement Ratified by YCFA 12.22.13 with Updated Salary Schedules
<a href="#">YR08.02</a>	Proposed Faculty Evaluation IES 1

### **College Recommendation 9:**

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<a href="#">YR09.01</a>	YC Staff Development Plan 2014-15
<a href="#">YR09.02</a>	YC Opening Week 2014
<a href="#">YR09.03</a>	Needs Assessment Results #1
<a href="#">YR09.04</a>	Needs Assessment Results #2
<a href="#">YR09.05</a>	Staff Admin Needs Assessment Survey
<a href="#">YR09.06</a>	Update to Board of Directors 04.14
<a href="#">YR09.07</a>	Technology Plan 2014-15
<a href="#">YR09.15</a>	Staff Development Plan 2014-2015
<a href="#">YR09.17</a>	Fall 2014 Convocation Schedule
<a href="#">YR09.18</a>	Fall 2015 Convocation Schedule
<a href="#">YR09.19</a>	Home - Teaching and Learning Center - Yuba College

### **College Recommendation 10:**

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<a href="#">YR10.01</a>	YC Website
<a href="#">YR10.02</a>	YC Council Minutes
<a href="#">YR10.03</a>	Phase Plan REC 10
<a href="#">YR10.04</a>	Hours for Short-Term Subs
<a href="#">YR10.05</a>	M&O CTO Earned 10.1.12 - 9.30.13
<a href="#">YR10.06</a>	Classified Staffing Committee Objectives Report
<a href="#">YR10.07</a>	YC Deferred Maintenance List
<a href="#">YR10.08</a>	Commercial Boiler Tech Class Flier
<a href="#">YR10.09</a>	YCCD 10.10.13 KSC Course Completion as of 10.1.12

<a href="#">YR10.10</a>	Net Facilities Support Follow-Up (Email)
<a href="#">YR10.11</a>	Net Facilities Software Purchase Order
<a href="#">YR10.12</a>	District Handbook 2013-2014 (pg. 7)
<a href="#">YR10.13</a>	District Handbook 2013-2014 (pgs. 9)
<a href="#">YR10.14</a>	District Handbook 2013-2014 (pgs. 59-60)
<a href="#">YR10.15</a>	District Handbook 2013-2014 (pgs. 69-70)
<a href="#">YR10.16</a>	District Handbook 2013-2014 (pgs. 8-10)
<a href="#">YR10.17</a>	Fusion Room Detail for Import
<a href="#">YR10.18</a>	Email to M&O - Reminder of M&O Retreat
<a href="#">YR10.19</a>	District Services Master Planning
<a href="#">YR10.20</a>	Email Re: List Deferred Maintenance
<a href="#">YR10.21</a>	Classified Staffing Purpose Statement
<a href="#">YR10.22</a>	LRC 1100 Building Landscape
<a href="#">YR10.23</a>	Email LRC 1100 Building Landscape
<a href="#">YR10.24</a>	District Services Master Plan (Draft 2013-2016)
<a href="#">YR10.25</a>	YCCD District Services Planning
<a href="#">YR10.26</a>	YCCD Strategic Planning Protocol Diagram
<a href="#">YR10.27</a>	Fall 2013 Master Classroom Schedule
<a href="#">YR10.28</a>	Spring 2014 Master Classroom Schedule
<a href="#">YR10.29</a>	YC Classified Staffing Minutes 4.8.13
<a href="#">YR10.30</a>	YC Classified Staffing Minutes 4.15.13
<a href="#">YR10.31</a>	M & O Data
<a href="#">YR10.32</a>	Purchase of M&O Equipment
<a href="#">YR10.33</a>	CSEA Meeting M&O Shift Hours 8.9.13

## **College Recommendation 11:**

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<a href="#">YR11.01</a>	Integrated Planning Process Diagram
<a href="#">YR11.02</a>	Integrated Planning Timeline and Narrative
<a href="#">YR11.03</a>	YC Council Minutes 2.22.13
<a href="#">YR11.04</a>	LMS Faculty Survey
<a href="#">YR11.05</a>	LMS Student Survey
<a href="#">YR11.06</a>	Canvas Evaluation Survey Spring 2013
<a href="#">YR11.07</a>	Blackboard Learn Evaluation Survey Spring 2013
<a href="#">YR11.08</a>	Flex Survey #2
<a href="#">YR11.09</a>	Graduation Survey
<a href="#">YR11.10</a>	Analysis Report Transfer
<a href="#">YR11.11</a>	Graduation 2013 Survey #2
<a href="#">YR11.12</a>	Flex Survey
<a href="#">YR11.13</a>	Staff Development Workshop Training Survey
<a href="#">YR11.14</a>	Functional Map
<a href="#">YR11.15</a>	AP 3720 Computer and Network Usage
<a href="#">YR11.16</a>	AP 3721 Electronic Tools for Communication Usage
<a href="#">YR11.17</a>	AP 3750 Use of Copyrighted Material
<a href="#">YR11.18</a>	Technology Committee Planning Calendar
<a href="#">YR11.19</a>	CSC Purpose Statement
<a href="#">YR11.20</a>	Computer Workstation Guidelines

<a href="#"><u>YR11.21</u></a>	Sutter County Center OML Lab
<a href="#"><u>YR11.22</u></a>	YCCD Technology Committee Purpose Statement 2013-2014
<a href="#"><u>YR11.23</u></a>	YC Technology Committee Objectives Report 2013-2014
<a href="#"><u>YR11.24</u></a>	Flex Committee Purpose Statement
<a href="#"><u>YR11.25</u></a>	Draft Flex Purpose Statement
<a href="#"><u>YR11.26</u></a>	Yuba Team Report Final

## Appendices

### District Recommendations Evidence

#### District Recommendation 1:

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<a href="#">DR01.01</a>	2013 WCC Follow-Up Report
<a href="#">DR01.02</a>	2013 YC Follow-Up Report
<a href="#">DR01.03</a>	2013-14 Institutional Effectiveness Review
<a href="#">DR01.04</a>	2014 WCC Follow-Up Report
<a href="#">DR01.05</a>	2014 YC Follow-Up Report
<a href="#">DR01.06</a>	2014-10-02 DCAS Minutes
<a href="#">DR01.07</a>	2014-10-21 Joint BAT-IERT Minutes
<a href="#">DR01.08</a>	2014-11-13 Board Regular Minutes
<a href="#">DR01.09</a>	2015-03-03 DC3 Minutes
<a href="#">DR01.10</a>	2015-03-19 CHEX Email
<a href="#">DR01.11</a>	2015-09-21 Memo from Chancellor on 2016-2017 Planning
<a href="#">DR01.12</a>	Action Plan and Resource Allocation Request Templates
<a href="#">DR01.13</a>	Annual Integrated Planning and Evaluation Cycle (Before and After 2015-08-07)
<a href="#">DR01.14</a>	Crosswalk of Accountability Frameworks (Working Document)
<a href="#">DR01.15</a>	DSET Presentation PowerPoint
<a href="#">DR01.16</a>	DSET Presentation Schedule
<a href="#">DR01.17</a>	Fall 2014 IERT Minutes
<a href="#">DR01.18</a>	Process Improvement Recommendations for 2016-17 Planning
<a href="#">DR01.19</a>	PSV Tracking Spreadsheet
<a href="#">DR01.20</a>	YCCD Annual District Planning Rhythm (2014-15)
<a href="#">DR01.21</a>	YCCD Annual District Planning Rhythm (2015-16)
<a href="#">DR01.22</a>	YCCD Strategic Goals

#### District Recommendation 2:

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<a href="#">DR02.01</a>	2015-03-17 BAT Minutes
<a href="#">DR02.02</a>	2015-05-26 BAT Minutes
<a href="#">DR02.03</a>	2015-08-25 CHEX Follow-Ups
<a href="#">DR02.04</a>	2015-08-25 Joint BAT-DC3 Minutes
<a href="#">DR02.05</a>	2015-09-01 DC3 Minutes
<a href="#">DR02.06</a>	2015-09-08 Board Finance Committee Meeting
<a href="#">DR02.07</a>	2015-09-10 Board of Trustees Meeting
<a href="#">DR02.08</a>	Committee Feedback on the Strategic Planning Process
<a href="#">DR02.09</a>	Comprehensive District Master Plan 2015-18
<a href="#">DR02.10</a>	Planning and Budget Process Evaluation

### **District Recommendation 3:**

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<a href="#">DR03.01</a>	2014 HR Annual Employee Survey Summary
<a href="#">DR03.02</a>	2014-02-21 DCAS Minutes
<a href="#">DR03.03</a>	2015-01-07 DE Summit Agenda
<a href="#">DR03.04</a>	2015-05-21 DCAS Minutes
<a href="#">DR03.05</a>	AP 4105 Distance Education
<a href="#">DR03.06</a>	AP 4260 Prerequisites and Corequisites
<a href="#">DR03.07</a>	DDE Committee Effectiveness Review Results Spring 2015
<a href="#">DR03.08</a>	DE Responsibility Matrix
<a href="#">DR03.09</a>	District Provided Services Survey Results
<a href="#">DR03.10</a>	Institutional Effectiveness Website
<a href="#">DR03.11</a>	Strategic Goals with Objectives KPIs and Strategies

### **District Recommendation 4:**

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<a href="#">DR04.01</a>	2015-02-05 DCAS Minutes
<a href="#">DR04.02</a>	Chancellor Convocation Presentation
<a href="#">DR04.03</a>	HR Staffing Planning Process
<a href="#">DR04.04</a>	HR Strategic Alignment Plan
<a href="#">DR04.05</a>	Strategic Planning Process
<a href="#">DR04.06</a>	WCC Annual Flex Survey Results
<a href="#">DR04.07</a>	YC Staff Development Needs Assessment Results

### **District Recommendation 5:**

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<a href="#">DR05.01</a>	2013-10-01 DC3 Minutes
<a href="#">DR05.02</a>	AP 7122 Hiring the College President
<a href="#">DR05.03</a>	AP 7151 Evaluation of the College President
<a href="#">DR05.04</a>	Aspen Institute Crisis and Opportunity Report
<a href="#">DR05.05</a>	Self-Evaluation Template
<a href="#">DR05.06</a>	YC President Job Description



## Appendices

### Response to Self-Identified Improvement Plans

#### Standards I - IV:

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<a href="#">YR00.01</a>	YC EMP approved 5.12.14
<a href="#">YR00.02</a>	Student Success Initiative
<a href="#">YR00.03</a>	Mission, Vision Goals Website
<a href="#">YR00.04</a>	Council Orientation 13-14
<a href="#">YR00.05</a>	DC3 Email
<a href="#">YR00.06</a>	Curriculum Support coordinator MOU
<a href="#">YR00.07</a>	2015.8.21 Curriculum Committee Agenda
<a href="#">YR00.08</a>	YC Academic Senate Minutes 2015.4.30
<a href="#">YR00.09</a>	Catalog Development Guidelines
<a href="#">YR00.10</a>	BoardDocs Policy 4021 Program Discontinuation
<a href="#">YR00.11</a>	Administrative Procedure 4021
<a href="#">YR00.12</a>	Catalog Development Guidelines
<a href="#">YR00.13</a>	Brandman YCCD MOU
<a href="#">YR00.14</a>	Web-Based Facilities Management and Maintenance Tracking Software
<a href="#">YR00.15</a>	News Article
<a href="#">YR00.16</a>	Yuba College Technology Plan 2014-15
<a href="#">YR00.17</a>	YC Organizational Chart 2015-16
<a href="#">YR00.18</a>	Organization 2015-16
<a href="#">YR00.19</a>	Management Performance Evaluation Form – Final 10.01.13
<a href="#">YR00.20</a>	Management Competencies
<a href="#">YR00.21</a>	BoardDocs Policy AP 3050 Institutional Code of Ethics
<a href="#">YR00.22</a>	YC Committees Website
<a href="#">YR00.23</a>	District Committees Website
<a href="#">YR00.24</a>	DC3 Email Feb25
<a href="#">YR00.25</a>	District Committees and Newsletters
<a href="#">YR00.26</a>	2015-06-30 DC3 Agenda
<a href="#">YR00.27</a>	Resource Allocation Model
<a href="#">YR00.28</a>	Annual Integrated Planning and Evaluation Cycle 2014-8-26
<a href="#">YR00.29</a>	Strategic Planning Process
<a href="#">YR00.30</a>	Resource Allocation Model Committee Membership
<a href="#">YR00.31</a>	Resource Allocation Model – Final
<a href="#">YR00.32</a>	Budget Summit Minutes 4.23.13
<a href="#">YR00.33</a>	Minutes of 2013.03.19 DC3 Meeting
<a href="#">YR00.34</a>	2013 Follow-Up Report
<a href="#">YR00.35</a>	2014 Follow-Up Report
<a href="#">YR00.36</a>	2014 Addendum