2017-2020

Yuba College

Staffing Plan

Approved by Yuba College Council February 6, 2018

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INSTITUTIONAL OVERVIEW

History of Yuba Community College District

The Yuba Community College District (YCCD) spans eight counties and nearly 4,200 square miles in rural north-central California. YCCD became a multi-college district in 2008 and includes two colleges, centers in Clear Lake and Sutter County, and outreach operations in Williams and on the Beale Air Force base. The District is governed by a seven member Board of Trustees and two student trustees. YCCD has a rich, ninety year history. During the 1974-1975 academic year the district expanded to serve students in eight northern California counties including: Butte, Colusa, Glenn, Lake, Placer, Sutter, Yolo, and Yuba. The large district includes portions of the Sierra foothills, Central Valley and Coastal Range--distinct regions with unique opportunities and challenges. The Woodland Campus opened in 1975 and earned accreditation in June 2008. Woodland Community College's accreditation created a multi-college district. At this time, Woodland Community College has its main campus in Woodland and operates the Colusa County Outreach Center and the Clear Lake Campus. Yuba College's main campus is located in Marysville and the College operates the Sutter County Campus and Beale Air Force Outreach Center. The new, district office opened in 2017 and is located in Yuba City.

History of Yuba College

Yuba College was founded in 1927 and opened its doors to students on the site of Maryville High School. In 1937, the College moved across the street and served nearly 1,000 students from the rural communities of Yuba City, Live Oak, Gridley, Colusa, Wheatland and Oroville. Yuba College flourished in the post-war years as veterans took advantage of the G.I. Bill. At this time Yuba College expanded its offerings, previously focused on transfer, to include vocational and technical programs. Yuba College opened on its current site, 2088 North Beale Road in Marysville during September of 1962. The campus sits on 160 acres.

During the 2001-2002 academic year, Yuba College reached its peak enrollment of over 16,600 students. In 2006, voters approved Measure J to update and expand the College's buildings and infrastructure. Several buildings, including Liberal Arts, the Theater and Learning Resource Center, were renovated. A new building for the Allied Health and Public Safety programs was constructed and opened its doors for classes in the fall of 2011. In addition to the main campus Yuba College historically operated three educational sites: Clear Lake Campus Center, Sutter County Campus Center, and the Beale Air Force Base Outreach Center. The Sutter County Campus (SCC) opened for classes in the fall of 2012. During the 2016-2017 academic year, the Lake County Center (LCC) was realigned with Woodland Community College.

Yuba College has had considerable fluctuations in the number and compilation of its staff over the past ten years, largely due to the evolution into a multi-college district. Many management and classified positions were absorbed into the new district structure or into Woodland Community College. Currently, Yuba College offers eleven academic programs leading to certificates and/or degrees without full-time faculty.

When Yuba Community College District reorganized into a multi-college district, Yuba College adopted a new identity; transitioning into the role of a smaller college in a multi-college district. It adopted a new organizational structure and developed a new vision as it developed a new Educational Master Plan during the 2009-2010 school year.

Relationship to the District and Yuba Community College District Strategic Goals

As a multi-college district, the Board has established a single vision, a District mission, Board of Trustees' values, and YCCD strategic goals that provide guidance for the Colleges. The District mission, values and strategic goals have guided all aspects of the development of the Yuba College Educational Master Plan.

Yuba Community College District Mission
(BP 1200)

The primary mission of the Yuba Community College District is to provide rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational and occupational fields as well as business-focused training for economic development. An essential and important function of the District is to provide remedial instruction, English as a second language instruction, and support services which help students succeed at the postsecondary level. Additionally, an essential function of the District is to provide adult noncredit educational curricula in areas defined by the State.

Board of Trustees' Vision Statement
(Adopted 2011)

The vision of the Yuba Community College District Board of Trustees is to ensure student success by:

- Providing an innovative, world-class learning environment;
- Building and maintaining an atmosphere of trust within the college district and with our communities;
- Developing and maintaining programs and facilities that best meet the needs of our students and communities;
- Stewarding resources strategically to meet the diverse needs of our communities and region;
- Providing educational, economic, cultural, and civic leadership for our communities and region.

Board of Trustee Values
(Adopted 2014)

- Knowledge
- Stewardship
- Culture
- Honesty
- Respect/Mutual Trust
- Student Success
- Openness
- Courage

YCCD Strategic Goals

(Adopted 2014)

1. Increase student success and maximize the student experience through learner-centered programs and services designed to enhance student learning and completion.

2. Integrate planning and institutional effectiveness processes within a culture of evidence.

3. Strengthen our CORE* as a 21st-century, learning-centered organization; employ, develop and sustain highly professional, qualified faculty and staff.

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

5. Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives.

Yuba College Mission Statement

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. (March 14, 2017)

Pillars of YCCD Human Resource Staffing Plan

(March 21, 2014)

- Mission, Vision and Purpose of the Institution
- Programmatic Needs of the Colleges—STUDENT SUCCESS • Financial Resources of the Institution
- Identifiable Mathematical Ratios:
  Numbers of Students per Site (unduplicated student headcount)
  Numbers of Full-Time Faculty
  Types/Numbers and priorities of Academic Programs (Gen Ed, CTE, etc.)

Staffing Guiding Principles

Staffing planning at Yuba College are guided by the following:

1. All staffing decisions should be guided by and align with District mission and strategic goals and College mission and objectives. (See Appendix for Staffing Request Evaluation Rubric).

2. Data will be used to make decisions and set priorities for staffing during each three-year time period in the college's Educational Master Plan and the District's Human Resource Master Plan.

3. Hire a sufficient number of qualified faculty, staff, and administrators to provide the level of services necessary to support the institution's mission and meet College EMP objectives.

4. Staff to support the institution's core mission and purpose. For non-core activities explore and utilize other alternatives such as outsourcing, partnerships, etc.

5. Organizationally plan in the spirit of generalization and integration.

6. Staffing and enrollment management decisions must be in alignment and coordinated. Requests for increases in staffing funded by general fund resources must be supported by enrollment data.

7. Address the number of instructional programs without full-time faculty. (See Yuba College Institutional Effectiveness Review and Report, 2015-2016 at http://php.yccd.edu/documents/viewdocument.php?id=7104)

Data Trends Guiding Planning Assumptions

POPULATION GROWTH: The regional population of Yuba and Sutter counties will continue to grow, but at a very slow rate (less than 1% compound annual growth rate). The population of typical college age students is projected to grow at a faster rate (approximately 2%).

ETHNICITY: The regional population continues to shift in terms of race and ethnicity. The proportions of Hispanic, Black, and Asian will continue to increase. Yuba College is a Hispanic serving (HSI) institution.

INCOME AND POVERTY RATE: The Yuba County median household income declined from 2010 to 2014 and only increased by 0.28 in Sutter County for the same period. Seventeen percent of Yuba County families and 14 percent of Sutter families lived at or below the poverty level in 2014. These proportions are higher than poverty levels statewide.

K-12 ENROLLMENT PROJECTIONS: Enrollment in the K-12 system is projected to be flat for the next eight years. Implementation of the common core curriculum in K-12 districts may positively impact the number of students that are prepared to immediately take college level courses upon entry.

GROWING PROFESSIONS: Professions with the highest growth are projected to be personal care aides, retail sales, nursing, food preparation, construction, customer service, and accounting and business. Professions requiring a degree and some college with growth include: nursing, heavy tractor trailer truck drivers, medical and nurse assistants, medical records technician, and computer support specialists.

ENROLLMENT: Student headcount has remained flat or declined for all age groups except 0-17. Fulltime Equivalent Students (FTES) has declined 24 percent from 2008-2009 to 2014-2015. There has also been a decline in full-time students and enrollment and headcount have trended downward significantly at the Beale Air Force Base Outreach Center. The College has undertaken a number of enrollment management strategies and enrollments have stabilized.

ACADEMIC STAFFING: Twenty-eight percent decline in the number of Yuba College fulltime faculty from 2008-2009 to 2015-2016. With this decline there has been an increasing reliance on part-time faculty to maintain and staff programs. There currently are 11 academic programs without a fulltime faculty member.

FOCUS ON TRANSFER: Increasingly, Yuba College students are citing transfer as an educational goal. In 2015-2016, 59.6% of Yuba College students selected transfer as an educational goal, up from 51.7% in 2011-2012.

STUDENT SUCCESS: Yuba College generally is below state averages on a variety of student success measures. National and state goals will increasingly emphasize completion of certificates, degrees, transfer and employment.

Overview of Yuba College's Integrated Planning Process

Student learning and achievement is inextricably linked to our institutional ability to execute our Educational Master Plan and allocate resources to effectively support student learning and improve institutional processes and practices. The Yuba College Integrated Planning Process systematically promotes continuous improvement through an interactive cycle of planning, implementation, assessment, and reflection resulting in changes focused on improving student learning and institutional performance.

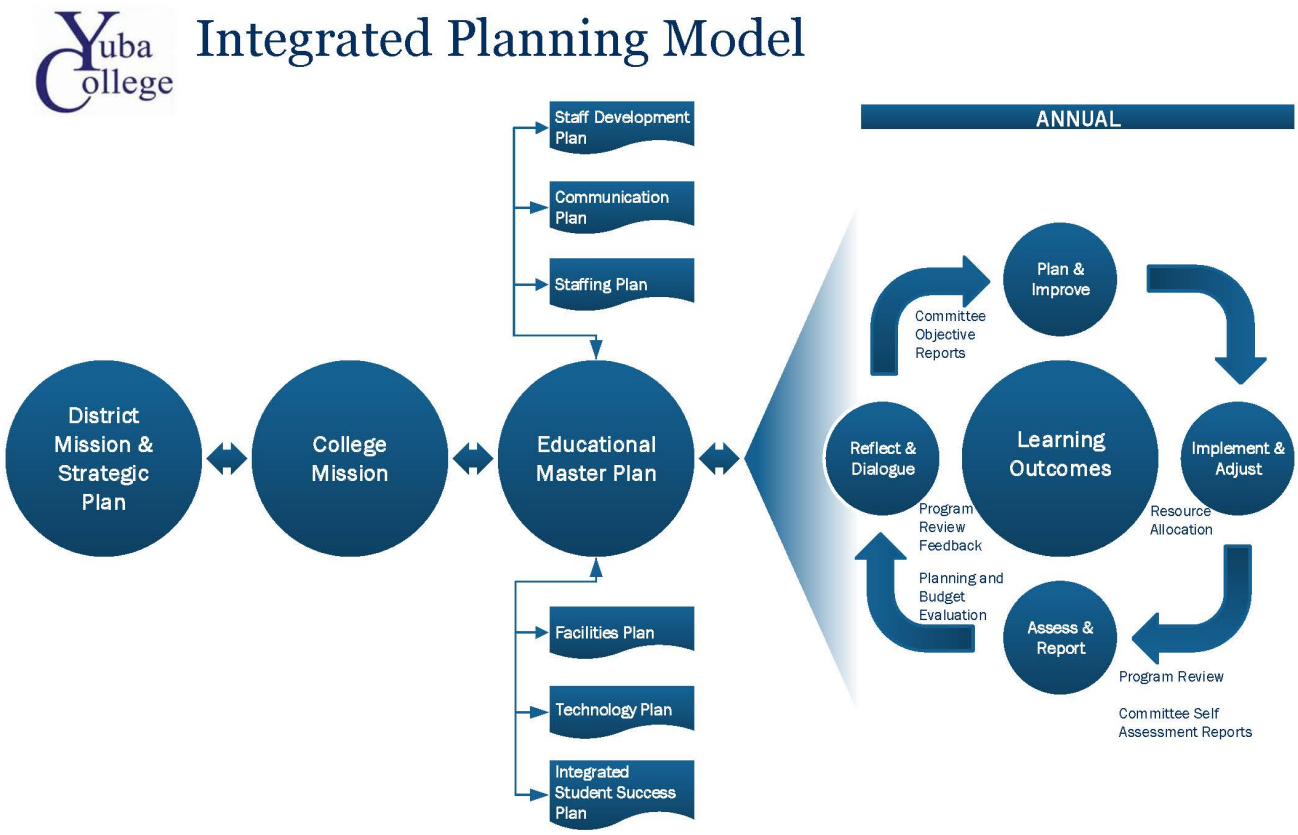
Key steps in the Yuba College integrated planning process, which include broad based constituent participation; are: (1) creation of plans, (2) implementation of the plans, (3) evaluation of progress, and (4) update and modification of strategies to support continuous improvement. At Yuba College there are three types of plans: (1) Institutional Plans (Ex. Educational Master Plan, Facilities Master Plan, Staffing Plan), (2) Multi-Unit Plans (Ex. Student Equity or Staff Development Plans), and (3)

Departmental Plans (Ex. Program Review). In the coming year, Yuba College will work to enhance alignment in all of its planning documents.

Fundamentally, the purpose of planning and resource allocation is to support the continuous improvement of student learning. Foundational to this process is the regular assessment of student learning outcomes and analysis of disaggregated student learning and achievement data. Driving the development of both institutional planning and unit level planning is a commitment to academic excellence and ensuring that all students achieve their educational goals. Student learning outcomes assessment is the mechanism for creating an academic culture dedicated to improving the quality of student learning and success. Student learning outcomes assessment is a continuous process focused on understanding and improving student learning. Regularly assessing and analyzing student learning allows faculty to drive student success through good educational practices. Student learning assessment also makes expectations and standards explicit, provides a process to evaluate how well student performance currently meets those expectations and standards, and facilitates the improvement of performance. Student learning outcomes assessment represents data-driven evaluation of teaching and learning, with the purpose of informing educational planning and improvement. The Student Learning Outcome Committee at Yuba College is continuously working to improve assessment practices at the College.

At Yuba College student learning outcomes assessment is linked to the College's program review process. Program review is a planning and self-examination process designed to help academic, student service, and administrative programs better serve their students. Program review facilitates the examination of the effectiveness of all academic and student service programs and includes recommendations on how to improve things such as student learning, curriculum development, and program design. The Yuba College program review process is used to identify resources needed to implement proposed changes. The program review reports ask departments to assess: (1) how their program aligns with the College mission, (2) their student learning outcome and achievement data, (3) the quality of the curriculum, and (4) enrollment trends. Academic departments are also using disaggregated student success and achievement data to evaluate historical performance and make recommendations about how to improve academic quality and promote innovative change.

The Yuba College Educational Master Plan is a forward looking, comprehensive planning document that defines the direction, growth, and evolution of the College. It provides a framework and roadmap for advancing the College mission for a three year period. The importance of integrated planning and assessment of student learning is evidenced by the centrality of integrated planning and assessment in the new Accrediting Commission for Community and Junior Colleges Accreditation Standards (adopted June 2014). The ACCJC states: "The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement…..The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation." (p.1)



Educational Master Plan Priorities

As noted in the External Scan section of the Educational Master Plan, population growth for Yuba, Sutter and Colusa counties is expected to be flat. Likewise, the projected high school graduation rate is expected to remain stable for the upcoming eight year period. The planning process has identified three areas that the College is committed to focusing on over the next three years. The College Objectives and Actions are outlined in the section below.

College Objectives and Actions

DISTRICT GOAL 1: Increase student success and maximize the student experience through learner centered programs and services designed to enhance student learning and completion.

COLLEGE OBJECTIVE 1.1– Connection

By June 30, 2020, increase the number of new student enrollments by 6%.

ACTIONS

1. Develop and implement a plan to increase FAFSA and Dream Act applications.
2. Develop and implement a plan to increase the number of first-time students receiving an AEP prior to registration.
3. Develop and implement an integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach activities, CTE activities, peer ambassador in reach and outreach, etc.
4. Develop promotional materials and a marketing program to increase the awareness of the benefits of the Associate Degrees for Transfer.
5. Evaluate the Peer Center/Welcome Center services and scale as appropriate.

COLLEGE OBJECTIVE 1.2– Entry

By June 30, 2020, increase the rate of students completing transfer-level math and English coursework in two years by 8% (IEPI Goal).

ACTIONS

1. Send a team of faculty, staff, and administrators to the California Guided Pathways Institutes.
2. Create a task force of faculty, staff and administrators to identify scalable strategies to improve student outcomes.
3. Implement multiple measures.
4. Develop a dual enrollment program with all local high school districts.
5. Scale the embedded tutoring and embedded peer mentors program.
6. Design and implement a First Year Experience program.
7. Design and execute a Summer Bridge program.

COLLEGE OBJECTIVE 1.3– Progress

By June 30, 2020, increase the rate of students persisting from term to term by 9%. (Scorecard)

ACTIONS

1. Transition Early Alert to Student Services and scale and expand the program.
2. Implement a curriculum and degree rotational update system.
3. Update all out of date degrees and certificates.
4. Implement a new catalog development process and interactive, searchable online catalog.
5. Expand the Student Ambassador Club to support peer engagement.
6. Implement Degree Audit.
7. Develop 5 additional AS-T/AA-T degrees.
8. Increase student participation in the Puente, Umoja, and MESA programs.
9. Increase participation in the Student Success Symposiums.

COLLEGE OBJECTIVE 1.4– Completion

By June 30, 2020, increase the rate of students completing certificates, degrees and are transfer ready by 15%. (IEPI Goal-Overall #12)

ACTIONS

1. Research if students can be automatically awarded degrees and certificates.

2. Analyze Transfer Center operations, programs and activities. Research statewide best practices and create a Transfer Center Program Plan.
3. Initiate faculty to faculty and executive level conversations with key transfer institutions to identify ways to improve transfer outcomes.
4. Perform degree audits. Contact students near completion. Automate the degree audit process.
5. Develop a comprehensive internship and job placement process.

DISTRICT GOAL 2: Integrate planning and institutional effectiveness processes with a culture of evidence.

COLLEGE OBJECTIVE 2.1– Finalize implementation of resource allocation model.

ACTIONS
1. Assess the effectiveness of one-time allocation process changes and scale for on-going allocations.
2. Design and implement a rubric for evaluating one-time resource allocations.
3. Incorporate facilities into the resource allocation process.
4. Incorporate staffing into the resource allocation process.
5. Develop a process to ensure that categorical funding aligns with the Educational Master Plan.

COLLEGE OBJECTIVE 2.2– Integrate authentic SLO/SAO assessment data into the planning processes.

ACTION

1. Improve assessment practices and create a culture of inquiry.

COLLEGE OBJECTIVE 2.3– Build capacity for data infrastructure.

ACTIONS
1. Coordinate YC and District Technology Committees to identify infrastructure needs.
2. Complete development of dashboards.
3. Coordinate campus-wide training on use of data.

DISTRICT GOAL 3: Strengthen our CORE as a 21st-century, learning-centered organization; employ, develop and sustain highly professional, qualified faculty and staff.

COLLEGE OBJECTIVE 3.1– By 2020, improve communication and collaboration across the campus and centers as measured by campus survey data.

ACTIONS

1. Create a taskforce charged with developing an actionable plan to address the areas of concern identified in the Gruffalo Noel-Levitz College Satisfaction Survey, the Survey of Entering Student Engagement Survey, and the Community College Survey of Student Engagement.

DISTRICT GOAL 5: Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives.

OBJECTIVE 5.1- By 2020, collaborate with local industry, government organizations, and other educational institutions to explore non-credit pathways aligned with Yuba College programs.

ACTIONS

1. Create a task force to analyze noncredit offerings and identify areas of possible expansion. Analysis to include pathways from non-credit to credit offerings, evaluating expanded CTE, ESL, contract education, and community education offerings.

2. Examine contract education opportunities focused on serving active duty military members via online class offerings.

STAFFING PRIORITIES

YUBA COLLEGE
STAFFING PLAN: Staff Priorities List
2017-2020

Classification	New/Replacement	Funding	Position Title
2016-2017			
Faculty	R	GF	Business-Accounting Emphasis
Faculty	R	GF	English
Faculty	R	GF	Economics
Faculty	R	GF	Math
Faculty	R	GF	Manufacturing
Faculty	N	Categorical	Fire Technology
Faculty	N	Categorical	Psychiatric Technology
Faculty	N	Categorical	Counselor-Transfer
Faculty	R	Categorical	Counselor-SSSP
Faculty	N	Categorical	Counselor-ESL/SSSP
Classified	N	Categorical	Campus Life Technician
Classified	R	GF	Community Education
Classified	R	GF	Cashier
Classified	R	GF	Testing Coordinator
Classified			HR has indicated there have been some reclassification request(s) submitted by classified staff during the academic year. These will be evaluated as more information becomes available.
Administration		Categorical	Director of CTE
Administration		Categorical	Dean of Student Success and Institutional Effectiveness
2017-2018			
Faculty	R	GF	Nursing Faculty-Replacement of faculty moving into Admin
Faculty	N	Categorical	ECE Faculty (SWP)
Classified	R	GF	Library Technical Assistant
Classified	R	Categorical	Library Media Specialist
Classified	N	TBD	Bio Science Laboratory Technician (.50%)
Classified	N	Categorical	MESA Specialist (.59%)
Classified	N	TBD	Distance Education Instructional Designer
Classified	N	Categorical	Transfer/Career Resource Technician
Classified	N	Categorical	Job and Internship Developer (.50%)
Classified	N	TBD	Tutoring Center IA (SCC)
Classified	N	TBD	Library Media Specialist (SCC) (.55%)
Classified	R	GF	Senior Student Services Tech
Classified	R	TBD	Veteran Program Transition
2018-2019			
Faculty	N	GF	Biology
Faculty	R	GF	English
Faculty	R	GF	English as a Second Language

2018-2019 Continued			
Faculty	N	GF	Mathematics
Faculty	R	GF	Radiologic Technology
Classified	R	GF	Library and Learning Services Specialist
Classified	N	GF	Curriculum Specialist
Classified	N	Categorical	Administrative Secretary II (SS/IE)
Classified	N	GF	Student Success Technologies Technician (.59 FTE)
Classified	R	GF	Community Education Coordinator
Classified	R	GF	Cashier (.59 FTE)
Classified	R	Categorical	MESA Specialist (.59 FTE)
Classified	R	Categorical	Upward Bound Clerical Assistant (.59 FTE)
Classified	R	Categorical	DSPS Clerical Assistant (1.0 FTE)
Management	N	GF Match	Director, DSPS
2019-2020			
Faculty	R	GF	Mathematics (2 Positions)
Faculty	R	GF	Biology (2 Positions)
Faculty	R	GF	Mass Communications
Faculty	R	GF	Counseling/Articulation (Long-Term Temp)
Faculty	R	GF	English
Faculty	R	GF	History
Faculty	R	GF	Chemistry (Long-Term Temp)
Classified	N	Categorical	Administrative Secretary I - .59 (VP Office)
Future Considerations			
Classified	N	TBD	Instructional Designer
Classified	N	TBD	IA Lab Tech (STEM at SCC)
Classified	N	TBD	Tutoring IA (SCC)
Classified	N	TBD	Student Engagement and Outreach Specialist
Classified	N	TBD	Financial Aid Technician
Classified	N	TBD	Admissions and Records Senior Technician
Classified	R	TBD	Campus Life Coordinator (move 0.59 to 1.0)
Classified	N	TBD	Administrative Assistant-Financial Aid (.59 FTE)
Classified	N	Categorical	EOPS/CARE/CW Specialist (Approved-Contingent Upon Funding)
Management	N	TBD	Assistant Director of MESA
Management	N	TBD	Director, Distance Education

Table Updated 1/25/19

STAFFING PROCESS

The Staffing Plan is updated annually to align with the Educational Master Plan. The annual update process includes the following steps:

- College-wide review of 3 year Educational Master Plan Objectives (September)
- College Council recommends long-term, 3rd year EMP objectives (October)
- Program Reviews submitted (October)
- Staffing Plan is updated by President's Cabinet (November-December)

President's Cabinet reviews and updates the Staffing Plan, the Staffing Priorities List, and evaluates the Staffing Plan process. This annual review includes an analysis of classified and management positions in program reviews submitted in October. All administrative and classified staff positions requested in program reviews are evaluated using the Staffing Request Evaluation Rubric to determine if they should be added to the Staffing Priorities List. The updated Staffing Priorities List is a recommendation to the President and is presented as an information item to the College Council in January. The Faculty Staffing Committee prioritizes faculty positions.

When a Personnel Requisition Form is brought forward for a new or replacement administrative or classified position, the request is evaluated by President's Cabinet using the Staffing Request Evaluation Rubric. The request is also compared to other positions on the Staffing Priorities List to determine if the request should be moved forward or whether the resources should be reallocated to other higher priority positions on the Staffing Priorities List. Based upon the above process and analysis, President's Council will make a recommendation to the President. The hiring guidelines outlined in the District Personnel Requisition Process, should always be followed (these steps include CHEX review).

EVALUATION OF THE STAFFING PLAN

The effectiveness of the staffing plan will be evaluated annually. Indicators that the Staffing Plan is effective will include:

a) The organization has adequate human resources to meet District goals and Yuba College objectives.

b) Program review submissions requesting new staff are supported with data and are in support of the college's institutional objectives.

STAFFING LEVELS: DATA AND COMPARISON

Where have we been?

Yuba College Workforce

	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16
Educational Administrators	11	12	10	10	10
Classified Administrators	8	7	6	3	7
Classified	73	75	71	74	73
Fulltime Faculty	78	76	75	76	80
Part time Faculty	0	0	0	0	0
Total:	170	170	162	163	170

SOURCE: Yuba College Fall Employee Checklists

CURRENT STAFFING LEVELS

Where are we now?

As of Spring 2017 the number of employees in each category of regular/contract staff and the contingent workforce of part time faculty were as follows:

Employee type	Headcount
Educational Administrators	11
Classified Managers	7
Classified	77
Full Time Faculty	81
Part Time Faculty	
TOTAL	176

Source: Data from Yuba College Employee Checklist dated 7/1/16

COMPARISON OF STAFFING LEVELS TO DISTRICT, COMPARISON COLLEGES AND STATE AVERAGES

Educational Administrators

The table below illustrates the number of Educational Administrators assigned to Yuba College and Woodland Community College over the span of five (5) years.

Year	Yuba College	FTES Per Manager	Woodland CC	FTES Per Manager
2011-2012	11	459.18	5	475.25
2012-2013	12	431.52	6	395.44
2013-2014	10	454.94	5	434.24
2014-2015	10	518.16	9	271.60
2015-2016	10	518.16	8	305.55
5-YR Average	10.60	476.39	6.60	376.41

Source: FTES Data gathered from Annual 320 Reports and Yuba College Fall Employee Checklists

Enrollment

The table below illustrates the student enrollment (FTES) at Yuba College, and Woodland Community College over the span of the last five (5) years.

Year	Yuba College FTES	Percent of YCCD FTES	Woodland CC FTES	Percent of YCCD FTES	YCCD FTES
2011-2012	5,178.22	68.55%	2,376.26	31.45%	7,554.48
2012-2013	5,178.22	68.58%	2,372.62	31.42%	7,550.84
2013-2014	4,549.40	67.69%	2,171.18	32.31%	6,720.58
2014-2015	5,181.61	67.95%	2,444.39	32.05%	7,626.00
2015-2016	5,181.61	67.95%	2,444.39	32.05%	7,626.00
TOTAL	25,269.06	68.15%	11,808.84	31.85%	37,077.90

Source: FTES Data gathered from Annual 320 Reports

Staffing Allocation Comparison to YCCD Colleges – 2015-2016

	Yuba College FTES: 5,181.61	**Woodland CC FTES: 2,444.39**
Educational Administrators	10	8
Faculty	80	42
Academic Temporary	**0**	0
Classified Administrator	7	3
Classified Support	73	45
Total	170	98

Source: YCCD Fall 2015 Employee Checklists

YCCD Educational Administrators/Faculty/Students Ratios – 2015-2016

Educational Administrators	**Yuba College FTES: 5,181.61**	**Woodland CC FTES: 2,444.39**
Ratio of Faculty to Administrators Based on 1:1	8	5.25
Ratio of Students to Administrators Based on 1:1	518.16	305.55

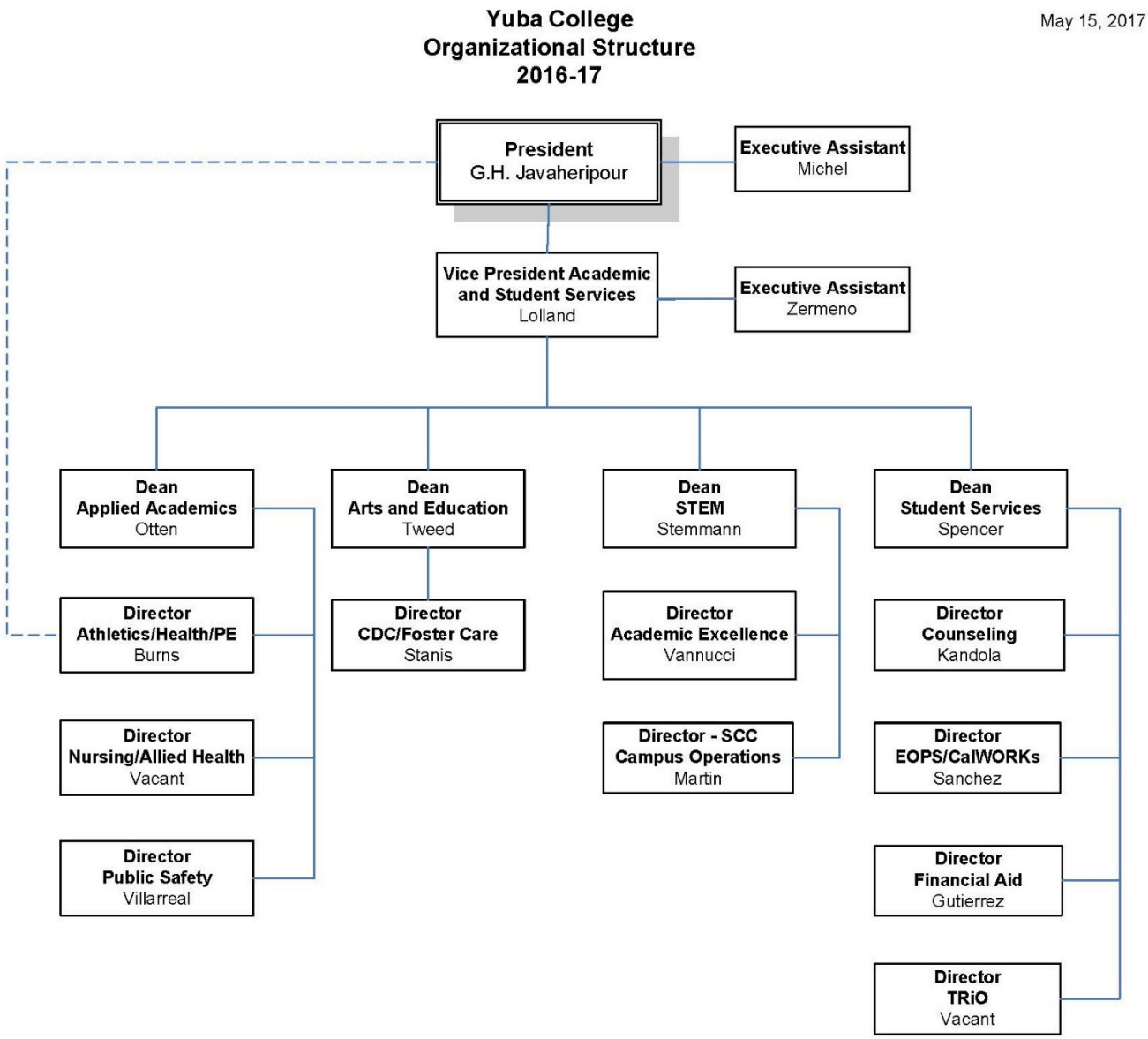
Source: FTES Data gathered from Annual 320 Reports and Yuba College Fall 2015 Employee Checklists

YCCD Full-time Faculty/Student Ratios – 2015-2016

	Yuba College FTES: 5,181.61	**Woodland CC FTES: 2,444.39**
Academic Employees		
Ratio of Students to Faculty Based on 1:1	77.34	81.48
Ratio of Students to Non-Teaching Faculty Based on 1:1	398.59	203.70

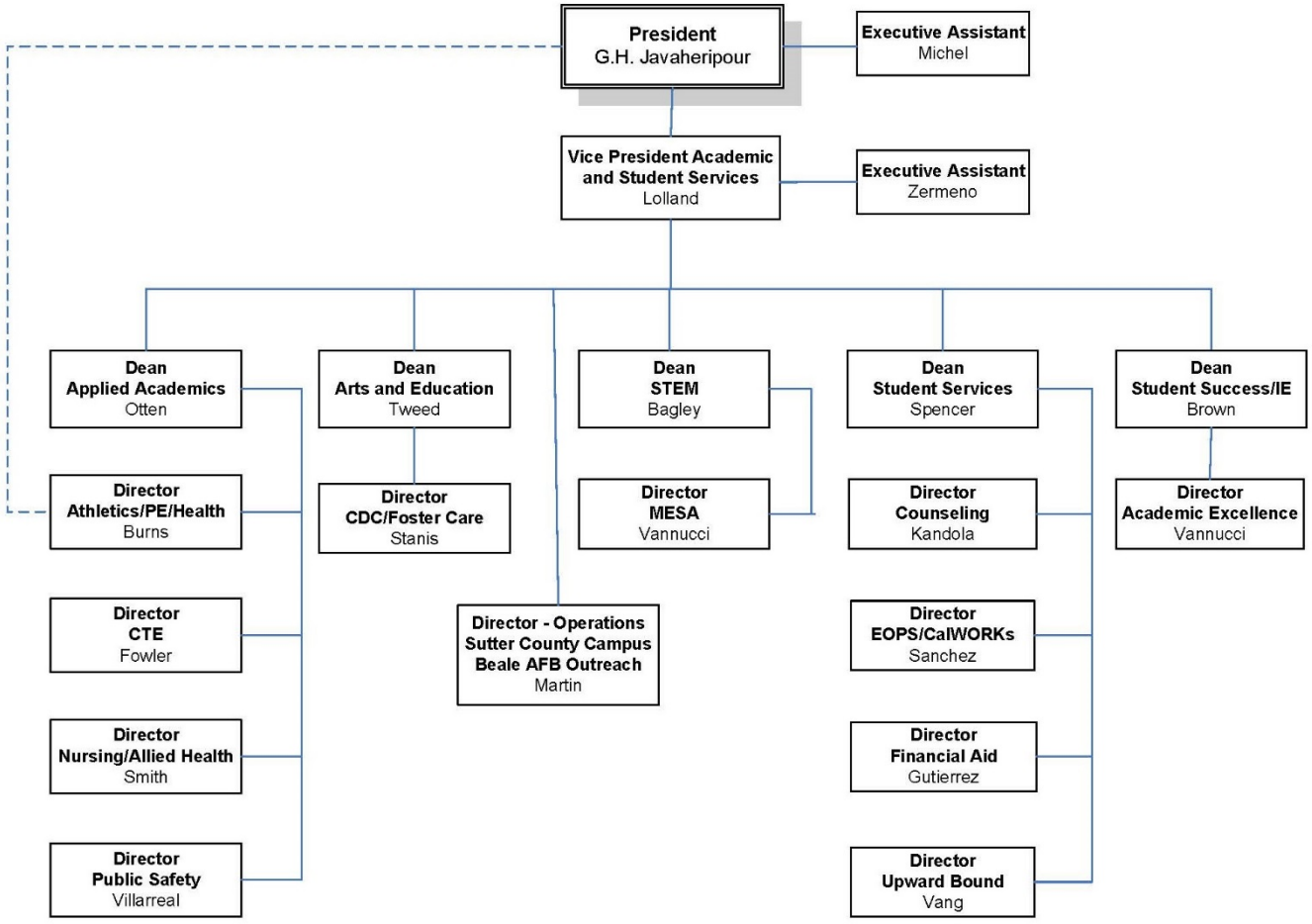
Source: FTES Data gathered from Annual 320 Reports and Yuba College Fall 2015 Employee Checklists

APPENDIX I—ORGANIZATIONAL CHARTS-CURRENT AND FUTURE



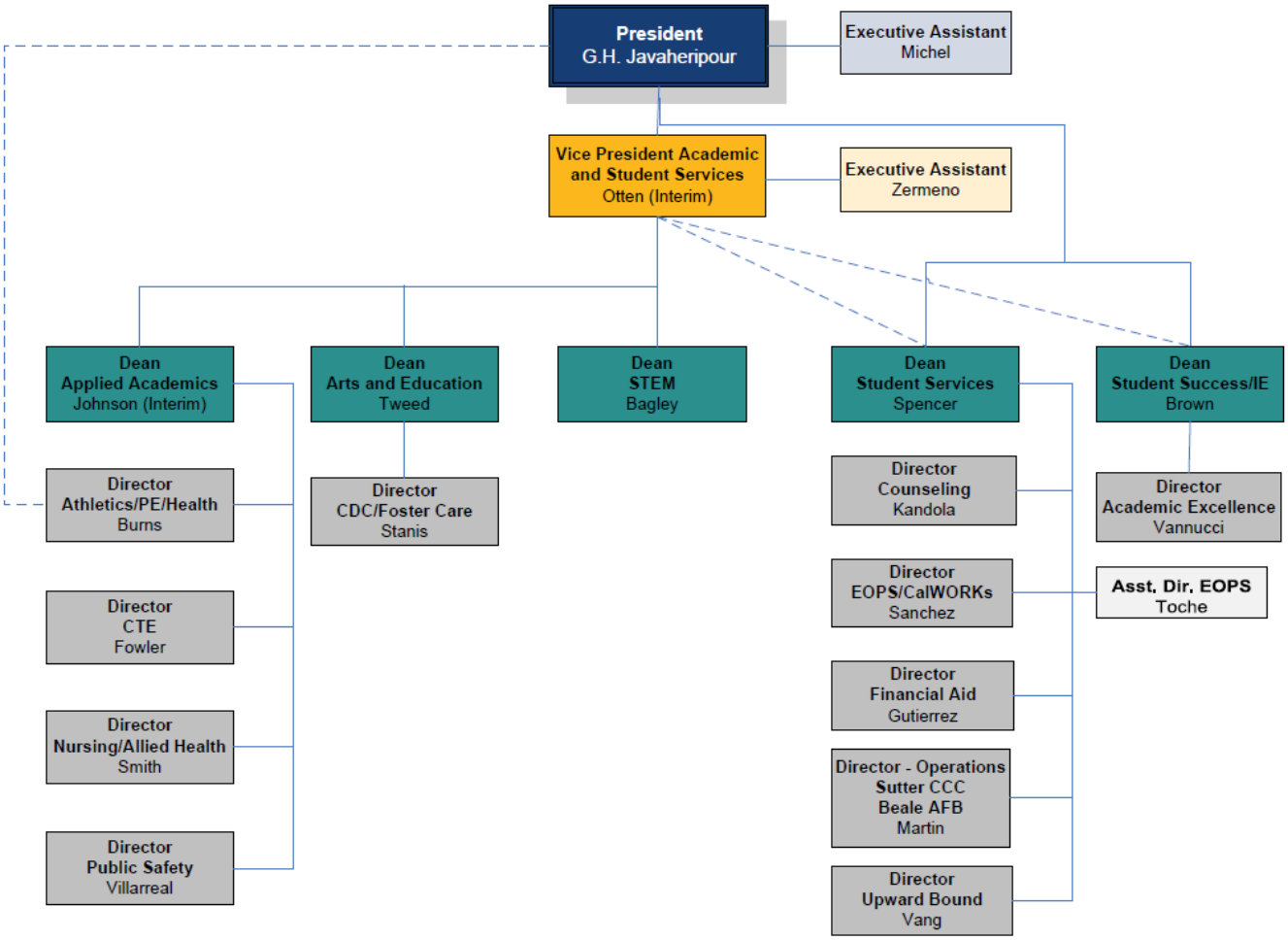
Yuba College
Organizational Structure
2017-2018

June 1, 2018



Yuba College
Organizational Structure
2018-2019

September 17, 2018



APPENDIX II—CURRENT ORGANIZATIONAL REPORTING STRUCTURE

Yuba Community College District
ORGANIZATIONAL REPORTING STRUCTURE
(Updated 9/13/18)

YUBA COLLEGE

President, Yuba College ..... G.H. Javaheripour
Executive Assistant to the President, Yuba College ..... Claudette Michel
College Marketing and Promotions Coordinator ..... Teresa Aronson
Vice President, Academic and Student Services (Interim) ..... Daren Otten
Executive Assistant to the Vice President, Yuba College ..... Zulema Zermeno
Scheduling Support Specialist ..... Sheila Suleski
Dean, Applied Academics (Interim) ..... Ryne Johnson
Administrative Secretary II ..... Raminder Bains
Community Education Specialist ..... Vacant
Director, CTE ..... Sandra Fowler
Administrative Secretary I ..... Crystal Ferrer
Instructional Assistant-Food Service ..... Josh Evans
Associate Professor (Acct/BCA/Gen Bus) ..... Vacant
Associate Professor (Veterinary Tech) ..... Kyle Mathis
Associate Professor (Welding) ..... Joseph Bauer
Instructor (Fire Technology) ..... David Ray
Professor (Automotive) ..... Phillip Milks
Professor (Accounting) ..... Christopher Myers
Professor (Automotive) ..... Donald Schumacher
Professor (Accounting) ..... Sherry Spina
Professor (Welding) ..... Daniel Turner
Tool Room Assistant ..... Gillermo Terrones
Veterinary Technology Specialist ..... Amber Kuykendall
Director, Heath/Physical Education/Athletics ..... Erik Burns
Administrative Secretary II ..... Rosa Packard
Athletic Equipment Manager ..... Tomas Rodriguez
Athletic Trainer ..... Corey Blaschek-Miller
Athletic Trainer ..... Gregory Lopin
Professor (Health/PE) ..... Doug Cornelius

Professor (Health/PE) ..... Thea Post
Professor (Health/PE) ..... Stephanie Reynolds
Director, Nursing/Allied Health ..... Clark Smith
Administrative Secretary II ..... Anita Wilks
Administrative Secretary I ..... Gloria Garcia
Instructor (Psych Tech) ..... Simone Ralls
Instructor/Coordinator (Rad Tech) ..... Linda Wood-Ibach
Instructor/Coordinator(Rad Tech) ..... Laura Schrettner
Instructor (Nursing) ..... Carrie Mehlert
Associate Professor (Nursing-OB) ..... Angela Kreider
Associate Professor (Nursing) ..... Harinder Sohal
Associate Professor (Nursing) ..... Ruth Tamulonis
Professor (Nursing) ..... Lynette Garcia
Professor (Psych Tech) ..... Suzanne Jones
Professor (Nursing) ..... Colleen Monahan
Professor (Nursing) ..... Roxanne Snyder
Director, Public Safety ..... Pete Villarreal
Administrative Secretary I ..... Leanne Landis
Associate Professor (AJ) ..... Brian Vizzusi
Professor (AJ) ..... Ronald Turner
Public Safety Administrative Specialist ..... Corrine Gil
Dean, Arts and Education ..... Carla Tweed
Administrative Secretary II ..... Sara Gaytan
Instructional Associate-Basic Skills ..... Tony Jow
Instructional Associate-Language Arts ..... Kelly Cunningham
Instructional Associate-Language Arts ..... Rosemary McKeever
Instructional Associate-Math ..... Quy Bui
Instructional Associate-Theatre Arts ..... Joseph Stottmann
Piano Accompanist ..... Milena Hmeleva
Associate Professor (English) ..... Carrie Wasinger
Associate Professor (English) ..... Zachary O'Neil
Associate Professor (ESL) ..... William Cook
Associate Professor (Theatre Arts) ..... James Gilbreath
Professor (English) ..... John Almy
Professor (ECE) ..... Denice Burbach
Professor (English) ..... Brian Condrey
Professor (English) ..... Richard Edmunds
Professor (English) ..... Shawn Frederking
Professor (ESL) ..... (Retire SP19) Francesca Hulin

Professor (Art) ..... Glenn Husted
Professor (English) ..... Brian Jukes
Professor (English) ..... Gregory Kemble
Professor (English) ..... Kiara Koenig
Professor (Music)..... Robert Mathews
Professor (English) ..... Kyra Mello
Professor (Foreign Language)..... Jose Munoz
Professor (Speech Communications)..... Suzanne Ruckle
Professor (Music)..... Aya Ueda
Professor (ECE)..... Maris Wagener

Director, District Child Development Program..... Karen Stanis
Clerical Assistant ..... Victoria Bisiar
Clerical Assistant (LCC)..... Vacant
Clerical Assistant (WCC) ..... Gillian Ceja
Child Development Instructional Specialist ..... Tammy Rogers
Child Development Instructional Specialist ..... Virginia Velasquez
Child Development Instructional Specialist ..... Elizabeth Hexberg
Child Development Instructional Specialist (WCC) ..... Francine Corry
Child Development Instructional Specialist (LCC)..... Melanie Pressley
Child Care Development Assistant..... Sharon Batista
Child Care Development Assistant..... Vicki Hammonds
Child Care Development Assistant..... Erica Haviland
Child Care Development Assistant..... Aprill Jensen
Child Care Development Assistant (LCC) ..... Afghani Obaidi
Child Care Development Assistant..... Maria Vidrio
Child Care Development Assistant (LCC) ..... Heidi Schmitz
Child Care Development Assistant (WCC)..... Juanita Flores
Fiscal Support Technician-FCE/IL/CD..... Ronda Campton
Foster Care Education Specialist ..... Diana Adams
Infant Toddler/Child Development Assistant..... Agustina Ramirez
Infant Toddler/Child Development Assistant ..... Erika Bernal
Secretary ..... Michelle Siller
Site Supervisor-Child Dev/Infant Toddler ..... Renee McKenzie
Site Supervisor-Child Development/Infant Toddler (WCC) ..... Jesus Moreno
Site Supervisor-Child Development/Infant Toddler (LCC)..... Cheryl Blake

Library Services
Librarian ..... Elena Flacks
Library/Media Specialist..... Julie Miller
Library/Media Specialist..... Aprill Nunez

Dean, STEM and Social Sciences ..... Michael Bagley

Administrative Secretary II ..... Kristina Page
Associate Professor (Biology) ..... Melissa Ha
Associate Professor (Biology) ..... Jesse Smith
Associate Professor (Mathematics) ..... Mukta Sharma
Associate Professor (Physics) ..... Abrar Shaukat
Associate Professor (Mathematics) ..... Erika Noffsinger
Associate Professor LTT (Mathematics) ..... Terence Yi
Instructional Associate-Mathematics ..... Paul Mickelson
Science Lab Technician-Biology ..... Jason Goerz
Science Lab Technician-Chemistry (YC/SCC) ..... Susie Courpet
Professor (Humanities) ..... Sujan Burgeson
Professor (Earth Science) ..... Korey Champe
Professor (Mathematics) ..... Talwinder Chetra
Professor (Sociology) ..... Marc Flacks
Professor (Political Science) ..... Li-Chiuan Hsieh
Professor (Psychology) ..... Lisa Jensen-Martin
Professor (Computer Science) ..... Douglas Joksch
Professor (Mathematics) ..... (Resign 6/30/19) Sarah Kovacs
Professor (Chemistry) ..... John Langston
Professor (Mathematics) ..... Christopher Noffsinger
Professor (Chemistry) ..... Kevin Orton
Professor (Biology) ..... Joshua Pittenger
Professor (Psychology) ..... Meridith Selden
Professor (History) ..... Travis Smith
Professor (Biology) ..... Linda Staffero
Professor (Mathematics) ..... Karsten Stemmann
Professor (Mathematics) ..... John Steverson
Professor (Mathematics) ..... Jeff Stollberg
Professor (Biology) ..... Jenine Tanabe
Professor (Mathematics) ..... John Thoo

Dean, Student Services ..... Delmy Spencer

Administrative Secretary II ..... Barbara Sluder
Senior Student Services Technician ..... Susan Jow
Senior Student Services Technician ..... Shelly Smith
Student Services Technician ..... Sharice Bonachea
Student Services Technician ..... Lavyanne Jones
Student Services Technician ..... Denise Villanueva
Testing and Assessment Coordinator ..... Vacant

Testing Technician ..... Michael Enoksen

Transfer/Career/Veterans Resource Technician ..... Tammy Pack

DSPS

Administrative Secretary I ..... Carolie Stoner

Clerical Assistant ..... Vacant

DSPS Alternate Media Specialist ..... Angela Fowler

DSPS Coordinator/LD Specialist ..... (Retire SP19) Jan Ponticelli

DSPS Counselor ..... Georganna O'Keefe-Schwering

DSPS Program Specialist-Interpreter ..... Melody Kempton

LD Specialist ..... Joanna Frost

Director, Counseling ..... Amandeep Kandola

Administrative Secretary I ..... Irma Guzman

Clerical Assistant ..... Rosa DeLaTorre

Clerical Assistant ..... Jessica Gaytan

Counselor ..... Kelly Boren

Counselor ..... Valerie Harris

Counselor ..... Neena Gill

Counselor (SCC) ..... (50% RWL 18-19) Leticia Gomez

Counselor ..... David Perez

Counselor-ESL ..... Vacant

Counselor (General/ESL) ..... Rupinder Bajwa

Counselor (General/Transfer) ..... Cheryl Latimer

Counselor (SSSP) ..... Fatima Ruiz

Counselor (1-YR LTT) ..... Mayra Vargas

Outreach and Recruitment Specialist ..... Inderjit Deol

Director, Financial Aid ..... Martin Gutierrez

Financial Aid Technical Analyst ..... John Marsh

Financial Aid Technician ..... Sonia Diaz

Financial Aid Technician ..... Ana Ramos-Gonzalez

Financial Aid Technician (SCC) ..... Ryan Goergen

Financial Aid Technician ..... Barbara Beltran

Financial Aid Technician ..... Kristi Dunehew

Director, EOPS/CARE/CalWORKs ..... Cristina Sanchez

Administrative Secretary II-CalWORKs ..... Amanda Smith

Counselor-CalWORKs ..... Priscilla Hernandez

EOPS-CARE Counselor ..... Lorena Dobusch

EOPS-Equity Counselor ..... Farough Tabrizi

EOPS/CARE Assistant Director ..... Anabel Toche

Administrative Secretary II ..... Alejandra Barnes

Clerical Assistant (EOPS) ..... Porye Lor
EOPS Specialist ..... Tony McDaniel
EOPS Specialist ..... Silvia Nava
EOPS Specialist ..... Michelle Rosales
Director, Campus Operations-Sutter County Center ..... Roy Martin
Campus Operations Specialist I ..... Minerva Barron
Campus Operations Specialist I ..... Annie Revell
Campus Operations Specialist II (Beale) ..... Teresa Paras
Instructional Associate-Basic Skills ..... Stephanie Bone
Library/Media Specialist ..... Meng Thao
Library Technical Assistant ..... (Retire 11/30/18) Donna Veal
Science Lab Technician-Biology (YC/SCC) ..... Susie Courpet
Director, Upward Bound ..... Kao Lee Vang
Clerical Assistant (Upward Bound) ..... Vacant
Upward Bound Learning Specialist ..... Adam Moua
Dean, Student Success and Institutional Effectiveness ..... Jeremy Brown
Campus Life Technician ..... Chrystal Gillming
Research Analyst ..... Cassie Leal
Director, Academic Excellence ..... Kristina Vannucci

APPENDIX III—STAFFING REQUEST EVALUATION RUBRIC

Yuba College
Staffing Request Evaluation Rubric
2017

POSITION REQUEST: _____
FUNDING SOURCE: _____

CRITERION	INDICATORS/EVIDENCE	SCORING RUBRIC	SCORE	DISCUSSION/EVALUATION
Criterion 1: ALIGNMENT WITH DISTRICT MISSION & STRATEGIC GOALS, COLLEGE MISSION, AND STAFFING PLAN.	**District Goals** 1. Increase student success and maximize the student experience through learner-centered programs and services designed to enhance student learning and completion. 2. Integrate planning and institutional effectiveness processes within a culture of evidence. 3. Strengthen our CORE as a 21st-century, learning-centered organization, employ, develop and sustain highly professional, qualified faculty and staff. 4. Complete multi-college district transition in structure, roles, responsibilities, and processes. 5. Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives.	Weak Alignment = 1 Moderate Alignment = 3 Strong Alignment = 5		
Criterion 2: ABILITY TO IMPACT COLLEGE OBJECTIVES AND ACTIVITIES (STUDENT LEARNING & ACHIEVMENT METRICS)	Job duties align and promote key Connection, Entry, Progress and Completion activities (Completion by Design.) *Attach job description and highlight areas of alignment or*	Weak Alignment = 1 Moderate Alignment = 3 Strong Alignment = 5		
Criterion 3: DETERMINING NEED	1. Students Served 2. Regulatory Requirement, Safety, Categorical Funding Requirement and/ or Accreditation Requirement 3. Program Review/Program Effectiveness Measures 4. Core Institutional Duties 5. Alignmment with funding priorities (i.e. Equity, SWP, SSSP objectives) 6. To meet enrollment demand	Weak Demonstrated Need = 1 Moderate Demonstrated Need = 3 Strong Demonstrated Need = 5		
Criterion 4: IMPACT OF NOT FILLING POSITION	Impact of Not Filling Position: * Excessive Workload, * Instructional/Student Services Impact, * Supervision, * Accreditation, etc.	No Outcomes Specific = 1 Some Measurable Outcomes Identified = 3 Documented Measureable Outcomes Tied to Core Strategies Identified = 5		
		TOTAL POINTS (20 MAX)	0	
		PERCENTAGE	0	

APPENDIX IV—DISTRICT PERSONNEL REQUISITION PROCESS AND FORM

http://php.yccd.edu/hr/viewform.php?id=26

APPENDIX V – DIVERSITY OF EMPLOYEES AND STUDENTS

Ethnicity Breakdown of Administrators (Fall _____)-Yuba College

Ethnic Group	Number	Administrator percent	Credit student percent	Service area population
American Indian / Alaskan Native	0	0	0	0
Asian / Pacific Islander	0	0	0	0
African American	0	0	0	0
Hispanic	0	0	0	0
Caucasian	0	0	0	0
Multiple ethnicities	0	0	0	0
Other/unknown	0	0	0	0
Total	0	100%	100%	100%

Ethnicity Breakdown of Full-Time Faculty (Fall ____)-Yuba College

Ethnic Group	Number	Faculty percent	Credit student percent	Service area population
American Indian / Alaskan Native	0	0	0	0
Asian / Pacific Islander	0	0	0	0
African American	0	0	0	0
Hispanic	0	0	0	0
Caucasian	0	0	0	0
Multiple ethnicities	0	0	0	0
Other/unknown	0	0	0	0
Total	0	100%	100%	100%

Ethnicity Breakdown of Classified (Fall ____)-Yuba College

Ethnic Group	Number	Classified percent	Credit student percent	Service area population
American Indian / Alaskan Native	0	0	0	0
Asian / Pacific Islander	0	0	0	0
African American	0	0	0	0
Hispanic	0	0	0	0
Caucasian	0	0	0	0
Multiple ethnicities	0	0	0	0
Other/unknown	0	0	0	0
Total	0	100%	100%	100%

Ethnicity Breakdown Part-time Faculty (Fall ____) –Yuba College

Ethnic Group	Number	Faculty percent	Credit student percent	Service area population
American Indian / Alaskan Native	0	0	0	0
Asian / Pacific Islander	0	0	0	0
African American	0	0	0	0
Hispanic	0	0	0	0
Caucasian	0	0	0	0
Multiple ethnicities	0	0	0	0
Other/unknown	0	0	0	0
Total	0	100%	100%	100%