EXTERNAL EVALUATION REPORT

Yuba College
2088 North Beale Road
Marysville, CA 95901

This report represents the findings of the evaluation team that visited
Yuba Community College District, October 8-11, 2018

Linda D. Rose Ed.D.
Team Chair

Contents

Yuba College
Comprehensive Evaluation Visit

Team Roster

Dr. Linda Rose, (Chair)
President
Santa Ana College

Ms. Kennethia Vega (Team Assistant)
Assistant to the President
Santa Ana College

Academic Representatives

Dr. April Ching
Instructor
Honolulu Community College

Ms. Nickawanna Shaw
Faculty, Health
Citrus College

Dr. Celia Huston
Professor, Library and Learning Resources
San Bernardino Valley College

Dr. Katie Desmond
Political Science, History Instructor
Feather River College

Administrative Representatives

Ms. Lorraine Smith
Dean, Allied Health, Physical Education &
Athletics
Fresno City College

Dr. Claudia Habib
Vice President of Madera & Oakhurst
Community College Centers
Reedley College

Ms. Brianna Hays
Senior Dean, Institutional Effectiveness,
Success & Equity
Cuyamaca College

Dr. Richard Pagel
Vice President, Administrative Services
Orange Coast College

College Liaison

Dr. Stephanie Droker
ACCJC Vice President

Summary of Evaluation Report

INSTITUTION: Yuba College

DATES OF VISIT: October 8-11, 2018

TEAM CHAIR: Linda D. Rose, Ed.D.

From October 8 through 11, 2018 nine members of the External Evaluation Team visited Yuba College. The purpose of the visit was to determine whether Yuba College meets the Accreditation Standards, Eligibility Requirements, Commission Policies and United States Department of Education (USDE) regulations. The team evaluated how well the College achieves its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit the Chair attended an ACCJC Workshop for Team Chairs on August 2, 2018 and subsequently reviewed ACCJC provided training materials, including Yuba College's Institutional Self Evaluation Report (ISER) in preparation for the external evaluation team visit. The Chair also participated in another ACCJC co-facilitated training on September 6, 2018, with Yuba College Team members.

In addition, several weeks prior to the site visit the Team received an electronic version of Yuba's Institutional Self-Evaluation Report (ISER). The flash drive also contained electronic links to evidence that supported information included in the ISER. As the team members completed their pre-review, several members requested access to specific information related to the college's online course offerings. Team members were asked to determine what additional information they would need and from whom so that a meeting schedule could be developed to increase the efficiency of the time spent at the college during the visit. Team members also completed two assignments that provided a framework to develop the final External Evaluation Report.

The Team Chair and the Team Assistant conducted a pre-visit to the college on August 31, 2018 to meet with the College President, and administrators and staff to discuss campus logistics and other details for the visit as well as lodging arrangements for the entire team. During the site visit, the Team met regularly while at the college and in a designated space at the hotel in Yuba City. This daily check-in allowed the Team to collaborate while working to validate the data provided in the ISER, and review the need for more information. The Team Chair, along with Team members, facilitated two open forums during the visit; the first forum occurred prior to the noon hour at the Marysville campus and another during the early evening at the Sutter Center. The forum dates and times were scheduled and advertised by the College president's office prior to the visit.

Major Findings and Recommendations of the
2018 External Evaluation Team

Team Commendations

College Commendation 1
The team commends the College for creating and encouraging innovation leading to institutional excellence. College leaders support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participation processes are used to assure effective planning and implementation. (IV.A.1)

College Commendation 2
The team commends the CEO and the College Community for their innovative efforts with communities served by the institution by developing partnerships that support the ongoing needs of students. The CEO communicates effectively with the internal and external communities served by the institution. This has led to a productive and collegial working environment. (IV.B.6)

Team Recommendations

District Recommendation 1 (Compliance):
In order to meet the standard, the District should follow its evaluation policies and procedures to consistently evaluate all personnel systematically and at stated intervals. Actions following evaluations should be formal, timely, and documented. (III.A.5)

District Recommendation 2: (Improvement):
In order to improve institutional effectiveness, the team recommends that all board policies are regularly assessed and reviewed per the district board policy. (IV.C.7)

College Recommendation 1: (Improvement)
In order to improve institutional effectiveness, the team recommends the College continue to refine its learning outcomes process so that faculty and others responsible act to continuously improve instructional courses, programs, and student support services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. (II.A.2, II.A.3, II.C.2)

Introduction

Yuba College opened its doors to students on the site of Marysville High School, in 1927. Then, in 1937, the College moved across the street and served nearly 1,000 students who lived in 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. Yuba College continued to expand its offerings to include transfer, vocational and technical programs. Eventually, the College moved to its current site located at 2088 North Beale Road in Marysville in September of 1962. The campus sits on 160 acres.

The College also operates additional sites in Sutter County located at 3301 East Onstott Road in Yuba City, and an outreach Center on the Beale Air Force Base located at 17849 16th Street. The Sutter County Center began offering classes in the fall of 2012 and is eight miles from the main campus. The Sutter facility is 55,000 square feet and contains 18 classrooms, including two lecture halls, two computer labs, and a science lab. The Sutter County Center serves the surrounding community and the majority of students feed from River Valley High School and Yuba City High School. Currently, 11 degrees and certificates can be completed entirely at the Sutter Center. While a variety of courses are offered at the Beale Air Force Base Outreach Center, primarily in the late afternoon and evenings, the enrollment has, for the last five years, continued to decline.

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, have been renovated. Measure J funds were used to construct a new facility for the Allied Health and Public Safety programs. The College began offering classes in the new facility in fall of 2011.

Yuba College is one of two Colleges that comprise the Yuba Community College District (YCCD), which spans eight counties and nearly 4,200 miles in rural north-central California. Yuba College has a rich, ninety-year history and during the 1974-75 academic year, the district expanded to serve students in eight northern California counties including Butte, Colusa, Glenn, Lake, Placer, Sutter, Yolo, and Yuba. YCCD became a multi-college district in 2008 and in 2017, the District office moved to its current location at 425 Plumas Street, in Yuba City. A seven-member Board of Trustees and two student trustees govern the District. The large geographical area of the district includes portions of the Sierra foothills, Central Valley, and Coastal Range. Each of these areas represent distinct regions with unique opportunities and challenges for the College and the District.

Eligibility Requirements

1. Authority
The team confirmed that Yuba College is authorized to operate as a postsecondary degree-granting institution by the State of California, the Board of Governors of the California Community College System, and the Governing Board of the Yuba Community College District. The College has maintained continuous accreditation by the Accrediting Commission for Community and Junior Colleges, of the Western Association of Schools and Colleges, since 1952.

The College meets ER 1.

2. Operational Status
The team confirmed that Yuba College is operational and provides educational services to actively enrolled students pursuing its degree and certificate programs.

The College meets ER 2.

3. Degrees
The Team confirmed that the majority of courses offered lead to a degree and/or transfer. Many of the programs are offered on a two-year cycle and a significant number of students are enrolled in these programs. Degree programs meet the Districts Governing Board policies and state regulations.

The College meets ER 3.

4. Chief Executive Officer
The Team confirmed that the District's Governing Board appoints the College's chief executive officer. The CEO has full-time responsibility to the College and does not serve as chair to the seven member governing board. The president reports directly to the District Chancellor, who has delegated responsibility for administering the policies of the District. This delegation of authority also includes the implementation of federal, state and local regulations and management of fiscal, human, and physical resources assigned to the College. The current CEO was hired in December of 2014. No other changes in the College's CEO position have occurred since the last ACCJC comprehensive visit in 2012.

The College meets ER 4.

5. Financial Accountability
The Team confirmed that an independent certified public accountant conducts annual fiscal audits. All audits are certified and the District Governing Board reviews the audit reports in public sessions and files the audit reports with the appropriate federal, state, and county offices.

The Colleges meets ER 5.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards address the same or similar subject matter. Evaluation teams will evaluate the institution's compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

General Instructions: The form should contain narrative as well as the "check-off."
   a. *The team should place a check mark next to each evaluation item when it has been evaluated.*
   b. *For each subject category (e.g., "Public Notification of an Evaluation Visit and Third Party Comment"), the team should also complete the conclusion check-off.*
   c. *The narrative will cite to the evidence reviewed and team findings related to each of the evaluation items. If some content is discussed in detail elsewhere in the team report, the page(s) of the team report can be cited instead of repeating that portion of the narrative.*
   d. *Any areas of deficiency from the Checklist leading to noncompliance, or areas needing improvement, should be included in the evaluation conclusions section of the team report along with any recommendations.*

This Checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self-evaluation manuals.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative

Yuba College discloses information required by the Commission on its website and in the College Catalog. The team found no third-party comments related to the October 8-11, 2018 Evaluation Team visit.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative
Yuba College has institution-set standards in place that are linked to its mission through its Educational Master Plan goals and performance indicators. The College has a process in place to review and revise its institution-set standards for student achievement. The College has set benchmarks for improvement based on longitudinal data gathered on student achievement.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College demonstrates compliance with the Commission Policy on Institutional Degrees and Credits. Team confirmed the College awards units of credit consistent with state and federal regulations, and the California Community College Chancellors Office. Yuba's credit hour assignments and degree program lengths are within the range of good practice of higher education. The College awards degrees based on student attainment of learning outcomes assessed by faculty on a regular basis.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Yuba College publishes transfer of credit policies and information about articulation agreements with other postsecondary institutions in the course catalog and on the college website.

Distance Education and Correspondence Education

Evaluation Items:

☒	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
☒	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
☒	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.

Narrative:

The Team confirmed that published information about College programs and disciplines include the identification of needs for online course offerings. The college provides training opportunities and validates online course effectiveness. The College Curriculum and Distance Education Committee establishes criteria for instructional course design, Americans with Disabilities Act (ADA) compliance, retention, and student success. College and District technology services support student data systems, network infrastructure, system security, and end user support.

<u>Student Complaints</u>

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
☒	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College publishes online, and printed versions of its catalog. Policies and procedures for handling student complaints are clearly listed in the catalog. Versions of the catalog are also posted on the College website and also made available in hard copy format to departments and administrative offices on campus.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

[Regulation citations: 602.16(a)(1))(vii); 668.6.]
Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College has developed a process to update the catalog to include accurate and current information, as appropriate. Information about the accredited status of the college policies, program and course requirements are available online, and in printed format for review.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
☒	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
☒	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
☒	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Colleges three-year cohort default rate in 2012-2013 was 21 percent, in 2013-2014, 22 percent, and 15 percent in 2014-2015. These rates are below the United States Department of Education's 30% threshold. The college is in compliance with Title IV regulations. Contractual agreements are consistent with the mission and goals of the College, governed by Board Policies and Administrative Procedures to maintain the integrity of the college.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Yuba College demonstrates its commitment to student learning and achievement through its mission, which outlines an overarching educational purpose, identifies the types of degrees and credentials it offers, and references the diverse needs of its surrounding community. The College makes extensive use of data, through both the educational master planning and evaluation and program review processes to determine if it is accomplishing its mission. The College's Integrated Planning Model serves as a connection between the mission, program-level planning, and resource allocation. The College has established a regular cycle for the reviewing and informing changes to the mission statement through a robust feedback process. Furthermore, the mission statement is reviewed and approved by the Board of Trustees and is widely communicated.

Findings and Evidence:

The team found that Yuba College's mission describes the College's broad educational purpose as preparing "a diverse student population to excel in a rapidly changing, interdependent world" and offering programs and services that "empower students to achieve their educational and life goals." The College addresses its broad educational purpose by providing associate degree, transfer preparation, workforce training, developmental education, and lifelong learning programs. The College's commitment to student learning and achievement is evidenced by its assessment of student learning outcomes, utilization of student achievement data in the program review process, and through the evaluation of its committee work. The team also found that the college has shown its ability to describe, assess, and align the opportunities offered to students through its use of ongoing assessment of individual learning activities in conjunction with the development of their Integrated Planning Model to meet the accurately assessed needs of their specific college community. (I.A.1)

The College leverages qualitative and quantitative data to determine how well it is accomplishing its mission. A number of research reports are provided by the institutional researcher (now under the Office of Student Success and Institutional Effectiveness) to assess progress toward meeting the college mission and inform planning at all levels of the institution. The Teams review of evidence indicates that student learning and achievement data are examined through the planning processes for the educational master plan the evaluation process and the Integrated Planning process. The Team reviewed evidence that demonstrates the College's efforts to capture data for the population in their service area. The data is based on demographic information such as ethnicity and socio-economic status, their economic outcomes based on perceived equity gaps, and a commitment to adopt systems to better connect students to the College and services. (I.A.2)

Yuba College aligns programs and services to its mission through the program review and curricular review processes. Resources requested to improve program or service area operations or effectiveness are submitted through the program review process and are reviewed and prioritized at multiple levels based on information provided in the program review. These levels of prioritization include unit level, division level, executive level, with the Planning and Budget Committee, College Council, and ultimately, the President. The College has provided evidence to show how actions taken have resulted in modifications for improvement. This is most apparent in the evidence included for the development and implementation of Basic Skills Initiative (BSI), Equity, and Summer pre-college programs. Based on interviews with faculty, there is broad faculty engagement and awareness of academic initiatives and ongoing work. The college has engaged faculty, staff, and students in the ongoing work of identifying the needs of the community and planning steps to resolve gaps when they are discovered. (I.A.3)

The Team's review of evidence indicates that the college publishes, updates, and broadly posts the mission of the college. Data collected from various sources, such as student surveys, and institutional research, are used to provide feedback on the effectiveness of college efforts as well as the needs of current students. The use of the Graduation Exit Survey is another tool that the college has employed to help shift course offerings to allow more students access to college coursework. Programs, services, and outreach are aligned to the mission of the college. The College's mission statement is reviewed on a regular basis as part of its Educational Master Plan development process, and the most recent revision process provided for broad-based input on any revisions to the mission statement. The current mission statement was approved by the Yuba Community College District Board of Trustees in January 2018. The College widely communicates the mission through a variety of media, including the College website, catalog, schedule of classes, and in key college facilities. (I.A.4)

The College fully addresses the standard and provides evidence that it uses data and input from internal and external stakeholders to inform, assess, and revise its mission statement and goals. The institution has recently undertaken a number of improvement efforts to better address its mission, including its new Integrated Planning Model, program review documents, and assessment cycles. These efforts are working to better support and serve their students by using the resources of the College in ways that align with the overall mission of the institution and system.

Conclusion:
The College meets the standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Yuba College demonstrates its commitment to its mission, student learning and achievement, institutional effectiveness, and academic quality through its established assessment and evaluation processes. The College has a system in place for assessing accomplishment of its mission and engaging in dialog regarding student success and learning outcomes, including data disaggregated by student demographics and course modality, program review, and continuous improvement of student learning and achievement.

The institution appears to be in the midst of many large-scale changes to their institutional effectiveness-related processes, including program review, student learning outcome assessment, integrated planning, and the implementation of guided student pathways. While these efforts are substantial and noteworthy, it remains to be seen whether the College is engaged in systematic planning, evaluation, and improvement throughout these areas.

The College is working to address inconsistencies in SLO documentation between its curriculum management system and accountability management system. These efforts show promise in resolving ongoing discrepancies related to SLO documentation and assessment processes.
It should be noted that students expressed a desire to be better informed regarding college planning processes and shared that they have conveyed this to the college administration. The College has taken steps to address this issue by providing direct a communication channel from the student government to the College Council.

Findings and Evidence:

The Team found that Yuba College has structures and processes in place for regular dialog regarding student learning, achievement, academic quality, and institutional effectiveness. The College demonstrates substantive, ongoing dialogue involving all constituent groups, and through dialogue and assessment, has identified both achievement and equity gaps. The institution has established a governance accountability process that links committee objectives and progress back to college-wide goals and priorities, its program review and SLO assessment processes, and bi-annual analysis of college key performance indicators. (I.B.1)

The College has a system in place for defining, documenting, and assessing course, program, and institutional learning outcomes and service area outcomes. The College has shown its ability to assess and define outcomes and achievements using both the program review and SLO processes. Course and program learning outcome assessment are incorporated into the program review process and are analyzed to improve student learning and achievement. These processes are relatively new and being expanded college-wide. As such, they are linked to the Integrated Planning Model, which provides a framework to connect student success to the planning and review process that is underwritten by the College's annual financial and human capital investments. (I.B.2)

Yuba College has institution-set standards in place that are linked to its mission through its Educational Master Plan goals and performance indicators. The College has a process in place to review and revise its institution-set standards for student achievement. The College has set benchmarks for improvement based on longitudinal data gathered on student achievement. The College uses its key performance indicator data and institution-set standards to inform improvements to programs and services. Performance data and institution-set standards are presented to the Board of Trustees on an annual basis The College publishes to its website its institution-set standards in the Accrediting Commission for Community and Junior Colleges (ACCJC) annual report. These goals are also published and available through college wide planning documents. (I.B.3)

The College has a system in place for using student learning and achievement data to inform improvements to instructional programs. Institutional processes, such as the Integrated Planning Model, are in place to prioritize and allocate resources to improve student learning and achievement based on assessment results and the program review process. (I.B.4)

The College has implemented many processes as part of its newly adopted Integrated Planning Model. These processes are clearly defined and discussed as evidenced provided in the Institutional Self Evaluation Report (ISER). Program review improvement efforts have recently been adopted across the college, but the rate of adoption is still growing. The College employs a standard process for instructional program, student learning and support services, and administrative service review and assessment. A robust program review evaluation system is in place, by which cross-functional teams provide feedback to programs and service areas on the content of the program review and overall program health. A common set of criteria are used to evaluate each program review and ensure that student learning and achievement data are used to inform program planning and improvement. The program review template, as well as the standard data reports provided for each program, demonstrate the institution's commitment to disaggregating data by student demographic and other factors. (I.B.5)

The institution disaggregates and analyzes achievement data for various subpopulations of students, by program, course, and by distance education status. Further, the College disaggregates learning outcome assessment data by distance education status. The program review process is central to the College's Integrated Planning Model and resource allocation process. When the institution identifies performance gaps through the program review process and analysis of student learning and achievement data, the Faculty Staffing Committee and Planning and Budget Committee approve requests for resource allocation that are identified through program review and prioritized by deans. At the institutional-level, the Integrated Plan serves as the mechanism for identifying and addressing college-wide performance gaps identified through the analysis of disaggregated data. The disaggregated data are used to inform the distribution of resources to meet equity gaps. (I.B.6)

Through the District and Board Policy 2410, the institution evaluates each of its policies on a five-year cycle. The Board Policy review process is initiated in the Board of Trustee Policy Committee, and, for policies under the purview of the Academic Senate, the policy review process is carried out by the District College Academic Senate. The College reviews and assesses its institutional effectiveness practices and processes on a regular basis. For example,

the institution analyzes its college planning, program review, and resource allocation processes and makes improvements. Revisions to program review templates and cycles are approved by the Academic Senate, and revisions to SLO, distance education, and curriculum review processes are initiated by subcommittees of the Academic Senate. Recent assessments of these processes have resulted in changes to the College's SLO assessment process and cycle, program review templates, and integrated planning model. Student Services policies are reviewed annually through an external audit. Many of these activities were initiated in 2015 and 2016 appear to be the basis for many college-wide planning processes improvements. The College has a robust system for assessing and evaluating the effectiveness of its governance structures and processes. Board policies and administrative procedures governing the updating of policies states the local timeline for review of local governing documents in on a five-year cycle. (I.B.7)

The institution communicates the results of its assessment and evaluation activities through its governance structure and website. The College Effectiveness and Accreditation Committee, Program Review Committee, SLO Committee review and communicate student learning and achievement data and college-wide evaluation activities. Additional presentations related to student learning and achievement, as well as the overall evaluation of college progress toward its strategic goals, are provided to the Board of Trustees and related documentation is posted to the Board of Trustees BoardDocs public website. In addition, the results of course and program learning outcome assessments as well as all program reviews are posted for the public on the college website. (I.B.8)

The College engages in continuous and systematic evaluation through its six-year strategic and annual integrated planning process. The College articulates this process through its integrated planning timeline and Guide to Integrated Planning and Institutional Effectiveness. These processes are informed, reviewed, and implemented through the College's participatory governance structure. Participatory governance groups engage in an annual planning and self-evaluation process. The College strategic and annual planning processes are aligned with district strategic and annual planning and resource allocation processes. Board policies and administrative procedures governing the updating of policies states the local timeline for review of local governing documents in on a five-year cycle. (I.B.9)

Conclusions:

The College meets the standard.

I.C. Institutional Integrity

General Observations:

The institution provides accurate information to students and prospective students through various publications and online resources. Yuba College ensures accuracy and integrity of information in both print and online materials through its catalog and handbook review process and five-year policy review cycle. The College has established policies and procedures for ensuring academic integrity among students and employees and clearly communicates

information regarding cost of attendance; employment, licensure pass rate, and labor market information for career technical education program; and programmatic accreditation.

Findings and Evidence:

Yuba College assures clarity, accuracy, and integrity of information related to its mission statement by developing and maintaining standards and processes for publication development and communication. The College provides information to students and prospective students via the College Catalog, website, Student Handbook, physical information posting boards on the campus and in print format. The Yuba Community College District reviews board policies and administrative procedures on a five-year cycle, and the College posts student achievement data on its Research, Planning, and Student Success website, as well as its BoardDocs repository for presentations and other documents discussed by the Board. The College publicly posts course, program, and institutional learning outcomes and communicates its accredited status via its website. (I.C.1)

The institution publishes online, printed, and printable versions of its catalog for students and prospective students. The online and printable versions of the catalog are posted to the College website, and printed versions are made available in departments that directly serve students. The College has established a process to update the catalog on an annual basis and ensures that information provided in the catalog is accurate and current with respect to facts, requirements, policies, and procedures. In the college catalog, accurate information regarding college accreditation status, programs and policies are available for review. Prior copies of college catalogs are available to students with varying ongoing catalog rights back to 2004. Additional information, such as the academic calendar, and campus departments available for student support, is provided in the Schedule of Classes. (I.C.2)

The institution documents and communicates assessment of student learning and evaluation of student achievement via a number of reports, including its bi-annual Institutional Effectiveness Report, Graduation Survey, and Educational Master Plan. Through the Institutional Effectiveness Report and Integrated Planning Model, the College makes its data analysis and interpretation public. These and other reports are posted to the Research, Planning, and Student Success webpage. The college posts numerous internal and externally generated surveys and assessment results to the college website via the Office of Student Success and Institutional Effectiveness. Some additional college-wide documents appear to be posted to separate locations for community review, such as SLO committee documents to a dedicated website. (I.C.3)

Yuba College clearly describes its certificates and degrees in its College Catalog. The college catalog comprehensively lists all courses available in the college, relative to their programs, disciplines. The College has worked to improve the consistency of the college catalog since submitting the ISER by comprehensively adding SLOs in their 2018-2019 catalog. The College also states the program learning outcomes for each program and study. The curriculum proposal process includes documentation of course goals and objectives and connection to the college mission. The College has a process in place to ensure that SLOs are included in course syllabi. (I.C.4)

The College has a process in place to gather input for policy changes through its governance structure. College publications, such as the College Catalog and Student Handbook, are reviewed and revised on an annual basis. The College has developed and revised their Integrated Planning Model to reflect current practices. The plan effectively outlines shared expectations regarding the continual evaluation of policies and procedures. (I.C.5)

Yuba College has a process in place to inform both prospective and current students of the total cost of education as evidenced by its tuition and fee website, program-specific costs documentation, information provided in the College's schedule of classes. A current schedule of fees for both courses and services is provided along with any additional items that would be required based on program or residency status. (I.C.6)

The institution has policies and processes in place to assure institutional and academic integrity. These include BP 4030, which describes the Yuba Community College District's policy on academic freedom, BP 1300, which describes the District's commitment to diversity, BP 3410, which outlines its non-discrimination policies, and BP 3900, which describes parameters for freedom of expression on the college campus and centers. The District has a system in place for reviewing board policies on a five-year cycle, and board policies and administrative procedures are posted publicly on the Board of Trustees website. (I.C.7)

The College establishes and publishes policies and procedures that promote honesty, responsibility, and academic integrity. The College broadly posts and publishes numerous policies that govern community standards for all members, as well as specific expectation regarding honesty, responsibility, and academic integrity. Administrative Procedure (AP) 3050 sets forth the institutional code of ethics, which outlines expectations related to students and employees and state, among the institution's several guidelines, that individuals shall "protect human dignity and individual freedom, and assure that students are respected as individuals, as leaders, and as independent decision-makers." Furthermore, per AP 5500, the institution has established a Student Code of Conduct that clearly outlines expectations for academic honesty and student behavior and articulates the consequences of dishonesty, including removal, probation, suspension, or expulsion for failure to comply with the stated policies. (I.C.8)

Yuba College assures that faculty distinguish between personal conviction and professionally accepted views through BP 4030, which states, "It is the responsibility of academic employees to encourage students to study varying points of view and to respect the students' right to form, hold, and express judgements, opinions, and beliefs." The Academic Senate expands upon this policy via its Faculty Ethics Statement, which further describes the faculty's commitment to fostering critical thinking and "free exchange of ideas," and to "resist using positions or classrooms as bully pulpits." The College codifies its commitment to academic freedom through its faculty evaluation processes. (I.C.9)

While Yuba College has policies in place to pertaining to academic freedom, student code of conduct, and institutional code of conduct as an open-access, public community college, it does not seek to instill specific beliefs or world views. (I.C.10)

Yuba College does not operate in a foreign location; thus, Standard I.C.11 is not applicable.

The institution has a policy in place, BP 3200, to assure it complies with Eligibility Requirements, Accreditation Standards, Commission Policies, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College discloses information required by the Commission on its accreditation webpage. The college shows compliance with ACCJC standards by publishing on its website and in the catalog its current accreditation status and the process by which it was certified. (I.C.12)

Yuba College demonstrates honesty and integrity in its relationships with external agencies, including state, federal, and local agencies, such as the American Veterinary Medicine Association, California Board of Licensed Vocational Nursing and Psychiatric Technicians, and National Registry of Emergency Medical Technicians. The College offers an array of Career Technical Education (CTE) programs. In addition to the College's regional accreditation process, career and technical programs undergo certification through organizations outside of the Western Association of Schools and Colleges WASC/ACCJC, an example of which is provided in the evidence for the Veterinary Technician Certificate program. The College communicates to the Commission, students, and the public any changes in its accredited status through its website, catalog, President's Board Reports, and on specific program webpages. (I.C.13)

The College's commitment to student learning and achievement is evidenced by its mission statement, strategic goals, and numerous board and administrative policies. As a public, open-access, not-for-profit institution, Yuba College does not have any investors or shareholders; however, it generates value in student achievement, not for any public, fund-generating entity. This is in alignment with the mission of the college as well as that of the California Community College (CCC) system. (I.C.14)

Conclusions:

The College meets the standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Yuba College is a two-year comprehensive public community college offering a wide range of courses leading to degrees and degrees for transfer. All courses and degrees offered at the college meet the standards of higher education. The College serves a diverse population of students and is committed to provide services that meet student needs. The design of student services facilities and staff commitment to student success contribute to an enhanced student learning environment. Courses are offered at three locations, Marysville, the Sutter Center, and Beale Air Force Base Outreach Center, and the College provides services for student learning at each location. Courses are also offered in distance education format. Yuba College delivers courses in many modalities and has established policies for offering course credit, degrees and certificates based on student attainment of learning outcomes.

The College is committed to self-evaluation and improvement. Yuba College has processes in place for continuous self-evaluation and improvement, which drive student learning. Yuba College engages its stakeholders in systematic and regular assessment of student learning outcomes at the course, program, and service area levels at all the campus locations, and modes of delivery. In this process, course SLO are slated for assessment each time the course is offered. All faculty, including part-time faculty, participate in the assessment of student learning. The process of curriculum review involves faculty at the curriculum committee level, and all courses undergo thorough vetting in regard to student needs, and alignment to the College's mission and planning documents. The College analyzes assessment results and program reviews to inform continuous improvements, so the institution can best serve its diverse student population.

The College has established protocol and policies for awarding course credit, degrees and certificates based on student attainment of learning outcomes.

Findings and Evidence:

The College's curriculum committee, with the feedback from multiple sources, ensures that curriculum is consistent with the mission of the College, is appropriate to higher education according to the California Community College Chancellor's Office (CCCCO), and is offered in accordance with enrollment projections. The College aligns SLO, (CSLO and PSLO), to ISLO and assesses and analyzes SLO using a consistent cycle of program review. The College maintains a regular program review schedule that includes PSLO assessment. The SLO Committee and the Curriculum Committee have a process for aligning SLO to Course Outlines of Record (COR) in the curriculum review process, and then collecting data for SLO assessment in TracDat. CTE programs are reviewed to be sure programs meet market needs according to the CCCCO, and programs with 12 credits or above are evaluated for relevance through a Labor Market Information Review. Distance education courses are regularly evaluated in the program

review process and by advisory committees, where relevant. The Distance Education Committee oversees the approval of courses offered online by reviewing the relevance of the course for meeting student needs and demands, assuring quality using the Online Education Initiative Course Design Rubric, and providing faculty training on DE teaching, including defining regular effective contact with students in the online course environment. (II.A.1)

Campus committees continue to refine curriculum and assessment processes to improve outcomes assessment. The team notes that the College continues to face challenges using assessment data to improve teaching, learning strategies, and student success. The mapping of outcomes is occurring and the College is using a new iteration of their assessment process to confirm the usefulness of this mapping for institutional and program-level improvements. The College recognizes its challenges with assessing program level student learning outcomes and should continue to move forward with its current efforts. (II.A.2)

The team confirmed that SLO's are identified for courses, programs, certificates, and degrees. The College regularly assesses learning outcomes according to established procedures, and the team confirmed the recent completion of revisions to Service Area Outcomes, Course Student Learning Outcomes, and Program Student Learning Outcomes in the College's Assessment Handbook. Both full-time and part-time faculty assess CSLO after a course is taught. The College has a full-time Research Analyst to communicate CSLO and PSLO assessment data to the deans who ensure all CSLO are assessed. PSLO are evaluated according to the program review cycle and a more effective process is for assessment is being discussed. The College currently assesses two ISLO annually. Students in all courses receive a syllabus with SLO that align to COR (reviewed by the Curriculum Committee and the Board of Trustees). Course outlines are viewable on the college's website through Meta. The College has hired a new Dean of Student Success and Institutional Effectiveness, who will assist with efforts to refine assessment processes. Recent revisions to curriculum review, including the SLO Committee's review of CSLO, have contributed to ensuring quality of learning outcomes. The College is exploring the purchase of a new SLO and curriculum management system which will resolve the disconnect between Meta and TracDat. New software will simplify procedures for assessing learning outcomes at all levels. The College's efforts in recent years have led to a culture shift away from compliance toward using the process improving student learning. The College should move forward in utilizing this process to identify how to use assessment data for improvement. Training for faculty on SLO assessment is well-attended, and the team has confirmed plans to offer additional assessment training annually to ensure continuous improvement in learning assessment efforts. (II.A.3)

The College offers pre-collegiate curriculum in a variety of formats for English, Math, English as Second Language (ESL) and Learning Skills. The catalog differentiates which courses are pre-collegiate and provides information on course sequencing, consistent with Guided Pathways efforts. Courses are aligned to CCCCO guidelines. Academic Counselors are available to assist students with placement, as is the College Success Center (CSC), which offers tutoring and other assistance to students. Its early involvement in Guided Pathways, specifically MMAP implementation has given Yuba College insight into its pre-collegiate offerings and curriculum, informing the creation of accelerated formats, or credit/no-credit options for these courses. Students are provided clear guidance from counselors on how to navigate through pre-collegiate

courses into degree, certificate, or transfer pathways, which are captured in their SEP. Embedded tutoring and drop-in tutoring support are available to all students. Additional learning support for students is available through a variety of initiatives such as the Student Success and Support Program (SSSP) and Summer Bridge programs. (II.A.4)

Degree programs at the College meet governing board policies and state regulations. The College has established degree pathways for all degrees and programs offered, and all degrees align with degree and transfer requirements. All programs require completion of at least 60 semester credit units. Degree offerings and sequencing are published in the college catalog. Analysis of degree programs is conducted by the Vice President's Office. All courses are offered on a two-year cycle. The Curriculum Committee reviews sequencing, breadth, length, depth and rigor as part of the curriculum review and approval process. Yuba College was selected to participate in the California Guided Pathways Project. (II.A.5, ER 11, ER 12)

The College has an established process outlined in the Schedule Development Guideline Handbook. Course schedules are created in coordination with deans and faculty. Student input is obtained though surveys. The draft schedule is finalized by the Vice President, along with instructional deans, counselors, the Scheduling Support Specialist, the Research Analyst, and faculty. Curriculum pathways allow students to complete degrees in alignment with established practices in higher education. In its work as one of the pilot campuses for the California Guided Pathways (GP) project, the College participates in GP project sessions and hold workshops to improve sequencing and formulate strategies to make the path from enrollment to degree completion or transfer clearer to students. (II.A.6, ER 9)

Student diversity and support for equity inform the College's effective use of course delivery modes, teaching methodologies, and learning support services. A member of the team observed five classes in session and noted that students were engaged, and classes were both well-equipped and well-attended. In addition to courses and services at its various sites and online courses, courses are conducted through I-adapt interactive TV. The College increases access to educational programs with accelerated Math, ESL, and English courses. Programs and disciplines identify needs for online course offerings and the Distance Education Committee provides training opportunities and validates online course effectiveness. Alongside the College Curriculum Committee, the Distance Education (DE) Committee establishes criteria for instructional course design, Americans with Disabilities Act (ADA) compliance, retention, and student success. The College also offers access to students through student support initiatives spearheaded by the Math Boot Camp, Veteran Services, the Upward Bound program, the PUENTE Community College program, and the UMOJA program. Student Support Services provide tutoring centers with tutoring, embedded tutoring, and textbook loans. Initiatives such as the Basic Skills Initiative and Student Equity also provide accessibility to students. The College Success Center has used SAO assessment data to improve training student tutors who work with ESL learners. Faculty participate in Teaching Community and other professional development opportunities to further student success. Staff professional development has also been geared toward student success and equity training. (II.A.7)

In addition to the common external industry qualifying examinations for licensure or certification in programs, department-wide examinations are conducted in some district-wide English and

Mathematics courses. Program faculty in these areas have created methods, such as the English faculty's use of holistic rubrics, to assess these examinations to ensure consistent grading. The Credit by Examination Policy allows students to petition for credit by exam, approved by an area instructor, and by the appropriate division dean. Additionally, the College has an Advanced Placement (AP) program, and non-credit qualifying examinations in some occupational fields. (II.A.8)

The College awards degrees based on student attainment of learning outcomes. Faculty develop CSLO for courses and outline the skills and abilities students will have gained upon completion of the course. CSLO align with course objectives and PSLO and are documented in each course outline of record. Faculty calculate grades based on student competency in CSLO areas. Units of credit are awarded in a manner consistent with state regulations, federal regulations the requirements of the CCCCO, and the norms of higher education. (II.A.9)

The institution clearly publishes transfer-of-credit policies in the course catalog and on the College website. Articulation agreements with various four-year institutions follow articulation policies as outlined in the California Articulation Policies and Procedures Handbook. The College uses ASSIST to publish transfer pathways. Transfer-of-credit policies are also in place for students wishing to transfer from outside the standard articulation network, and students may also earn credit by examination and advanced placement. The College works with high schools for articulation based on assessment of SLO. Annual updates are provided by the district according to updated California State University (CSU) General Education (GE) Breadth pattern or IGETC pattern advising worksheets. College counselors and advisors evaluate transcripts according to articulation agreements. (II.A.10)

The College has identified eight ISLO's: Communication, Computation, Critical Thing, Global Awareness, Information Competency, Personal and Social Responsibility, Scientific Awareness, and Technological Awareness. All programs have established PSLO which are evaluated during the program review process. Corroboration between ISLO and PSLO is done as part of the learning outcomes cycle and the curriculum approval process. The SLO Committee website published all course, program, and institutional SLO. Every degree program is linked to at least one ISLO and students have ample opportunity to gain the skills identified by ISLO throughout their degree programs. (II.A.11)

In accepting courses into degree programs, the Curriculum Committee assures inclusion of elements essential to a general education curriculum. Board and Administrative policy direct courses to reflect a general education philosophy; to prepare students to be educated members of a responsible and engaged citizenry. Relying on instructor expertise, the Committee places courses into appropriate general education areas A through E, multicultural, and health/physical education. There is reasonable connection between these GE areas and the College's ISLO areas, and ISLO alignment with PSLO ensures students are exposed to relevant general education learning outcomes. (II.A.12, ER 12)

Yuba College awards associates in arts, and associates in science degrees (AA/AS), as well as associates in arts for transfer (AA-T) and associates in science for transfer (AS-T) degrees. All degrees require a minimum of 60 total credit units and students must complete all college

graduation requirements. Along with mapping CSLO to PSLO, faculty evaluate each program and determine the amount of focused study needed for mastery and create learning outcomes for all programs. (II.A.13)

The Team confirmed that the College publishes CTE degrees and certifications in the College catalog. Board and Administrative policy direct the process of ensuring CTE areas prepare students for employment, and that students attain technical and professional competencies. Industry standards and student employability are guaranteed through the inputs and guidance of advisory boards of professionals in the CTE areas along with the North Far North Regional Workforce Consortium. These entities also ensure that the currency and relevance of the degrees/certificates are maintained and students acquire the skills necessary for employment. This is evident in the excellent passage rates in exam and licensing requirements that ensure student employability and skills attained meet industry standards, such as in nursing, veterinary technology, and radiologic technology. In addition to program reviews, the governing board (where relevant) reviews vocational/ occupational programs every two years. (II.A.14)

Administrative policy outlines the criteria for program discontinuance. This policy includes steps to enable students currently enrolled in the program to complete the program in a timely manner. If a degree or certificate is changed or discontinued, counselors and students work with discipline faculty to identify course substitutions. Yuba College has not eliminated any programs since the last accreditation process. The team confirmed that the program validation and discontinuation process was recently revised and approved by the Academic Senate. (II.A.15)

The institution maintains the currency, relevance and quality of its programs though the program review process. Program Reviews are completed on a cycle and programs make changes to teaching and departmental processes based on SLO assessment. Programs and service areas use data from program reviews for self-evaluation and planning to ensure student success, and improvement to student access to programs. In the Program Review, connections are made between program action and student learning, which are particularly evident in the Program Review (PR) feedback and annual update process. Program Review data is also used for the prioritization of resources process. Student learning outcome assessment is a part of all instructional program review and requests for resources are connected to outcomes and student achievement. In these processes, the College maintains a focus of self-reflection and improvement. Curricula are reviewed every five years for relevance, instruction and evaluation. The DE committee has created a process and rubric for validating all online courses for effectiveness and holds training opportunities for online instructors. The Staff Development Committee provides professional development college-wide. The faculty evaluation process includes faculty self-evaluation, peer evaluation, student evaluation and administrator feedback and ensures that instructional quality is maintained. (II.A.16)

Conclusions:

The College meets the Standard and related Eligibility Standards.

<u>Recommendation for improvement:</u>

College recommendation for improvement. In order to improve institutional effectiveness, the team recommends the College continue to refine its learning outcomes process so that faculty and others responsible act to continuously improve instructional courses, programs, and student support services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. (II.A.2, II.A.3, II.C.2)

II.B. Library and Learning Support Services

General Observations:

Yuba College provides a range of library services to meet the needs of students and campus personnel, including reference and research services, library orientations, and tours. Learning and instructional support services are available across disciplines and at all the College's sites. Library print and electronic collections are comprehensive, resulting from collaboration between library and academic staff.

Team members had an opportunity to tour Library and Learning Support Services spaces in the Learning Resource Center building. These spaces are designed with flexibility, security, and study in mind. Spaces accommodate group and individualized tutoring and group and individual study. An open computer lab, Internet Café, and strong WiFi connection enable student access to technology. Library and Learning Support Services make excellent use of limited material and staffing resources. All departments use surveys, data, student and faculty feedback to target problem areas and streamline operations. The visiting team observed that the College Success Center continues to maintain high standards and provides high quality services.

Findings and Evidence:

The visiting team verified that Library and Learning Support Services are present to support students. The College Success Center (CSC), Writing & Language Development Center (WLDC), Math Lab, and Mesa program provide instructional support services across multiple disciplines. Library and instructional support services are available in a variety modes and locations. These services are aligned to the Yuba College mission and are regularly evaluated and assessed to assure they meet student needs and support the attainment of student learning outcomes. (II.B.1)

Library services at Yuba College include the Sutter Country Center with remote access available for Beale AFB. The library collection consists of over 30,000 print materials, textbook bank, and 40 online databases. The library maintains sufficient electronic resources available for students at all campus locations. The library facility includes an instructional classroom, study rooms, and student computer lab. Library paraprofessionals are available to support students at the Sutter Center with directional and access questions. Sutter students are referred to librarians for research assistance. At one time the library piloted using Skype for remote reference services, but the service was underutilized and therefore discontinued. Librarians are available to remote students via phone or email. Students are also able to schedule research appointment with librarians. Online students have 24/7 access to live tutoring at tutor.com for all subjects except English. English faculty are piloting an online tutoring service developed by the department. (II.B.1)

The library relies on surveys and usage statistics to assess how well they are meeting the needs of the campus. The Material's Selection policy includes criteria for creating a collection that supports campus curriculum and includes collaboration with discipline faculty to assure student learning needs. The librarian reaches out to faculty to ensure that the library collection supports

campus curriculum. In addition, the library webpage includes a form to recommend books for purchase. (II.B.2)

Library CSLO, and SAO are defined and assessed. The results of all assessments are documented using the campus Program Review (PR) and SAO assessment processes. For instance, the library acquired a $20K grant to purchase textbooks to place on reserve for student use based on this need identified through assessment and PR processes. (II.B.2)

Learning Support Services departments gather a considerable amount of insightful data for their Program Reviews and SAO Assessments that is used to guide improvement and change. For instance, the course ENGL 40C Tutoring Writing III was developed in response to tutor self-evaluations. (II.B.2)

In addition to outcomes assessment and program review the Success Rate Report demonstrates that students accessing instructional support services have a higher completion rate, success rate, and Grade Point Average (GPA) than those students who do not use the services. A further example of how outcomes assessment and program review are used to improve services can be found in the library's SAO. Library faculty and staff feel there is a need to increase student access to group study rooms. An SAO, emphasizing group study rooms, has been established and is being used to gather feedback and data to inform future change. (II.B.3)

The library participates in Inter-Library Loan services to supplement their collection. Library technology services are including the integrated library system Polaris and computer labs in the Yuba Community College District (YCCD) Technology Plan. The maintenance, and reliability of services provided through contractual arrangement for library and learning support are reviewed at the District Librarian meeting. The Yuba College Library underwent a remodel several years ago at which time the decision was made to eliminate security gates and hardware for circulating library materials. Textbooks, Special Collections and historical materials are kept in a secure area. The library purchases databases through the CCC Libraries Consortium. Databases are reviewed using usage statistics and user feedback. The evidence presented in the ISER was supported by additional evidence, facility visit, website review, and interviews with library faculty and staff. (II.B.4)

Conclusions:

The College meets the Standard

II.C. Student Support Services

General Observations:

Yuba College offers comprehensive support services for students. Students have access to Financial Aid, Counseling, Admission and Records, Extended Opportunity Programs and Services (EOPS)/Care, PUENTE Program, UMOJA Program, CalWORKs, Disabled Student Programs and Services (DSPS), Career Center, Transfer Center, Upward Bound, Food Pantry, Mental Health Services, Bookstore and Veteran's Services. Essential services such as Counseling, Financial Aid, Bookstore, and Admission and Records are open in the evenings to

meet student needs. Students have access to advising services prior to, during, and after enrolling in classes. Advisors assist students in developing their comprehensive education plan. Essential student services can also be accessed online and via phone or email to serve remote students.

Student services departments are welcoming spaces that offer a wide variety of services. Observations of the visiting team found that students were actively engaged in planned activities for such things as financial aid applications, peer mentoring, and assessment testing. DSPS offices were well equipped and offered a comprehensive computer lab, small student rooms and individualized tutoring.

Student Services meets Federal Regulations regarding maintenance of student complaint files. Information of the student complaint process can be easily found online and in the College catalog. The campus has an online system to administer the student complaint process and retention of files that has been in place for 18 months. Records of student complaints and completed processes prior to that period are maintained in secured files in the Vice President of Academics and Student Services office.

Findings and Evidence:

The number and range of student support services offered by Yuba College exemplify the College's commitment to student learning, success, and achievement. In 2016 the College hired the Aspen Institute to review its services and has used the group's findings to identify areas in need and institute improvements. Improvements in the SAO process were made as a result of the Aspen Report. Student Services department are evaluated through Program Review and SAO assessment.

Although not every department in Student Services publishes a department mission on the website, the work of Student Services clearly supports the campus mission to "empower students to achieve their educational and life goals" and "respond to the diverse educational, cultural, and economic needs" of their community. Student clubs and athletics are appropriate for the student population and align with the campus mission. (II.C.1)

Student Services departments are evaluated using Program Review, SAO assessment as identified in the Integrated Plan. SAO assessment is aligned to the PR cycle. Assessment is carried out using student surveys and results are captured in the PR process. The team has verified that SAO assessment and Program Review are used to evaluate and improve Student Services. For instance, in TracDat, Counseling SAO assessment and Program Review, show how the need for Kognito mental health software was identified, implemented and evaluated. The ISER aptly notes opportunity to improve the SAO process. (II.C.2)

The SAO process has been defined in the SAO Handbook 2018-2019 and Student Services departments are making progress toward the recently revised tasks outlined therein. Evidence that Student Services departments are following the Closing the Loop process was presented during the site visit. The CalWORKs *Closing the Loop Handout* from Spring 2018 engaged in a thorough discussion on SAO assessment data and establishment of additional goals. Student

Services departments will engage in annual discussions of SAO data with the first discussion scheduled for November 2018. (II.C.2)

Essential student services are available regardless of service location or deliver method. The Sutter Center offers counseling, financial aid and testing services. There is an email form and telephone directory available from the Sutter Center website for students who need to interact with departments not represented at the Sutter Center. (II.C.3)

Student support areas along with instruction area develop a range of co-curricular activities to support the college's mission, achievement of the ISLOs, and student success. Campus life is a hub of various activities. Yuba College has an Associated Students of Yuba College, and intercollegiate athletic teams. One intent of the athletic program that stands out is to "serve as a retention intervention and to increase persistence." Student athletic programs are operated by the district and governed by the Athletic Code of the Community College League of California (CCLC) and Constitution of the Bay Valley Conference, Northern California Football Association as evidenced in AP 5700. (II.C.4)

Counseling and advising programs orient students through new student orientation programs and services. Students meet with academic counselors and advisors directly after orientation in group counseling sessions, then students meet with individual academic counselors to create their academic plans to help them meet their educational goals. (II.C.5)

Admission procedures are defined in BP/AP 5010. Yuba College utilizes CCCApply and WebAdvisor for application to the College, registration, and financial aid documents. Information on admissions, graduation and transfer requirements are included in the College catalog. Additional applications are in place for international students or concurrently enrolled high school students. (II.C.6)

Yuba College utilizes a Multiple Measures Placement instrument that uses high school course completion and GPA for placement. The College is collecting data with the goal of assessing the impact of multiple measures used in assessment and placement. Additionally, Yuba College currently uses the Accuplacer assessment instrument, which is on the CCCCO's approved list for English, Reading, and Mathematics. The institution regularly evaluates assessment instruments. Evaluations are documented in department minutes. Information on assessment is available online and documented in the College catalog. (II.C.7)

The campus protects students' records as required by law. Processes for the handing of records are defined BP 5040 Student Records, AP 3300 Public Records, and AP 3310 Records Retention and Destruction. Records maintained on paper or microfilm are in locked storage, and records stored online are password protected. Security of physical student records was confirmed during the team visit. (II.C.8)

Conclusions:
The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College employs and maintains a sufficient number of qualified administrators, faculty and staff to fulfill its mission and to achieve its educational purposes as demonstrated by the development and implementation of policies and procedures that address it human resources functions. The District has a comprehensive Human Resources Plan which addresses equity, staff planning, professional development and accountability for personnel services. The policies for assessing and enhancing diversity among new hires is clear and provides opportunities to address any gaps in demographic representation. Improvements have recently been made towards establishing a systematic process for evaluating employees, however, the College has not regularly evaluated faculty, staff, and administrators at stated intervals. The College has addressed staffing needs by negotiating compensation for part-time faculty to complete academic projects, by hiring part-time and temporary staff, and by using categorical funding to add college administrators.

Professional development opportunities are provided for full-time and part-time faculty and for classified staff based on data that identifies needs and interests. Programs are in place to support leadership development of administrators. The College maintains appropriate services to support its human resources.

Findings and Evidence:

The College employs qualified administrators, faculty and staff as demonstrated by the development and implementation of policies and procedures that address the hiring process. The District follows a systematic approach for posting positions and for verifying the qualifications of applicants. The District, with input from the College, has a comprehensive Human Resources Master Plan which addresses equity, staff planning, professional development and accountability for personnel services. The policies for evaluating and enhancing diversity among new hires is clear and provides opportunities to address any gaps in demographic representation. (III.A.1, III.A.2, III.A.3, III.A.4, III.A.11, III.A.12)

The team found no evidence to substantiate that all personnel evaluations are completed systematically and at stated intervals as identified in District policies. However, the team did review evidence, including reports from 2015 through 2018, and held discussions with responsible staff. This evidence demonstrated a significant number of evaluations were not completed and were past due for 57% of full-time faculty, 62% of part-time faculty, 49% of classified staff, and 65% of administrators/managers. (III.A.5)

The College negotiated compensation for part-time faculty to fulfill responsibilities essential to the quality of educational programs based on the increased ratio of part-time to full-time faculty

over the last several years. With the addition of a second college in the District, a staff planning process was established to allocate personnel to ensure a sufficient number of qualified faculty are hired. The College uses the program review process to set priorities for new hiring among departments. The College complies with Faculty Obligation Number (FON) requirements. The College encourages part-time faculty to participate in professional development opportunities that include FLEX workshops and regional and national conferences along with their full-time colleagues. Part-time faculty receive FLEX credit for participating in convocations, department meetings, and serving on College committees. (III.A.7, III.A.8)

In order to support the educational, technological, physical and administrative operations of the institution, the College has hired part-time and temporary staff to address staffing issues. The College has used categorical funding sources to hire an additional dean and three directors over the past two years to maintain a sufficient number of administrators to provide effective leadership to the College. (III.A.9, III.A.10)

The team confirmed that Human Resource policies and procedures are reviewed and updated according to protocols described in the HR Master Plan, the EEO Plan and posted on the Districts website. The EEO Committee reviews current employment policies and practices to ensure that such policies and procedures are fair and equitably and consistently applied. The Colleges EEO Plan reflects the College's focus on creating an equitable and inclusive environment that fosters diversity. Annual assessments are conducted by the Human Resources office to determine its record in employment equity and diversity consistent with the College's mission. Administrative Procedure 3050 outlines the Institutional Code of Ethics, which is upheld through the shared governance process at the College. Consequences for violating the code of ethics is described in Board Policy 7630 for Academic Employees and Board Policy 7365 for Classified Employees. (III.A.11, III.A.12, III.A.13)

The College provides all personnel with opportunities for professional development based on data that identifies needs and interests of faculty and staff. Training opportunities are provided in multiple formats (online, self-directed, in-person) and at various times throughout the year. Mandatory training for Equal Employment Opportunity (EEO), Sexual Harassment, Safety, Family Educational Rights and Privacy, and Ergonomics is regularly provided by District Human Resources staff. Programs are in place to support leadership development of administrators. New Employee Orientation includes comprehensive training offered during the first year of employment. Part-time faculty are provided opportunities to attend professional development days, convocation, and training workshops. (III.A. 8, III.A.14)

Personnel records are maintained and secured at the District office. Evaluations in progress are secured in the designated supervisor's office and are sent via inter-district mail in envelopes marked *confidential* to the District office. (III.A.15)

Conclusions:

The College does not meet the Standard.

District Recommendation 1: (Compliance)

In order to meet the standard, the District should follow its evaluation policies and procedures to consistently evaluate all personnel systematically and at stated intervals. Actions following evaluations should be formal, timely, and documented. (III.A.5)

III.B. Physical Resources

General Observations:

Yuba College's main campus is located in Marysville on a 160-acre campus. Yuba College operates two educational facilities: Sutter County Center and Beale Air Force Base. Yuba College's Marysville (Main) campus first opened this location's facilities in 1962. With the passage of Measure J (2006), a $190 million dollar general obligation bond, the College District built the Building 2100 Health and Public Safety and the Sutter County Center, a 53,854 square foot classroom and student support space building opened in 2012.

Measure J (2006) Series A, B, and C issuance were completed with a series of improvement and new building projects at both the Yuba College Main campus and Sutter County Center, as well as others at Woodland College, Colusa County Campus, Lake County Campus and District Office. In March 2016, the District issued Series D of Measure J to leverage state dollars and matching funds for the Woodland Community College Performing Arts project. In November 2016, the voters passed Measure Q (reauthorization of Measure J) for $33.5 Million. The majority of the Districts deferred maintenance is located at the Yuba College Main campus due to the age (1960's) of a portion of the campus. The College and District has provided a detailed listing of deferred maintenance, project priorities, costs, funding opportunities, and action plans. The Yuba College Main campus is currently installing a 957.48 kw solar system and battery system, along with an existing solar field, will produce approximately 90% of Yuba College Main campus electricity needs. Additionally, the Yuba College Main campus is moving and renovating a Veterinarian Technician Program and completing a multiple building roof renewal project. The College and District have strong planning reports and processes and moving to address the deferred maintenance issues at the Yuba College Main campus.

The College has implemented adequate policies and procedures to ensure that all physical locations are operated in a safe and efficient manner, and it regularly evaluates the needs and effectiveness of its physical resources. Evidence includes, 2018 Facility Master Plan Update, facility assessments, Keenan Safe College (access and hazards), planning committee agendas and minutes, project lists and funding allocations, and resource allocations. Yuba College and sites engage in planning and operational practices, involving participatory governance committees, program review, resource allocation, equipment and facility master plans. The District office provides all Maintenance and Operations (grounds, custodial and maintenance) support for the campus and sites. The college's facilities plans are evaluated on a regular basis by the relevant governance committees in order to gain feedback from constituents and inform College planning processes.

<u>Findings and Evidence:</u>

The evaluation team performed site visits at both Yuba College Marysville and the Sutter County Center. The evaluation team toured classrooms, student support areas, administrative/operations areas and community spaces.

The institution maintains a five-year capital construction plan and a corresponding five-year scheduled maintenance plan, ensuring review of needs for new facilities and maintenance of existing facilities. The college's Planning and Budget Committee is charged with overseeing adherence to the Facilities Master Plan and developing the total cost of ownership of facilities. The College has processes in place for regularly reviewing safety issues and reporting unsafe conditions. The College operates a Campus Safety Department that works in partnership with the local law enforcement to meet safety and security needs. Yuba College has an Emergency Response Plan to ensure the safety and security of campus communities. The College uses mass communication tools, such as text messaging and social media, to communicate with the campus communities. All crime reporting requirements and statistics for each campus location are available on the College's website. Yuba College has developed emergency operations, classroom door hardware project, and instituted a smoke free campus. (III.B.1)

Yuba College passed Measure J and Q (reauthorization) which is used for major facility upgrades and the College uses its facilities master plan as the guiding document for the facility improvements. The District maintains an ongoing five-year capital project plan that incorporates information from the facilities master plans, program review, and various resource allocation processes. The College conducts regular assessment of the condition of all facilities through a facilities inventory and utilization reporting system and use of third-party reviewers, such as the Facilities Survey and Inspection, Keenan Safe College inspection, Keenan Hazard Assessment, SWACC Inspection Report. (III.B.2)

The Yuba Community College District has created standards and frequency of care standards, which supports the institutional programs and services. These standards are documented and assessed by the Facilities Planning committee. The District and College have recently updated the Facilities Master Plan with current assessments, relevant data, and costs. The College and District has identified funding sources and future needs. (III.B.3)

In 2018, the Yuba Community College District is updating its Facilities Master Plan with short and long-range capital plans. The District and College prepares Five Year Capital Outlay plans, actively participates and seeks State Funding and other funding (Measure Q, Proposition 39, General Fund, Scheduled Maintenance, Grants and Others). Plans identify projects, maintenance needs and reflect proactive approach to addressing facility needs and maintenance. The College and District plans work towards recognizing and reducing the total cost of ownership, through energy reduction (LED Lighting Project – Yuba College Main and Solar / Battery) and reducing the maintenance and extended guarantees (Main Campus Roof Renewal project). (III.B.4)

<u>Conclusions:</u>

The College meets the standards.

III.C. Technology Resources

General Observations:

The College has established policies and procedures to provide technology services in support of its operational, academic and student support functions. The District manages all technology resources and plays a major role in determining infrastructure, hardware and software needs. A District Technology Master Plan guides the acquisition of technology resources. The College surveys employees and students and uses the results to assess technology needs in the three campus locations. Plans are in place to prioritize improvements and to safeguard resources in cases of emergencies.

Findings and Evidence:

The District provides centralized technology services to support the College's operational functions and academic programs. The District's Strategic Technology Master Plan provides a framework for identifying and prioritizing College needs based on a thorough analysis of existing hardware and software systems and consideration of future trends. The current technology services provide for needed student data systems, network infrastructure, system security, and end user support. Budgetary constraints limited the College's ability to meet the desired five-year computer replacement cycle for the campus. The College has established alternative ways to address technology needs. College representatives participate in the decision-making process through serving on committees and by responding to surveys that inform District decisions and priorities. College-specific technology requests are submitted through the program review process. (III.C.1, III.C.2)

The Yuba College main campus in Marysville, the Sutter County Center, and the Beale Outreach Center are all provided comparable technology resources to support academic programs. The District technology department ensures the access, safety, and security of all hardware and software. (III.C.3)

Support for faculty, staff, students, and administrators is provided by a District Information Technology (IT) help desk and by library staff on campus. A technology support website provides comprehensive information about all technology used by the campus including wifi, mobile apps, voice mail, SARS, TracDat, and other programs or services used by the College faculty, staff and students. Training is coordinated by the College Staff Development Committee and Flex Committee. Faculty and staff with expertise provide workshops on Canvas and other instructional tools. The District provides campus training workshops as needed. The Distance Education Committee reviews courses on Canvas to provide feedback to faculty on instructional best practices in online teaching. (III.C.4)

AP 3720 is the Computer and Network Usage policy that guides the appropriate use of technology at the College. Policies and guidelines for computer usage are included in the student Code of Conduct and in the Faculty Quick Reference Guide. The College Distance Education Handbook outlines definitions and approval processes for distance education courses to guide the use of technology in the teaching and learning processes. (III.C.5)

Conclusions:

The College meets the Standards.

III.D. Financial Resources

General Observations:

The College demonstrates integrated resource planning and has a documented process for financial planning, resource allocations, and plans to addresses short and long-term financial obligations. The Integrated planning process provides participation opportunities for both campus and District planning committees. Board of Trustees is appropriately engaged financial matters and ensures the administration and college meets its financial obligations.

The College demonstrates good fiscal responsibility and meets the Board Policies regarding reserves (8%) and ending fund balance of (15%). The District/College is meeting its Other Post-Employment Benefits (OPEB) and during the 2018-2019 budget is scheduled to set aside $2.3 million for its long-term employment benefits. The College has consistently received unmodified (clean) opinions and compliance and performance audits and has demonstrated appropriate handling of its financial resources. The College has appropriate contracting procedures.

Findings and Evidence:
Planning

The evaluation team noted that financial resources support and sustain student learning programs and institutional effectiveness. The College's funding methodology is documented, resource allocations are aligned to its planning processes (goals and program review processes) and decisions are derived from data analysis. The Colleges mission and goals are the foundation for financial planning and Board policies and administrative procedures are documented and support financial stability. The College's Planning and Budget committee is actively engaged in planning and resource allocations and priorities are communicated throughout the organization. The Planning and Budget Committee is a participatory governance committee and composed of representatives from management, faculty, staff and students to ensure a broad range of participation in planning and financial matters. The District's Board of Trustees, Board Finance Committee is active and provides for policy, fiscal planning, and review of budget development processes. The College/District has defined processes for financial planning and all constituencies have opportunities to participate in College plans and budgets. During the 2018-2019 year, the College/District has created an Innovation Fund to increase institutional planning focused on the 21st Century Academy. (III.D.1, III.D.2, III.D.3, III.D.6.)

Fiscal Responsibility and Stability

The College/District planning reflects a realistic assessment of financial resources and during the 2018-2019 year adopted the financial resources of the new Student Centered Funding Formula. The College/District is currently assessing the impacts of the new funding formula and reevaluating the new budget model and resource allocations. Financial documents have a high degree of credibility and for the past several years, annual financial audits have received unmodified opinions. The College is responsive to external audit findings and internal control systems are evaluated and results used for improvement. Where Audit Findings exist the College and District address issues timely and make corrective action. The District's Foundation is

audited annually and no issues were identified during the last 2017 audit. The College maintains sufficient cash flows and maintains reserves of 8% and ending balances of 15% as per its Board of Trustee policies. The College had identified and planned for expenditures and has set aside funds to continue to address its long-term OPEB liabilities ($2.3 million in the 2018-2019 year). (III.D.4, III.D.5, III.D.6., III.D.7., III.D.8., III.D.9., III.D.10.)

Liabilities

The evaluation team found that the level of financial resources provides reasonable expectations of both short-term and long-term financial solvency. The College complies with Board Policies regarding financial resources; ending balances (15%), and reserves (8%). The College/District has identified, plans, and allocates resources for both short term and long-term liabilities. During the 2018-2019 year the College/District has set aside contingency for revenue shortfalls, State Teacher Retirement System (STRS) and Public Employee Retirement System (PERS) employer increases for 2019 to 2021, and set aside $2.3 Million for the OPEB liability. Actuarial plans are current and regularly updated to determine current liabilities. Annually, the College/District creates Budget Assumptions which assesses and allocates resources for revenues (unrestricted & restricted), expenditures (unrestricted & restricted), and reserves. Despite flat enrollments and increasing operating costs the College/District has maintained its cash flow such that it has not needed to issue a Tax Revenue Anticipation Note (TRAN). These budget assumptions are documented, reviewed and adopted by the Board of Trustees, and distributed through the Colleges Planning and Budget (participatory governance) committees. (III.D.11., III.D.12., III.D.13., III.D.14.)

The College has passed a general obligation bond in 2007 (Measure J) and in 2016 reauthorized (Measure Q) to issue the remaining bonds to continue the Facilities master plan. The College/District has created a Citizen's Oversight Committee for bond fund compliance monitoring. The College's grants and bond funds are tracked separately and the College/District maintains controls over fund prioritization and allocations. Annual external audits confirm appropriate controls and compliance with federal and state requirements. Contractual Agreements are consistent with the mission and goals of the institution, governed by Board Policies and Administrative Procedures, and maintain integrity of the College. The College default rate is below the federal guidelines and listed at 21 percent in 2012-13, 22 percent in 2013-14, and 15 percent in 2014-15 years. (III.D.13., III.D.14., III.D.15., III.D.16)

Conclusions:

The College meets the Standards.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Yuba College's broad-based participation of college constituents is supported by Board policies that describe the process and responsibilities of the planning and decision-making committees, including pathways for the advancement of program improvement and innovative initiatives. Through the leadership of the president, college practices, programs and services are reviewed, deliberated and acted upon during a participatory-style of governance, which includes committee meetings. Communication of those actions throughout the college community seems to help ensure a transparent system for college-wide decision-making.

Findings and Evidence:

The participatory governance system at Yuba College provides a pathway for decision-making and has member representation from all college constituency groups, thus providing the opportunity for open participation by all college faculty, administration, employees, and students. The college uses Compression Planning as an interactive process to brainstorm and prioritize ideas. The College governance system implements an integrated planning process that supports effective institutional planning and implementation. The Student Equity Plan and the Program Review feedback process reflect support of faculty initiatives to make improvements to their programs and services through program review.

The College provides numerous venues to encourage ideas to promote excellence on campus, including: staff development activities, grant writing, and Compression Planning Days. Three sessions throughout the semester allow faculty, staff, administrators and students to engage in discussions about the future direction of the college and review their mission and core principles. Staff development and Flex-day activities for full-time and part-time faculty promote discussions related to pedagogy and best practices and ideas that promote innovation in the classroom. In addition, The Student Equity Plan also supports initiatives on campus to close the achievement gap. The expansion of activities for the EOPS program including an increase in the number of counselors are examples of such initiatives, demonstrating the collaborative work of various constituencies.

The evidence provided affirms the effectiveness of the participatory governance structure in supporting an environment that fosters institutional excellence through multiple avenues. The visiting team's conversations with members of the different constituency groups provided additional evidence that the process is clear to all constituencies. (IV.A.1)

Policies and procedures supporting participation in governance activities and defining the college's decision-making roles are in place at the college. From board policy to operational

level, the College provides information and evidence of its community being able to participate in an open dialogue and an inclusive environment for decision-making. Board Policy (BP) 2510, Administrative Procedure (AP) 2510, Local Decision-Making and Yuba College's Council Handbook prescribe the authority and responsibilities for the college president, administrators and faculty, as well as students regarding the decision-making and governance protocol. This ensures all college constituents are able to participate in the participatory governance process.

The College Council is the primary committee for making recommendations on issues that may have college, or district-wide impact. Additionally, Yuba Community College District (YCCD) has two participatory decision-making bodies: District Consultation and Coordination Council (DC3) and District College Academic senate (DCAS). These two groups help address matters that require collaboration between the two colleges.

The Team confirmed the institution's long tradition and value of participatory governance among all groups. Although during Team interviews with students they could not articulate a clear understanding of the governance process. Nevertheless, they demonstrated active participation on all committees. They expressed appreciation for the guidance offered by their advisor, and for the opportunity to learn about the processes that support the college. (IV.A.2)

The College governance committee structure consists of five standing committees: College Effectiveness & Accreditation, Equity for Student Success, Planning & Budget, Staff Development and Student Success. These committee report actions to the College Council and in some cases also to the Academic Senate. The Perkins and Safety Committees also make recommendations to College Council. Administrators and faculty play key roles in governance as described in policy. The Yuba College Council Handbook provides a description of the institutions' committee structure, and includes the charter for each recommending committee. Faculty and administrators also provide input outside of the committee structure through the planning and program review processes and their division meetings. Each area vice-president and faculty representatives exercise their voices in governance committees, thus shaping institutional policies, planning and budget. (IV.A.3)

The Curriculum Committee of the Academic Senate manages the curriculum development and review processes as outlined in the Curriculum Committee Handbook, various Board Policies, Administrative Procedure (AP) 4020, and the College Council Handbook. The responsibilities outlined in the policies and procedures are implemented in practice as evidenced by sample agendas and minutes from the Curriculum Committee. The curriculum review process includes consultation with the articulation officer, SLOs committee and the Distance Education chairs. Evidence provided to the team includes procedures for faculty and administrators' input and recommendations about curriculum and student learning programs and services. Members of the committee will solicit input from the campus community and maintain an open dialog with colleagues during all aspects of the college's curriculum approval process. The Committee operates with the College Shared Decision-Making Model; faculty and academic administrators make recommendations about curriculum and student learning programs and services. (IV.A.4)

Through open dialogue and continuous communication, the College creates opportunities for relevant perspectives utilizing the participatory governance process and the administrative

decision-making processes. Board policy 2510, Local decision Making, Administrative Procedure 2510, and procedures outlined in the Integrated Planning Process Framework codified the College processes and timelines for decision-making. (IV.A.5)

Meetings with the leaders of different constituencies confirmed that staff, faculty and students are able to provide input and individual perspectives as well as to engage with all college areas in the development of college-based services, budgets, and relevant policies. Changes are discussed through the established participated governance process. (IV.A.5)

The College-wide distribution of information and actions resulting from the decision-making process is evidenced by the use the governance web pages, and the agendas and minutes of each committee. Yuba College Communication plan provides an organized intra-communication system. The communication plan dated 2017, includes a list of all internal and external communication channels. It also identifies challenges and suggested solutions. A centralized newsletter communicates district-level decisions. As a result of the assessment and evaluation of the District Consultation & Coordination Council DC3, the DC3 Newsletter was created to improve communication district-wide. (IV.A.6)

Interviews with College faculty and staff, and the additional evidence provided during the visit, confirmed that College communications are established not only by electronic means but also through departments and cabinet meetings. Perceptions of governance were positive, but faculty as well as students wished more of their peers' participation and campus involvement. During the Teams interviews with College leaders from different constituency groups confirmed that there is sufficient information sharing and communication of actions taken by the various committees. (IV.A.6)

There is evidence that the College has periodically reviewed its leadership roles and governance and decision-making policies, procedures, and processes. For example, the College Council Handbook documents the evaluation process for Yuba College governance bodies. The results of the annual evaluation and future areas of improvement are communicated broadly through presentations, the Institutional Effectiveness Report and a biennial publication of the IER. In addition, YCCD also conducts and communicates self-evaluation surveys and improvement practices.

The process of reviewing board policies and administrative regulations is outlined in Board Policy 2410. These policies are reviewed every five years on a staggered basis, with the goal of improving the effectiveness of processes and to assure integrity. The college collaborates with the district to ensure a systematic process for reviewing policies within the five-year cycle. (IV.A.7)

Conclusions:

The College meets the Standard.

College Commendation 1:

The team commends the College for creating and encouraging innovation leading to institutional excellence. College leaders support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participation processes are used to assure effective planning and implementation. (IV.A.1)

IV.B. Chief Executive Officer

General Observations:

The president is actively engaged in the institution and provides leadership in budgeting, organizational structure, and planning, as well as in selecting and developing personnel and assessing institutional effectiveness. The president is "responsible for fostering overall college effectiveness". The College president reports directly to the Chancellor. The president is evaluated annually by the Chancellor to assess if the president is providing effective leadership. The evaluation of the president includes a mechanism for feedback from all college constituency groups. The president serves as the Chair of the College Council, which is the committee that receives recommendations from the participatory committees.

Findings and Evidence:

The president meets three times a month with the executive staff, and meets with other College constituency leaders on a regular basis. The president sends communications via newsletters and monthly reports to the Board of Trustees. There is evidence of the President's leadership in planning, budgeting, selecting and developing personnel, and assessing college effectiveness. The CEO led the development of a Program Recommendation and Budgetary Resource Requests process as well as launching the first Alumni & Friends Organization. In addition, the president's participation in District committees and Chancellor's Cabinet help align the college processes with the district. (IV.B.1)

The administrative structure is appropriately staffed and organized relative to the purpose, size and complexity of the institution. Evidence supports that the president delegates and empowers other administrators within the College according to their position and expertise. Reporting to the president are the Vice President of Academics and Student Services, Dean of Student Services, Dean of Student Success and Institutional Effectiveness, and Director of Athletics. The College's Self-Evaluation Report provides evidence that staffing and organizational decisions regarding staffing structure are aligned with the Educational Master Plan (EMP) and that it is integrated with the Program Review and Budgeting processes. (IV.B.2)

The College president utilizes established policies and procedures in providing leadership to institutional improvement efforts. Through existing administrative and governance structures, the president oversees institutional effectiveness efforts, from setting values, goals, performance standards and priorities to establishing, utilizing and evaluating an integrated planning and

resource allocation processes that support student achievement and learning. The Guided Pathways work and the EMP update are evidence of successful collegial processes. (IV.B.3)

The president's job description assigns primary responsibility for the accreditation process to his office. In addition to the president's leadership role, the team found that appropriate responsibilities are assigned to the Accreditation Liaison Officer and that participation in the accreditation process is appropriately shared across constituencies. The president works with faculty, staff and administrative leaders to assure compliance with accreditation standards and continued quality improvement. (IV.B.4)

The president assumes primary responsibility for carrying out the administrative functions of the College and for ensuring consistent implementation of board policies, statutes, and other regulations as well as for budget oversight and management. The President ensures that institutional practices are consistent with the mission and policies of the college (IV.B.5)

The president is engaged and participates effectively in the communities served by the College. and keeps the college community informed in a variety of ways, both formal and informal. President's reports about the college, as well as meeting minutes and agendas are available on the website. The president also engages with the external community by filling a number of roles; for example, the president is a member of the City of Yuba Oversight Committee, and serves on the Harmony Health Executive Board. He is also a member of the Marysville Rotary Club, the California Community College Athletic Association. Other examples of the presidents engagement in activities with external organizations include the partnerships with California State University, Sacramento, and Yuba Sutter Arts. The partnership with CSU Sacramento, provides the university with needed facilities for its Continuing Education Program on the Yuba College site. Another example includes the partnership between Yuba Sutter Arts and the College where a free-standing electronic marquee sign, located in a high traffic area, was placed on land leased by the College from Yuba Sutter Arts. The marquee is used by the College and Yuba Sutter Arts to inform the community about arts events, and courses at Yuba College. (IV.B.6)

Conclusions:

The College meets the Standard.

College Commendation 2:

The team commends the CEO for his innovative efforts with communities served by the institution by developing partnerships that support the ongoing needs of students. The CEO communicates effectively with the internal and external communities served by the institution. This has led to a productive and collegial working environment. (IV.B.6)

District Recommendation for Improvement

In order to improve effectiveness, the team recommends that all board policies are regularly assessed and revised as necessary.

IV.C. Governing Board

General Observations:

The College has a seven-member elected board and two Student Trustees elected by the students of Yuba College and Woodland Community College. The Board of Trustees provides effective leadership through a collective understanding of their roles and the constituency they serve. The Board of Trustees has worked cooperatively with the Chancellor and the President to develop clear lines of authority at the college. Board members are active and frequently serve as advisors to other Community College Boards.

Findings and Evidence:

The roles and responsibilities of the Yuba Community College District Board of Trustees and the college's administrative leadership are codified in Board Policy 2200. The policy identifies primary duties and responsibilities which provide the district with vision and policy direction that define the institutional mission and set prudent, ethical, and legal standards for college operations. (IV.C.1)

The Team found that the Board sets annual goals at its retreats and a review of information confirm that through comprehensive self-assessments the Board of the trustees fully support the delegation of authority to the Chancellor. Several Board Policies and Administrative Policies outline protocols that are used to ensure the Board acts collectively. Board Policy 2715 clearly states that trustees act as a whole and precludes individual action and/or decision-making in relation to college business. (IV.C.1, IV.C.2)

Board Policy 2431, Chancellor Selections, establishes a search process to fill the position when necessary. This policy was revised in June 2016 and clearly defines the process for selecting the Chancellor. The annual evaluation of the Chancellor is completed following criteria defined by Board Policy 2435. The selection and evaluation of the college President is the responsibility of the Chancellor, per Board Policy 2440. (IV.C.3)

The Board holds regularly scheduled meetings that allow for public comment on general and specific agenda items. A review of Board meeting minutes demonstrates that Board members advocate for the College and are actively engaged in promoting the College to the greater community by focusing on improving educational quality. Board members are active and frequently attend community events as representatives of the district. (IV.C.4)

Board policies are codified in Board Policy 2410. Board minutes and agendas confirm that members of the Board of Trustees adhere to the responsibilities outlined in Board Policy 2200. The responsibilities delineated in Board Policy 2200 establish the Board's role in setting policy

with the acknowledgement that it has the ultimate responsibility for educational quality, legal matters, and fiscal health and stability. (IV.C.5)

Board Policies and Administrative Procedures include policies specific to the Governing Board size, duties, responsibilities, structure and operating procedures. All policies and procedures are published in BoardDocs, and accessible to the public through the district's web site under the Board of Trustees page. (IV.C.6)

The Board of Trustees reviews board policies and administrative procedures based on a five year cycle. This process is outlined in Board Policy 2410. The Board Policy Committee meets regularly to review and approve policies. Minutes from the meeting the most recent BP Committee meetings acknowledge the challenges of reviewing policies in a timely manner. Specifically, minutes of the August 2017 meeting include a matrix created to track the status of board policies and the date of the most recent revisions. (IV.C.7)

Team members reviewed Board meeting agendas and minutes, as well as minutes from Board retreats, and found that the Board engages in a regular review of key indicators of student outcomes and achievement. These minutes and agendas reflect Board member dialogue around Key College Outcome Indicators, Institutional Set Standards, the Yuba College Student Success Scorecard, and Student Equity achievement data. (IV.C.8)

The YCCD Board has ongoing training and development of Board members as well as orientation for new Trustees. Evidence, as outlined in Board documents, shows that six of the seven board members participated in ongoing training and development including training provided through the Community College League of California and/or the Association of Community College Trustees. (IV.C.9)

The process of the board self-evaluations is delineated in Board Policy 2745. The Board of Trustees conducts its annual self-evaluation during a public session in which they review data results from the preceding year and establish new annual goals. As part of the Board evaluation process the Board adopts a focus and outcome measures for the following year. In 2017 the Board of Trustees adopted a new self-evaluation mechanism seeking to obtain results that are relevant and not stagnant. (IV.C.10)

The Board is in compliance with establishing a policy on Board member code of ethics and conflict of interest. This is codified in Board Policy 2715, Code of Ethics/Standards of Practice, Board Policy 2717, Personal Use of Public Resources, and in Board Policy 2710, Conflict of Interest. The evidence provides no evidence of any violations of the code of ethics or conflict of interest policy. (IV.C.11)

In alignment with the provisions in Board Policy 2430, the Board delegates responsibility to the president for the execution of policies and procedures as well as day-to-day operational control of the College. The president is held accountable by the Chancellor and Board of Trustees through an annual performance evaluation as outlined in Board Policy 2435. (IV.C.12)

The Board is knowledgeable and engaged in the accreditation process and is regularly informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, Federal regulations, and the College's accredited status. The Board of Trustees receives regular updates on accreditation through Accreditation Newsletters, Yuba College's Accreditation Progress presentations and updates, which are included as part of the Information Reports section of the agenda for each Board meeting. (IV.C.13)

Conclusions:

The College meets Standard IV.C and Eligibility Requirement 7. The Board acts appropriately, acts with one voice, and acts according to its established policies. Although many Board Policies and Administrative Procedures have not been reviewed according to an established schedule. In order to increase effectiveness, a long-term plan needs to be established, for the systematic review and revision of all policies and establish a formal process for documenting the review of policies in which no revisions are made.

District Recommendation for Improvement

In order to improve effectiveness, the Team recommends that all board policies are regularly assessed and revised as necessary. (IV.C.7)

IV.D. Multi-College Districts or Systems

General Observations:

The College has a seven-member elected board and two Student Trustees elected by the students. The Yuba Community College District (YCCD) is a multi-college district serving the needs of eight counties: Butte, Colusa, Glenn, Lake, Placer, Sutter, Yolo and Yuba. The District is comprised of two colleges, Yuba College and Woodland Community College, and centers in Clear Lake and Sutter Counties as well as outreach operations in Williams and Beale Air Force Base. For academic year 2015-2016, the District served over 13,000 students across the northern Sacramento Valley. The District's chief executive officer is a chancellor, who is selected by, and reports directly to, its locally elected seven-member board of trustees. The chancellor selects and evaluates the two college presidents who are responsible for the effective operation of their respective colleges.

Findings and Evidence:

The chancellor communicates expectations for educational excellence and integrity through participation in various faculty, staff, and student events. The Chancellor communicates the expectations of the governing board and its strategic directions and priorities. Clearly defined roles, responsibility, and authority have been established between the college and the District as defined in the board policy and the YCCD Function Map. The Chancellor's District Services Team drafted Service Level Agreements (SLA) intended to delineate operational responsibilities and functions as well as facilitating accountability and Institutional Effectiveness. (IV.D.1)

The District chancellor clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges through the YCCD Function Map. The chancellor assures support for effective college operations by meeting the presidents individually on a regular basis. The chancellor holds monthly Executive Cabinet meetings, which include the Presidents, Vice Chancellors, Chief Human Resources Officer, Chief Technology Officer, Director of Facilities and Maintenance and the Dean of Institutional Effectiveness. The Chancellor meets monthly with DC3 to receive input in matters outside of the 10+1. The DC3 Newsletter provides information about the district and colleges. The chancellor consistently adheres to the delineation of operational responsibilities. The District provides centralized support, at a level for the College to meet its mission, for human resources, administrative services, and information technology. District Services intends to update the district Handbook and finalize the SLAs in order to improve services. (IV.D.2)

The District has a well-defined and adheres to policy related to budget preparation that outlines the expectations of the Board. As stated in BP 6200 and AP 6200 on budget preparation, the budget must be developed annually. The District and Colleges working together with the academic senate leadership wrote an allocation model that distributes funds according to the purpose and intent of the state. These processes are evaluated and revised, however the college acknowledges that better documentation and communication of this process is needed. (IV.D.3)

In keeping with BP 2440 and AP 7151, the chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated board policies without interference. College presidents have authority that includes the selection and oversight of the management team, accountability for budget development and fiscal status, and short- and long-term planning. The president provides leadership in college-level discussions, ensures that the college meets and maintains accreditation standards, provides quality programs and support services, and manages resources to provide for long-term operation of the college. The chancellor holds the college presidents accountable through annual evaluation for his/her performance and the operation of the college. (IV.D.4)

YCCD district planning process is integrated and aligned with that of the college. The processes at both the district and college levels include evaluation as a foundation for continuous improvement. Colleges have representatives on the District Consultation and Coordination Council (DC3), who report back to the college through their respective participatory governance structures. (IV.D.5)

There is regular communication between the district and the colleges through councils, committees, websites, newsletters and bulletins, and emails. Meeting agendas and minutes are posted online. Communication between the colleges and the district takes place in Chancellor's cabinet, DCAS, and DC3 meetings. Regular self-evaluations help improve communication with constituent groups. (IV.D.6)

The chancellor guides the separation of functions between the district and the colleges through the YCCD Function Map that delineates the lines of authority and responsibility. District committees include membership from the colleges in order to inform the respective organizations of the nuances relating to operational standards. The function map identifies the units of the

district that directly serve instructional, student services, and functional areas of the colleges by position and the associate employees occupying them. The function map is posted on the district and colleges' websites and guides the lines of connection among faculty, staff, and administrators. The chancellor assures regular evaluation of the function map and updates the linkages as appropriate. DCAS and DC3 assess their effectiveness every two years through the use of surveys, followed by discussions about improvement. (IV.D.7)

Conclusions:

The College meets the Standard

Quality Focus Essay

Yuba College has identified two major projects for long-term improvement in the Quality Focus Essay. The first centers on Student Learning Outcomes (SLO) creation and assessment, and the second focuses on Distance Education (DE).

The Student Learning Outcomes project is driven by four goals:
- Develop handbooks regarding policies and processes for CSLO, PSAO and Service Area Outcomes (SAO). Handbooks will detail a cycle for assessment and be updated on a regular basis.
- Create an Outcomes Review process to ensure that outcomes are effectively designed and that quality improvement schedules are established.
- Institutionalize a culture of using outcome data to drive improvement at all levels, CSLO, PSLO and SAO.
- Ensure that the Institutional Learning Outcomes (ISLO) are regularly revised.

The Distance Education project is likewise compelled by four goals:
- Expand the DE personnel to greater support student success. Explore budget and funding options to increase staff.
- Develop a DE plan each year to update policies and practices for the DE program.
- Survey DE faculty and students and use data to drive program improvement.
- A DE training program is needed to expand DE course offerings.

Yuba College is committed to self-reflection and uses collected data to drive institutional change. The Quality Focus Essay demonstrates the ability to identify effective future goals. Upon review, the team noted that the college has clearly identified appropriate goals and has created a realistic timeline for completing project goals. Responsible parties for overseeing each project goal have been identified and outcomes for each goal have been clearly stated. The college has also noted outcome measures for each project goal.