

Yuba College

Guide to Accreditation 2018

Team visit: October 8-11, 2018

Our Mission:

Yuba College prepares a diverse student population to excel in a rapidly changing, interdependent world. Our quality programs and student services empower students to achieve their educational and life goals by providing counseling, transfer preparation, associate and transfer degrees, certificates, career and workforce training, basic skills instruction, and opportunities for lifelong learning. We respond to the diverse educational, cultural, and economic needs of our community by promoting individual potential through effective teaching and learning in an inclusive environment.

Our Core Principles:

- Student Success
- Excellent in Teaching and Learning
- Workplace and Classroom Equity
- Inclusion and Diversity
- Campus Life
- Academic Integrity
- Personal and Social Responsibility
- Collegiality and Collaboration
- Open, Respectful Dialogue
- Data-Informed Decision Making
- Innovation
- Community Partnerships

Key Dates and Times for Events

- Monday, October 8, Welcome Reception, 9:00am-10:00am in the 2100 Foyer
- Tuesday, October 9, College Hour Open Forum, 12:00pm-12:50pm in Room 201
- Wednesday, October 10, Late Afternoon Open Forum, 4:30pm-5:30pm in Room 112, SCC
- Thursday, October 11, Visiting Team Preliminary Report, 1:30pm-2:30pm in the Theatre

If you have any questions, please contact Jeremy Brown (x4929).

Letter From Our President



Colleagues,

The week of October 8-11 will be the culmination of the work that has had college wide collaboration and evaluation: the preparation and publication of the *Yuba College 2018 Institutional Self-Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation* (ISER). You may access the report and its supporting evidence at <https://bit.ly/2xGJuwu>.

This guide is designed to assist you by providing information on the logistics and expectations of the accreditation process, the team visit, and some features of the ISER that are of particular significance. This guide contains a summary of our short-term plans titled *Changes and Plans* and our long-term Quality Focus Essay projects. These were designed to help identify areas in which student success and learning can be improved and the effectiveness in many departments and programs can be enhanced.

Biographies of the Team Chair President Linda Rose from Santa Ana College, her assistant, the ACCJC liaison, and the eight faculty and administrators from other colleges accredited by ACCJC can be found on pages 5-10. During their visit to Yuba College, you may see the team members individually and in groups, as well as in forums and in smaller meetings. Scheduling specifics will be communicated via email.

Yuba College serves as a vital resource to our community in support of students' academic, professional, and personal goals. Additionally, we provide unique educational opportunities for the local population, and are committed to providing our students with the best educational services possible. We are committed to responding to the needs of our community and ensuring effective teaching and learning in an inclusive environment, and the site visit provides us the opportunity to exemplify our mission and core principles.

Thank you for all you do for the college, our students, and our community.

Best,

G.H. Javaheripour
President

What You Should Know

What is Accreditation?

The Accreditation status indicates that a college has met or exceeded a certain level of academic quality. The four categories institutions are evaluated in are: institutional mission and effectiveness, student learning programs and services, resources, and leadership and governance. Reaffirmation of Accreditation takes place every seven years.

How does it work?

In the seven-year period between Evaluations, a college will conduct a comprehensive self-study. A self-study will take one year to complete, and concludes in a published report. In the third year of the cycle (considered the halfway point) an institution must also submit a midterm evaluation report. For all seven years the college must conduct and submit annual reports.

The college will also develop documents such as the Institutional Self-Evaluation Report (ISER) for the Accreditors to read and review. A group of Accreditors then analyze the college's ISER, the External Evaluation Report, and other documents written and prepared by the college. The evaluation team visits the college campus at the end of the seven-year cycle to examine peer reviews, and conduct interviews to decide if the college should maintain its Accredited status.

Who accredits us?

The Accrediting Commission for Community and Junior Colleges (ACCJC) is the Accreditor of Yuba College.

Who accredits the Accreditors?

ACCJC is authorized by the U.S. Department of Education through the Higher Education Opportunity Act of 2008 to carry out Accreditations, trainings, etc.

What are the possible outcomes?

The ACCJC can either grant or deny a renewal for Accreditation and may also require additional follow-up including a possible second visit.

Links for more Yuba College Accreditation Information:

- For more information about the process of Accreditation please refer to the Accreditation webpage. Link address is: <https://yc.yccd.edu/about/accreditation/>
- There is a Feedback Survey on the Accreditation Process available to fill out on the Accreditation 2018 webpage located on the Yuba College website. The link is:

<https://bit.ly/2xGJuwu>

*Information collected from ACCJC website and the Yuba College Accreditation webpage

What to Expect for the Site Team Visit

The site visit will take place from October 8-11, 2018 and the team will visit both the Marysville campus and the Sutter County Center.

Tips to Prepare for the Visit

- Review the Accreditation page on the Yuba College website. This can be found at: <https://yc.yccd.edu/about/accreditation/>
- If you have authority over any pages on the website, please do not change any links! This can result in a broken link to the Site Team Members will need to review the Institutional Self-Evaluation Report.
- If the Site Team asks for an interview, sits in on a class, or asks you to attend any conferences, please provide any expertise if needed by the Team.
- Please do not ask the Site Team to settle disputes or what their final opinion is about the Institutional Self-Evaluation Report or the Evaluation. They are here to work independently, and asking for opinions may jeopardize the credibility of the work from the entire team.
- Attend the Site Team's Preliminary Report, Thursday, October 11, 1:30pm-2:30pm in the Theatre.

What MUST team members do?

- The Accreditation Site Team Members must work together as a team to determine if Yuba College meets or exceeds the Accreditation Standards, the Eligibility Requirements (ERs), and Commission policies.
- Team members will organize classroom and distance education visits, conferences, hold interviews, review documents, and attend team meetings. These team

meetings will take place in the team room, which will be provided by Yuba College.

- Team members must create recommendations as a team to be submitted to the CEO of the college.
- Before arriving to evaluate Yuba College, all team members must attend and complete an Evaluation Team Training workshop. The Team Chair must also attend a Team Chair Training workshop. All first-time evaluators must also complete an Accreditation Basics course, taken online.

What will team members try to do?

- The Evaluation Team is here to validate rather than to evaluate. They will have our best interests in mind.
- The Accreditation Site Team will use their professional experience and expertise to make recommendations for Yuba College to become more effective or recommendations to meet the Standards.
- The Site Team will try to work in accord with one another before, during, and after the site visit.

What will team members try NOT to do?

- The Team Members will try not to discuss their own opinions with anyone outside of the team.
- The Site Team will not let any personal biases or feelings affect the outcome of the evaluation.
- They will try not to engage in non-work related conversations. They are here to do a job.

Who is Coming to Campus

Yuba College 2018 Accreditation Evaluation Site Team Members

Dr. Linda Rose (Chair)

President
Santa Ana College



Dr. Linda Rose was appointed president of Santa Ana College in July 2016. She began her career at Cerritos College as a part-time English instructor. While there, she earned a tenured faculty position and served as the college's Puente Program co-coordinator and coordinated the college's Program for Adult College Education. She also served as English Department chair and later was named dean of the Liberal Arts Division. She went on to become vice president of academic affairs at Santa Ana College and president of Los Angeles Southwest College, before returning to SAC as president. She earned her doctorate in Educational Leadership from the University of California, Los Angeles; master's degree in English literature, certificate of completion in rhetoric and composition, and bachelor's degree in interdisciplinary studies all from California State University, Dominguez Hills; and her associate degree in liberal arts from West Los Angeles College. Dr. Rose is a board member of the Santa Ana Chamber of Commerce and Santa Ana Workforce Development Board, and serves on their Economic Development Board and Youth Council.

Ms. Kennethia Vega (Assistant)

Assistant to the President
Santa Ana College



Kennethia Vega currently serves as the assistant to the president, Dr. Linda D. Rose, at Santa Ana College (SAC). She joined SAC in January 2006 and has served on three previous accreditation teams as the assistant to the chair: American River College (Sacramento, CA) in 2009, Leeward College (Honolulu, Hawaii) in 2012 and Foothill College (Los Altos, CA) in 2017. She has also served as the coordinator when visiting teams have come to Santa Ana College. Prior to Santa Ana College, Ms. Vega held various administrative assistant positions at Cerritos College from July 1983 through January 2006. In these positions, she supported the Vice President of Instruction, Faculty Senate President, Dean of Academic Affairs, Director of Personnel Services, President/Superintendent, and the Board of Trustees, respectively.

ACCJC Staff Liaison



Dr. Stephanie Droker

Vice President
ACCJC

Stephanie Droker, Ed.D, joined the ACCJC staff in 2016. Dr. Droker was the Vice President of Educational Services and Accreditation Liaison Officer at West Hills College Coalinga from 2012 – 2016. Previous to her administrative experience, she served as faculty of political science and work-based learning at West Hills College Lemoore. In that role, she also served as Academic Senate President, Strategic Planning Committee Chair, and Curriculum Committee Member. During her tenure at the West Hills Community College District, Dr. Droker was an active volunteer with ACCJC, participating on several peer review teams. Dr. Droker is present during the site visit to ensure consistency in the peer review process and serves as a resource to Yuba College and the peer review team.

Academic Representatives:



Dr. April Ching

Instructor
Honolulu Community College

Born and raised in Wichita, Kansas, April went to college in Texas before becoming an exchange student in Helsinki, Finland. Despite the shockingly cold temperatures, she stayed to get her Master's degree in English from the University of Helsinki. In total she spent nine years in Scandinavia but was unable to see the northern lights. In a dramatic switch, she came to the tropical islands of Hawai'i to get her PhD from the University of Hawai'i. She currently teaches composition at Honolulu Community College.



Ms. Nickawanna Shaw

Faculty, Health
Citrus College

Ms. Nickawanna Shaw has 12 years of professional experience at Citrus College and currently serves as a tenured faculty member in the Kinesiology department and the incoming Academic Senate President. She has served as an Accreditation co-chair, Curriculum chair, and has extensive experience in Distance Education and curriculum design. Additionally, she has worked in Student Affairs at UC Irvine and Columbia University.



Dr. Katie Desmond

Political Science, History Instructor
Feather River College

For the past ten years I have taught in and have served as lead faculty for the Political Science and Sociology programs at Feather River College. My teaching areas include American government and politics, international relations, globalization, race and ethnicity, sex and gender, and more. In addition to teaching full-time, I am the chair of the Liberal Arts and Sciences Division, the faculty Flex coordinator, and the Guided Pathways faculty liaison. I received my Ph.D. in Political Science from Northern Arizona University and my B.A. in Political Science from CSU,

Chico. I've had many professional development opportunities that have strengthened my investment in and commitment to the California Community College system. These have included training in student learning assessment, student success, online teaching and learning, EEO training, and I recently completed ACCA's ADMIN 101 course. I recently served as the faculty accreditation liaison for FRC's ISER and this is my third accreditation team.



Dr. Celia Huston

Professor, Library and Learning Resources
San Bernardino Valley College

Celia Huston has been a full-time faculty member at San Bernardino Valley College since 1998. She holds a Master's in Library Science and a Ph.D. in Education. During her time at SBVC, she has served students at an active library reference desk and taught courses in the Library Technology degree and certificate program. She is currently faculty chair of Library Technology and Academic Advancement. Over the years, she has served the campus and the district by actively participating on collegial consultation committees, including Academic Senate, District

Assembly, and five years as the Faculty Co-Chair of Program Review. She currently serves as Faculty Co-Chair of Accreditation and SLO Committee, and the Academic Senate President.



Ms. Lorraine Smith

Dean of Allied Health, Physical Education and Athletics
Fresno City College

Lorraine Smith has over 15 years of professional experience at Fresno City College and currently serves as the Dean of Allied Health, Physical Education and Athletics and the Title IX Coordinator. She began teaching in the Business Division. She joined the Academic Senate and served on the Distance Education, Shared Governance and Instructional Technology Committees. She was a department chair before accepting the role of Outcomes and Assessment Coordinator. She has worked previously as an ACCJC evaluator, and was also a co-chair of the Accreditation Steering

Committee at Fresno City College for the 2010 and 2017 reports. Additionally, she served on the State Center Community College District Response Team to accreditation findings.

Administrative Representatives:



Dr. Claudia Habib

Vice President of Madera & Oakhurst Community College Centers
Reedley College

Dr. Claudia Lourido-Habib has served as the Vice President of Madera and Oakhurst College Centers since January 2017. Prior to this assignment, her administrative positions included Vice President of Student Affairs at Reedley College, Interim Dean of Fine, Performing and Communication Arts, at Fresno City College and Interim Dean of Agriculture & Natural Resources, Manufacturing and Business at Reedley College. Dr. Habib taught for 10 years in the Architecture and Computer Drafting Departments at Fresno City College before becoming Academic Senate President. Dr. Habib attended community college before transferring to CSU Fresno where she earned a Bachelor of Arts in Interior Design. She pursued a Master of Science in Instructional Technology from National University. Dr. Habib earned her Doctorate degree in Education and Leadership with emphasis in community colleges from C.S.U. Fresno.



Ms. Brianna Hays

Senior Dean, Institutional Effectiveness, Success & Equity
Cuyamaca College

Brianna (“Bri”) Hays currently serves as the Senior Dean of Institutional Effectiveness, Success, and Equity at Cuyamaca College. In this capacity, she facilitates and coordinates various institutional effectiveness-related processes, including campus-based institutional research, program review, college-wide planning and evaluation, and accreditation activities. Bri also serves as Cuyamaca College’s Accreditation Liaison Officer and works closely with faculty, staff, and administrators on campus-wide assessment and improvement activities. Bri has over a decade of experience in research, planning, and institutional effectiveness in the California Community College system and is currently leading institutional self-evaluation efforts at Cuyamaca College. She also currently serves on the RP Group Board of Directors as Vice President for Membership and Professional Development. This is her first assignment to an ACCJC peer evaluation team.



Dr. Richard Pagel

Vice President, Administrative Services
Orange Coast College

Dr. Pagel is the Vice President of Administrative Services at Orange Coast College in Costa Mesa, California. His responsibilities include leadership of the Administrative Service Wing: Accounting, Bursar's Office, Maintenance and Operations, New Construction, Information Technology, and Public Safety. Dr. Pagel is a part time instructor in the Doctoral Program – Higher Education Leadership at California State University, Long Beach focusing on Higher Education Human Resources, Facilities, Technology, and Finances. Prior to 2004, Dr. Pagel was the Director of Internal Audit for the Coast Community College District and also served as an Internal Auditor in the

California State University Chancellor's System. Prior to his higher education roles he worked 8 years as an Examiner for some of the world's largest banks. Dr. Pagel received his bachelors from the San Diego State University, MBA from the University of Phoenix, and Ed.D. in Educational Leadership from California State University, Long Beach.

Accreditation Standards Abridged

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

[Standard I.A: Mission](#)

[Standard I.B: Assuring Academic Quality and Institutional Effectiveness](#)

[Standard I.C: Institutional Integrity](#)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student learning support services offered in the name of the institution.

[Standard II.A: Instructional Programs](#)

[Standard II.B: Library and Learning Support Services](#)

[Standard II.C: Student Support Services](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited Colleges in multi-College systems may be organized so that responsibility for resources, allocations of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

[Standard III.A: Human Resources](#)

[Standard III.B: Physical Resources](#)

[Standard III.C: Technology Resources](#)

[Standard III.D: Financial Resources](#)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-College districts or systems, the roles within the district/system are clearly delineated. The multi-College district or system has policies for allocation of resources to adequately support and sustain the Colleges.

[Standard IV.A: Decision-Making Roles and Process](#)

[Standard IV.B: Chief Executive Officer](#)

[Standard IV.C: Governing Board](#)

Changes and Plans

Summary:

While developing the Institutional Self-Evaluation Report, Yuba College created plans to help the college be more effective in many different departments and programs. Below is the tracking system for these plans.

Changes and Plans Arising Out of the Self-Evaluation Process				
Change, Improvement and Innovation	Standard	College Leads	Completion Date	Status
Develop a systematic evaluation tool for professional development programs/activities and document the use of it in making improvements to programs/activities.	IIA7	Flex/Staff Development Committees	Spring 2017	Completed
Create YC Communication Plan	IC1	CEAC	Fall 2017	Completed
Coordinate with District to formalize technology governance structure.	IB9	YCAS Leadership	Fall 2017	Completed
Establish and approve ACCJC minimal and aspirational standards and improve communication about institution set standards.	IB3	CEAC	Spring 2018	Completed
Create YC Staffing Plan	IB9	College Council	Spring 2018	Completed
Establish a plan that documents what action is taken to address performance that falls below an institutional performance floor.	IB3	CEAC	Spring 2018	Completed

Ensure that the updated Integrated Planning Model is understood and widely disseminated.	IB9	CEAC	Spring 2018	Completed
Update the Program Review template so that it is aligned with the EMP objectives and District Goals.	IIA16	Program Review Committee	Spring 2018	Completed
Evaluate the feasibility of using Board Docs to house all committee documentation.	IVA6	District Technology Committee, CEAC Chairs and IT Services	Spring 2018	Completed
Develop SAOs for all student support services and programs and ensure that SAOs are being assessed and discussed.	IIC2	SLO Committee	Spring 2018 and Ongoing	Completed and Ongoing
Conduct an analysis to evaluate if District and College websites are compliant with Section 508 of the Rehabilitation Act.	IIIC3	IT Services	Fall 2018	Completed
Implement, evaluate and improve new curriculum review process.	IC1, IIA2, IIA16	Curriculum Committee, SLO Committee, and DE Committee	Fall 2018 and Ongoing	Completed and Ongoing
Provide training to new committee chairs, recorders, and committee members about the College governance system, the processes for decision making, and how committee work is documented and communicated.	IVA6	CEAC Chairs	Fall 2018 and Ongoing	Completed and Ongoing
Complete the shared governance review and approval of Service Level Agreements.	IVD1	College Council	Fall 2018	In-process

Continue to create, revise, map, and assess program outcomes.	IB2, IC1, IC2, IC4, IIA3, IIA11, & IIA13	SLO Committee	Fall 2018 and Ongoing	In-process
Collaborate with the District to create a timeline and plan to ensure all BPs are reviewed and/or revised within the five-year guidelines as stated in BP 2410.	IB7, IC5, IVA7, IVC7	DCAS, DC3	Fall 2018 and Ongoing	In-process
Establish a regular update cycle for YC Web pages.	IC1	Deans/Directors/ Faculty	Spring 2019	In-process
Create an instrument and implement a process to assess the quality and currency of community education courses and programs.	IIA16	Dean of Student Success and IE	Spring 2019	In-process
Evaluate and improve the adjunct faculty orientation process to include information such as early alert processes and DSPS student accommodation procedures.	IIIA8	Director of Academic Excellence, Director of CTE, & Human Resources	Spring 2019	In-process
Develop data dashboards.	IA2	IT Services and Dean of Student Success and IE	Spring 2019	In-process
Form two interdepartmental inquiry groups to review the SENSE and CCSSE results and develop, implement, and evaluate interventions based on their findings.	IB3	Dean of Student Success and IE and CEAC	Spring 2019	In-process
Update YC Technology Plan	IB9	YC Technology Committee	Spring 2019	In-process
Update YC Diversity Plan	IB9	ESS	Spring 2019	In-process

Update the Program Vitality and Discontinuance Policy	IIA15	DCAS	Spring 2019	In-process
Implement an easy to use advising and degree audit system to help student track progress towards completing their educational goals.	IIC6	IT Services, and Student Services	Spring 2019	In-process
Institute a regular cycle of review for job descriptions to ensure they accurately reflect position duties, responsibilities and authority.	IIIA1	Human Resources	Spring 2019	In-process
Review and more fully document budgetary processes.	IIID2, IVD3	Fiscal Services, PBC, CEAC, YC Council	Spring 2019	In-process
Train faculty and staff on FERPA regulations and confidentiality requirements.	IIC8	Dean of Student Services	Spring 2019 and Ongoing	In-process
Expand VDI systems, which have an 8- to 10-year terminal replacement need in order to meet the five-year replacement cycle on non-VDI computer systems.	IIIC1 & IIIC2	IT Services	Summer 2019	In-process
Evaluate alternate curriculum systems to identify an integrated system that has strong reporting capabilities. Improve the reporting function of the existing system or implement a new curriculum system.	IIA2, IIIC1	District Technology Committee & IT Services	Summer 2019	In-process
Implement and evaluate integrated technology to produce a catalog.	IC2, IIIC1	District Technology Committee & IT Services	Fall 2019	In-process

Review and update Psychiatric Technology program curriculum to ensure clinical practicum hours are programmatically scheduled in a way to better support student learning and success and support a consistent financial aid disbursement schedule.	IIA9	Psychiatric Technology faculty & Curriculum Committee	Fall 2019	In-process
Develop a plan that outlines how articulation agreements are developed based upon patterns of student enrollment between institutions.	IIA10	VP/College Level Articulation Officer	Fall 2019	In-process
Complete a Self-Evaluation of District Services against the Service Level Agreement and update the District Handbook accordingly.	IVD2	District Services (Fiscal, HR, IT, M&O)	Fall 2019	In-process

Quality Focus Essay

Summary:

For the 2018 Accreditation Quality Focus Essay, the college staff, faculty, and administration evaluated the four Accreditation Standards to identify how student success and learning can be more effectively supported.

The College Effectiveness and Accreditation Committee reviewed all data and identified two projects that are of significance to the long-term improvement of teaching and learning at Yuba College.

Project 1: Student Outcomes

Despite Yuba College's progress with writing and assessing Outcomes at the course, program, service and institutional levels, there is still a need to ensure that useful data is extrapolated and is utilized for overall quality improvement.

Due	Activity	Outcome	Responsible Party
Fall 2017	Develop a pilot review process for SAOs and SLOs at every level.	Pilot review process reviewed and approved by governance groups.	SLO Coordinator
Spring 2018	Develop SLO Handbooks with existing policies and procedures.	SLO Handbooks published to the website.	SLO Coordinator
Fall 2018	Host campus discussion about SLO processes, policies, and best practices during convocation.	Draft recommendation for improvements to SLO processes.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness

Fall 2018	Develop initial plan and revised timeline for assessing ISLO.	Timeline posted to website.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness
Fall 2018	Revise review process, including processes for assessment monitoring and review of quality improvement plans based on updated processes, policies, and timelines.	Updated process reviewed and approved by governance groups.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness
Fall 2018	Train SLO Committee members on new review and monitoring processes.	SLO Committee members actively engaged in all aspects of the review and monitoring.	SLO Coordinator
Fall 2018	Research best practices for facilitating small group and campus-wide discussions.	Fall Convocation session on SLO processes, policies, and best practices.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness
Spring 2019	Train SLO Committee members and attend department, division, and other ad hoc meetings to facilitate small group discussions.	Meeting agendas and minutes highlighting the dialogue and any results or action plans.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness
Spring 2019	Host work sessions for faculty and staff regarding the development and authentic assessment of SLO and SAO prior to SLO Committee meetings.	Increased attendance at work sessions.	SLO Committee

Spring 2019	Update SLO Handbooks to align with revised assessment cycle.	Publish revised SLO Handbooks to website.	SLO Coordinator
Spring 2019	Develop annual report on SLO Committee reviews and monitoring.	SLO Committee report published to website.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness
Spring 2019	Develop plan for ongoing workshops and create materials to assist with SLO Committee member facilitation.	Materials posted to the website.	SLO Coordinator
Spring 2019	Host campus wide discussion of ISLO results (indirect and direct).	Summary report of the discussions and identified action plans published to website	SLO Coordinator and Dean of Student Success and Institutional Effectiveness
Spring 2019	Implement indirect survey assessment and mapping of results to demonstrate ISLO performance.	Survey items in CCSSE and/or Graduating Student Survey and ISLO Dashboard published.	Dean of Student Success and Institutional Effectiveness
Fall 2019	Implement new cycle of assessment at the course, program, and institution levels.	Publish new cycle and timeline of assessment to website.	SLO Committee
Fall 2019	Implement new cycle of assessment at the course, program, and institution levels.	Publish new cycle and timeline of assessment to website.	SLO Committee

Fall 2019	Gather feedback from faculty and staff regarding the new processes and make revisions as necessary.	Summary of feedback provided to SLO Committee and necessary revisions implemented.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness
Fall 2019	Host “Closing the Loop” work session during convocation.	Summary report of discussions and any identified improvement plans.	SLO Committee
Fall 2019	Identify best practices for direct assessment of ISLOs and develop training materials or resource guides.	Publish materials or guides and host trainings for faculty and staff.	SLO Committee
Ongoing	Review and revise SLO Handbooks as necessary.	Updated versions published to website.	SLO Coordinator

Project 2: Distance Education

“In order to grow the DE offerings and increase DE success rates at Yuba College, significant progress needs to be made to ensure the courses offered are accessible, high quality, and compliant. The immediate needs of the DE Program include addressing gaps in infrastructure, ongoing assessment and planning needs, program review and data collection needs, and the need for a consistent and data-driven reporting/feedback loop to the Yuba College Academic Senate.”

Due	Activity	Outcome	Responsible Party
Fall 2018	Explore grant funding options to increase resources available for DE.	Possible grants identified and preliminary application narrative and budget developed for potential submission of future grants.	Director of Grant Research and Development, Dean of Student Success and Institutional Effectiveness, and Dean of Arts & Education

Fall 2018	Revise DE Faculty Coordinator position and increase release time to allow for more coordination and training.	New description and increased release time implemented.	DE Faculty Coordinator, Dean of Arts & Education, and Vice President of Academic and Student Services
Fall 2018	Conduct a review and evaluation of newly implemented course validation processes and student and faculty trainings.	Summary of findings will be shared with the DE Committee and other governance groups where appropriate.	DE Faculty Coordinator, Dean of Arts & Education, and Dean of Student Success and Institutional Effectiveness
Fall 2018	Develop DE Survey or DE questions for existing surveys to identify current strengths and areas for improvement.	Survey and/or questions implemented.	Dean of Student Success and Institutional Effectiveness and DE Committee
Fall 2018	Develop survey to identify areas for training or professional development.	Survey and/or questions implemented.	Dean of Student Success and Institutional Effectiveness and DE Committee
Fall 2018	Revise DE Faculty Coordinator position and increase release time to allow for more coordination and training.	New description and increased release time implemented.	DE Faculty Coordinator, Dean of Arts & Education, and Vice President of Academic and Student Services
Fall 2018	Explore grant funding options to increase resources available for DE.	Possible grants identified and preliminary application narrative and budget developed for potential submission of future grants.	Director of Grant Research and Development, Dean of Student Success and Institutional Effectiveness, and Dean of Arts & Education

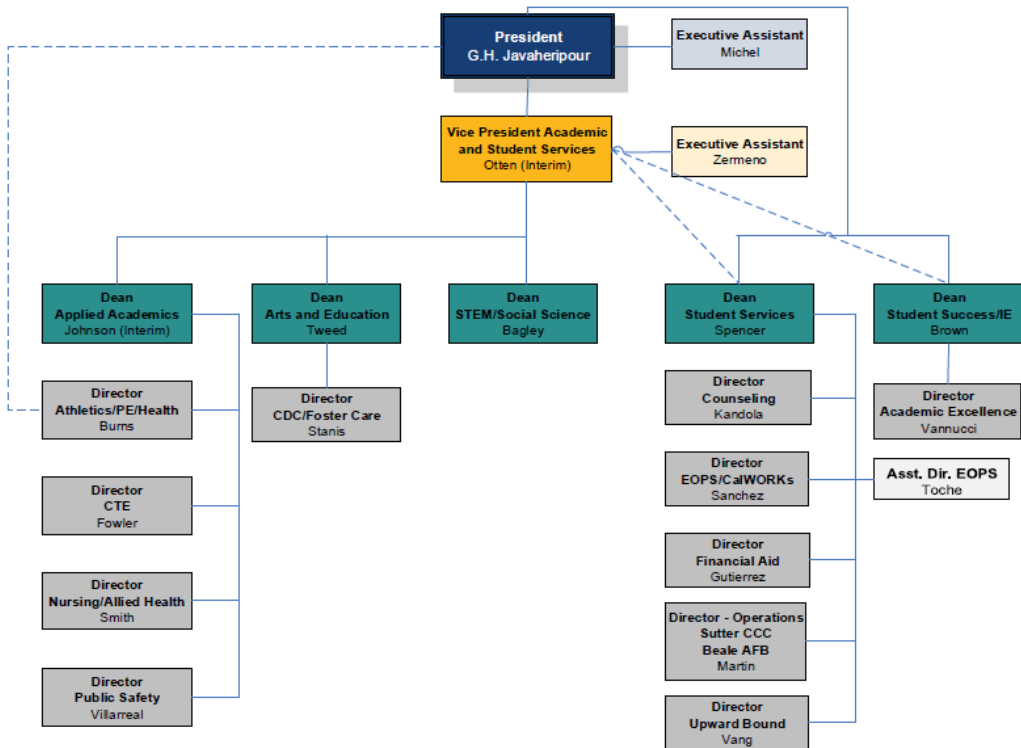
Spring 2019	Write a DE Program Review.	Program Review completed and published to website.	DE Faculty Coordinator and DE Committee
Spring 2019	Develop plan to evaluate success on achieving the goals and objectives identified as part of the DE Program Review	Evaluation plan identified.	DE Committee and Dean of Student Success and Institutional Effectiveness
Spring 2019	Report on findings of surveys to the DE Committee.	Summary report provided to committee.	Dean of Student Success and Institutional Effectiveness
Spring 2019	Through DE Program Review process identify gaps in knowledge and additional survey or evaluation plans.	Additional survey(s) or survey item(s) created and other sources of evaluation identified.	DE Committee and Dean of Student Success and Institutional Effectiveness
Spring 2019	Report on findings of surveys to the DE Committee and Staff Development Committee.	Summary report provided to committee.	Dean of Student Success and Institutional Effectiveness
Spring 2019	Conduct DE program planning and review.	Program planning and review document published to website.	DE Faculty Coordinator and Dean of Arts & Education
Spring 2019	Conduct DE program planning and review.	Program planning and review document published to website.	DE Faculty Coordinator and Dean of Arts & Education
Fall 2019	Create a Yuba College DE Plan.	Plan published to the website.	DE Faculty Coordinator and DE Committee

Fall 2019	Integrate full report of findings and evaluation results into a DE Plan along with an ongoing evaluation process.	Data informed plan published to the website.	DE Faculty Coordinator, DE Committee, and Dean of Student Success and Institutional Effectiveness
Fall 2019	Create calendar of DE Professional Development opportunities.	Calendar published to website.	Staff Development Committee and DE Committee
Ongoing	Conduct ongoing training and professional development for DE faculty and provide support to the course design process.	Faculty support materials developed and trainings conducted.	DE Faculty Coordinator

College Organizational Chart

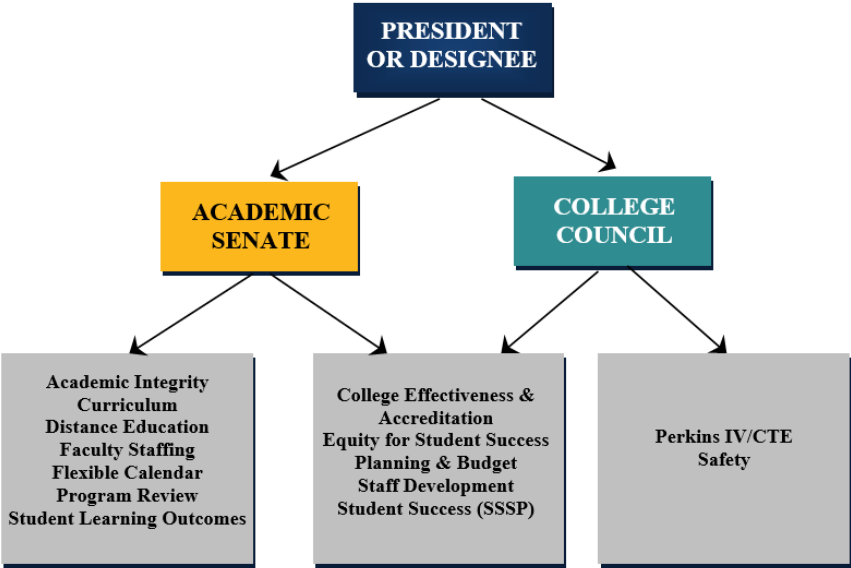
Yuba College Organizational Structure 2018-2019

September 17, 2018



Planning Flow Charts

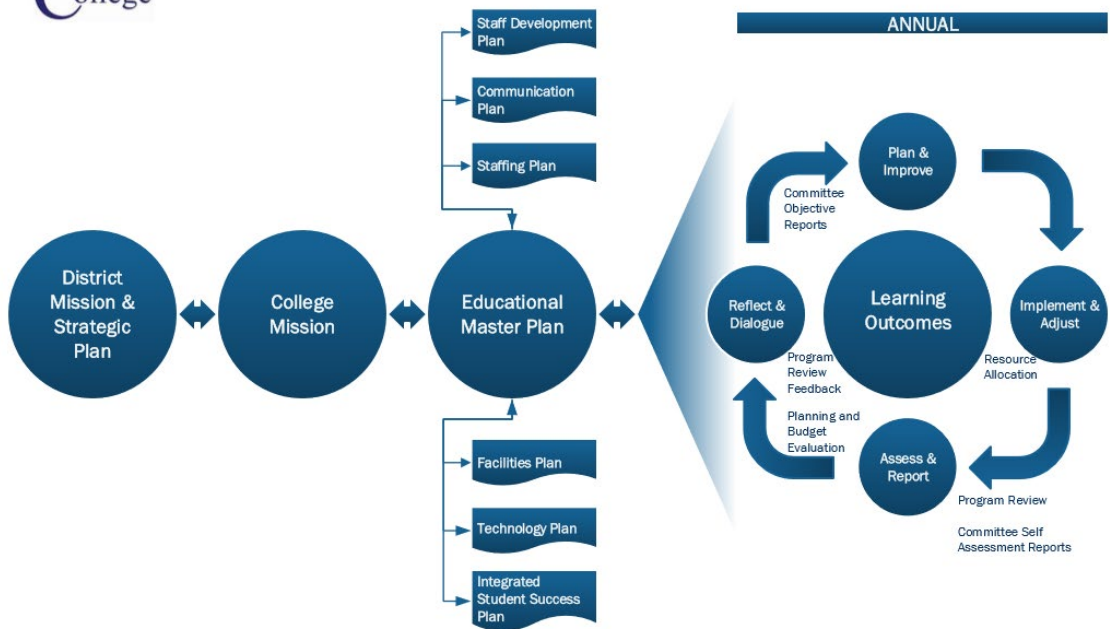
Governance Chart



Integrated Planning Model

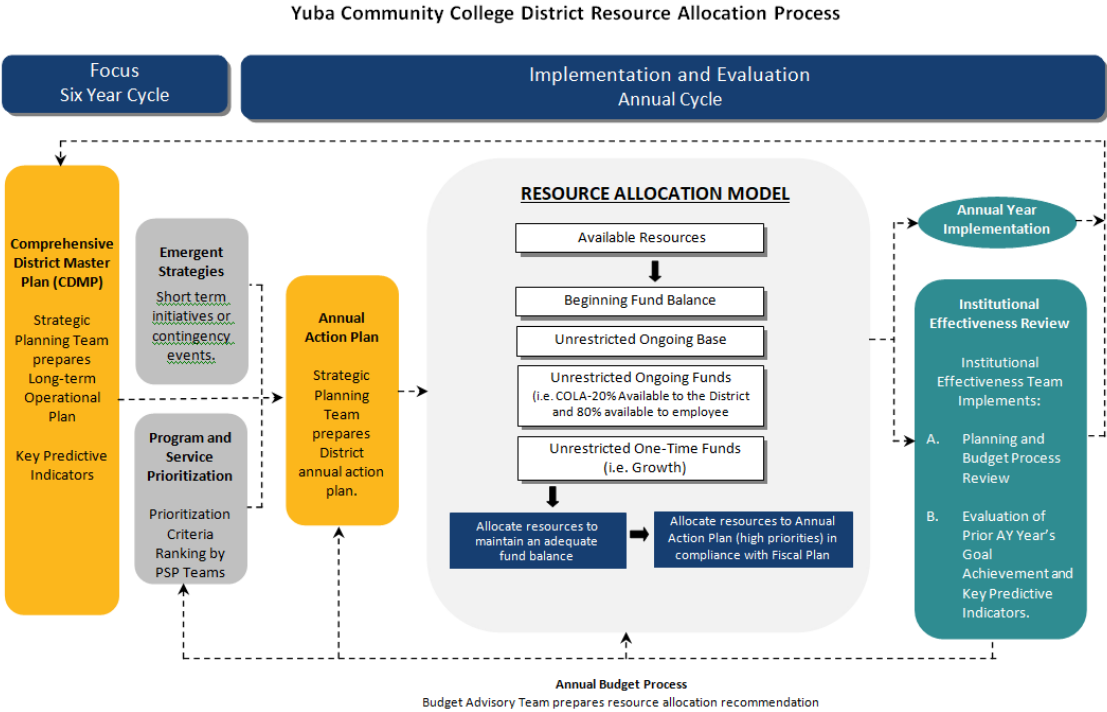


Integrated Planning Model

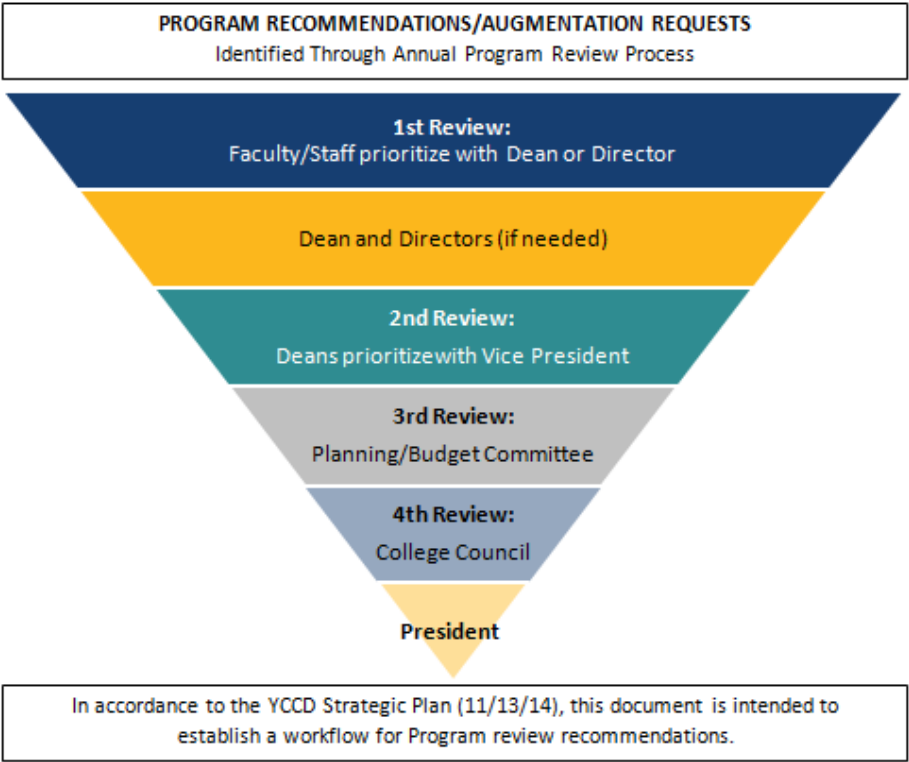


25 August 2017

District Resource Allocation Process



Budgetary Resource Requests (BRR)



Strategic Map



Strategic Map

YUBA COLLEGE STRATEGIC MAP

We respond to the diverse educational, cultural, and economic needs of our community by promoting individual potential through effective teaching and learning in an inclusive environment.

By 2020, YC will increase:

The rate of students persisting from term to term by 9%
 The rate of students completing transfer Level Math and English by 8%
 The rate of students completing certificates, degrees and are transfer ready by 15%

Needed to
Realize our
Mission

Ensuring
their
Success

To
Deliver
Value to
our
Students

That
Mobilizes
Change
through
Execution

Empowered
Ownership

Our Success

Increase YC
Presence

Effective
Enrollment and
Fiscal Management

Student Success

Achieve Educational Goals

Achieve Career & Professional Goals

Quality Education

Connection

Interest to
Application

Entry

Enrollment to
completion of
first college
level course

Progress

Entry into
program of
study to 75%
of
requirement
Completion

Completion

Complete
program of
study to
credential
with labor
market value

Continuous Improvement: Assessment SLO/SAOs

Currency of Curriculum: Courses, Degrees, Certificates

Employee Success

Aligned
Professional
Development

Employee
Recognition

Individual Goal
Alignment

Development
of Career
Pathways