



# MIDTERM REPORT

OCTOBER 17, 2022



Yuba College

Accreditation Midterm Report

*Submitted by:*  
Yuba College  
2088 N. Beale Road  
Marysville, CA 95901



*Submitted to:*  
Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

Date Submitted: October 17, 2022

## Midterm Report Certification Page

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


**From:** Tawny Dotson, Ed.D., President  
Yuba College  
2088 N. Beale Road, Marysville, CA 95901

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

### Signatures:


  
\_\_\_\_\_  
(Tawny Dotson, Ed.D. President, Yuba College) 9/20/22  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(James Houpis, Ph.D. Interim Chancellor, Yuba Community College District) 10/13/2022  
\_\_\_\_\_  
(Date)

  
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(Dennise Burbank, President, Yuba Community College District Board of Trustees) 10/13/2022  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Jeremy Brown, Vice President of Instruction, Accreditation Liaison Officer, Yuba College) 9/28/22  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Meredith Selden, Academic Senate President, Yuba College) 9/28/22  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Joseph Stottmann, College Council Classified Professional Tri-Chair, Yuba College) 9/27/2022  
\_\_\_\_\_  
(Date)

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## Report Preparation

The process of developing the 2022 Midterm Report for Accreditation at Yuba College started immediately following the October 2018 visiting accreditation team exit report, and the work was formalized upon receipt of the final External Evaluation Report ([YC-01](#)) and an official letter from ACCJC on January 25, 2019 ([YC-02](#)). At that time, there was one district recommendation to meet the standard, which required a follow-up report. The College submitted a follow-up report on March 2, 2020 ([YC-03](#)) and received notification on June 29, 2020 ([YC-04](#)) that the Commission reviewed the report and had acted to reaffirm accreditation for the remainder of the cycle.

In addition to the one recommendation to meet the standard, there were two recommendations to improve institutional effectiveness. First, there was a college-level recommendation related to continuously improving the course, program, and student support service outcomes assessment (II.A.2, II.A.3, and II.C.2). Second, across the district, there was a recommendation related to regularly assessing and reviewing board policies per district policy (IV.C.7).

With the specialized focus of the Midterm Report, it was determined that most of the early work would occur with existing participatory governance groups. The College's Outcomes Committee took a leadership role in the work on the College recommendation to improve institutional effectiveness and the Reflections on Improving Institutional Performance and Project 1 of the Quality Focus Essay. District leadership led the work through the District, College, and Academic Senate Leadership Group (DCAS) and the District Consultation and Coordination Council (DC3) on the district recommendation to improve institutional effectiveness. The College's Distance Education (DE) Committee took a leadership role in developing the response to Project 2 of the Quality Focus Essay. During this early phase of the Midterm Report development, the College Effectiveness and Accreditation Committee (CEAC) coordinated the rest of the work with the support of the Academic Senate, College Council, and College and District leadership.

In the late fall of 2021, a Midterm Report Steering Team was created at Yuba College from the leads of the key groups involved in the early phase of the process. This group met to establish a timeline for the completion, review, and approval of the final Midterm Report in alignment with the deadline for submission to ACCJC. The composition of the Steering Team and the Timeline are presented below.

### Midterm Report Steering Team Members

- Jeremy Brown, Vice President of Instruction and Accreditation Liaison Officer
- Julie Colombo, English Part-Time Faculty and CEAC Tri-Chair
- Cassie Leal, Institutional Effectiveness Analyst and CEAC Tri-Chair
- Anabel Toche, Interim Dean of Student Success and Institutional Effectiveness and CEAC Tri-Chair
- Shawn Frederking, English Faculty Member and Outcomes Coordinator
- Michael Bagley, Dean of STEM and Social Sciences and Outcomes Committee Co-Chair
- Laura Schrettner, Rad Tech Faculty and DE Coordinator

## Timeline

- Kick-off meeting of Writing Team – November 23, 2021
- Information Requests Submitted to District Services – Mid-Spring, 2022
- Writing Team Meeting to Review Committee Drafts – April 7, 2022
- College Council Rough Draft Review – May 17, 2022
- Academic Senate Rough Draft Review – May 19, 2022
- Academic Senate Final Draft Review – September 1, 2022
- College Council Final Draft Review – September 6, 2022
- Board of Trustees First Read – September 8, 2022
- Academic Senate Review and Approval – September 15, 2022
- College Council Review and Approval – September 20, 2022
- Board of Trustees Review and Approval – October 13, 2022

## Plans Arising from the Self-Evaluation Process

Changes and Plans	Standard	Lead(s)	Due	Status	Notes
Develop data dashboards.	IA2	IT Services and Dean of SSIE	Spring 2019	Ongoing	The district has executed a new agreement with the dashboard consultants for another round of maintenance and development for the 2022-23 AY. We continue to build local capacity so that maintenance of the dashboard library can be maintained internally.
Continue to create, revise, map, and assess program outcomes.	IB2, IC1, IC2, IC4, IIA3, IIA11, & IIA13	Outcomes Committee	Ongoing	Ongoing	The PSLO Handbook has been revised; working on mapping CSLOs to PSLOs in eLumen; awaiting go ahead from Curriculum Committee (once Programs are 'cleaned up' in eLumen) to implement an 'SLO only' approval process for Programs; the build-out is needed to update PSLOs on the PORs. Some programs need PSLOs updated in eLumen. Several programs have successfully mapped CSLOs to PSLOs in eLumen - this will give us 'implied' SLO data from those programs; working towards direct assessment of PSLOs; eLumen support has indicated that SAO data can be entered via the Program Review process in eLumen - plan to pilot this process with EOPS/CalWORKs/Cares program in eLumen.
Establish and approve ACCJC minimal and aspirational standards and improve communication about institution set standards.	IB3	CEAC	Spring 2018	Complete	CEAC has developed a mechanism to annually assess the standards for the ACCJC Annual Report that helps keep the college current. The recommended targets are shared with College Council for approval and is also shared with the district Policy Committee and BOT as an informational item. We could still improve our campus communication of these goals.

Changes and Plans	Standard	Lead(s)	Due	Status	Notes
Establish a plan that documents what action is taken to address performance that falls below an institutional performance floor.	IB3	CEAC	Spring 2018	Complete	CEAC completed a plan to monitor performance and institution set standards annually. When performance falls below the established floor, the committee identifies a lead to work with the relevant department or area on a performance improvement plan and regularly reports on the plan and progress to improve performance until it returns to above the established floor.
Form two interdepartmental inquiry groups to review the SENSE and CCSSE results and develop, implement, and evaluate interventions based on their findings.	IB3	Dean of SSIE and CEAC	Spring 2019	Discontinued	In 2019-2020 AY the district IR Team recommended that we adopt the Revealing Institutional Strengths and Challenges (RISC) Survey in place of SENSE and CCSSE. We administered RISC for the first time in Fall 2020. Results from this survey were shared with College Committees and the Policy Committee as part of the established research calendar.
Collaborate with the District to create a timeline and plan to ensure all BPs are reviewed and/or revised within the five-year guidelines as stated in BP 2410.	IB7, IC5, IVA7, IVC7	DCAS, DC3	Spring 2020	Complete	A Board and Administrative Procedure Handbook was developed and approved by the District Consultation and Coordination Council (DC3) on June 30, 2020. This handbook documents the five-year comprehensive approval cycle, the bi-annual legal review updates, formatting standards, retention/achieving standards, and general resources.



Changes and Plans	Standard	Lead(s)	Due	Status	Notes
Update YCCD Technology Plan	IB9	District Technology Committee	Spring 2019	In Progress	The District Technology Committee created an IT Master Plan workgroup that was working to develop a 2020-2025 Technology Master Plan when COVID hit in 2020. Unfortunately, that work was discontinued as IT resources were shifted from long term strategic planning to triaging the continuously changing situation created by the global pandemic. The goal is to resume a more normal planning and development cycle as we enter 2022-2023 with work to begin on a new five-year technology plan in the Fall of 2022.
Update YC Diversity Plan	IB9	LEAD	Spring 2019	Complete	The College integrated the Diversity Plan as part of the required Equity Plan in Spring 2019 and is currently working on the new 2022-25 Equity Plan, which will be complete in November 2022.
Coordinate with District to formalize technology governance structure.	IB9	YC Leadership and District Technology Committee	Fall 2017	Complete	Yuba Community College District technology is proposed, vetted, and approved through the District Technology Committee whose new charter was adopted February 15, 2018. The purpose of the YCCD Technology Committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies.
Create YC Staffing Plan	IB9	College Council	Spring 2018	Complete	A revision to the Yuba College Staffing Plan was completed in February 2018.
Ensure that the updated Integrated Planning Model is understood and widely disseminated.	IB9	CEAC	Spring 2020	In Progress	New model design completed in Spring 2020, but rollout was halted due to the pandemic. The design will be transitioned from CEAC to the new Institutional Effectiveness Committee (IEC) in Fall 2022 for review and implementation.

Changes and Plans	Standard	Lead(s)	Due	Status	Notes
Establish a regular update cycle for YC Web pages.	IC1	Deans/Directors/Faculty	Fall 2018	In Progress	Some work on updating YC webpages was completed in Fall 2018, but work slowed due to work on a Guided Pathways inspired website redesign. This work was paused during the pandemic and the College recently picked up the work of a homepage redesign in Spring 2022 and will be launching academic program page redesign in Fall 2022.
Implement, evaluate, and improve new curriculum review process.	IC1, IIA2, IIA16	Curriculum Committee, SLO Committee, and DE Committee	Fall 2018	In Progress	Curriculum workflows evaluated and revised in Fall 2020 for implementation and transition from META to eLumen CMS (Curriculum Management System) in Spring 2021; Curriculum and DE committees streamlined the DE process - DE addendum has been incorporated into the COR workflow in eLumen; Fall 2020-Spring 2021, Curriculum and Outcomes committees improved the SLO approval process within the new CMS - SLOs, PSLOs and ISLOs are mapped as part of curriculum review process.
Create YC Communication Plan	IC1	CEAC	Fall 2018	Discontinued	It was determined that the YC Communication Plan should be discontinued while the College worked to improve its work in the areas of marketing, outreach, retention, and strategic enrollment management. This will be revisited by the new Strategic Enrollment Management Workgroup in Spring 2023.

Changes and Plans	Standard	Lead(s)	Due	Status	Notes
Implement and evaluate integrated technology to produce a catalog.	IC2, IIIC1	District Technology Committee & IT Services	Fall 2019	In Progress	Work to identify an online catalog began late in the 2016-2017 academic year with the intention of being completed during the 2018-2019 year. At the May 25, 2018, District Technology Committee meeting it was discussed that we needed to start with fixing the curriculum management system and having our data be accessible. With the eLumen curriculum management system live as of January 2021, it is now possible to begin work implementing their online catalog system. There is still curriculum work needed on older programs to accurately feed the online catalog and the Curriculum Committee is encouraging departments to update these programs.
Evaluate alternate curriculum systems to identify an integrated system that has strong reporting capabilities. Improve the reporting function of the existing system or implement a new curriculum system.	IIA2, IIIC1	District Technology Committee & IT Services	Summer 2019	Complete	The District Technology Committee formulated a Curriculum Management Workgroup with representatives from across the district to help in developing the requirements for and selection of a new curriculum management system. The workgroup determined eLumen was the most appropriate solution for curriculum management and began implementation in [insert time]. The implementation was slowed down by several data related issues in pulling YCCD data from CurriQunet but was completed and went live in January 2021.
Develop a systematic evaluation tool for professional development programs/activities and document the use of it in making improvements to programs/activities.	IIA7	Flex and Professional Development Committees	Spring 2017	Ongoing	The College implemented a locally developed system for conducting post-professional development surveys. The committees review results of these surveys and use campus surveys about professional development needs or interests to assess the effectiveness of current offerings.

Changes and Plans	Standard	Lead(s)	Due	Status	Notes
Review and update Psychiatric Technology program curriculum to ensure clinical practicum hours are programmatically scheduled in a way to better support student learning and success and support a consistent financial aid disbursement schedule.	IIA9	Psychiatric Technology faculty, Financial Aid, & Curriculum Committee	Fall 2019	Complete	Some work to better align program requirements and timelines to financial aid disbursement schedules was completed and implemented in the 2019-20 academic year and seems to have resolved any challenges students may have faced.
Develop a plan that outlines how articulation agreements are developed based upon patterns of student enrollment between institutions.	IIA10	VP/College Level Articulation Officer	Fall 2019	In Progress	This has been identified as a goal of DCAS and is planned to be addressed during the 2022-23 academic year. See DCAS goals summary sheet.
Update the Program Vitality and Discontinuance Policy	IIA15	DCAS	Spring 2019	Complete	During the fall semester, the CLASS - Program Placement work group met to update AP 4020, 4021, and the integrated planning model. The work group is comprised of the Academic Senate presidents, CTE Deans, VPIs, and VCEP. DCAS approved these documents in late Spring 2022.
Update the Program Review template so that it is aligned with the EMP objectives and District Goals.	IIA16	Program Review Committee	Spring 2018	Complete	Revisions to PR Comprehensive Questions were reviewed and approved by Academic Senate and College Council in Spring 2021 and new Program Review templates were implemented in Fall 2022.

Changes and Plans	Standard	Lead(s)	Due	Status	Notes
Create an instrument and implement a process to assess the quality and currency of community education courses and programs.	IIA16	Dean of Student Success and IE	Fall 2018	Discontinued	Yuba College does not currently offer community education courses and programs.
Develop SAOs for all student support services and programs and ensure that SAOs are being assessed and discussed.	IIC2	SLO Committee	Ongoing	Ongoing	Most college service areas have identified and are regularly assessing SAOs. Workshops were held to support additional programs in the development of SAOs and more will be scheduled during the 2022-23 Academic Year.
Implement an easy to use advising and degree audit system to help student track progress towards completing their educational goals.	IIC6	IT Services, and Student Services	Spring 2019	Complete	Colleague Self Service provides a robust student planning module which allows students to track their progress towards degree/certificate completion. Implementation and change initiatives took over two years as there were several processes that were necessary to change to ensure long term utilization of the product. Self Service Student Planning and Advising was piloted with six programs during the Fall 2020 registration and replaced WebAdvisor as the only tool for online registration and planning in November 2020 for Spring 2021 registration.
Train faculty and staff on FERPA regulations and confidentiality requirements.	IIC8	Dean of Student Services	Fall 2019		The Dean of SSIE implemented a pilot FERPA training with relevant staff in Spring 2019 and the Dean of Student Services expanded this in Fall 2019. Additional work to require FERPA training for relevant new employees will be pursued moving forward.

Changes and Plans	Standard	Lead(s)	Due	Status	Notes
<p>Institute a regular cycle of review for job descriptions to ensure they accurately reflect position duties, responsibilities, and authority.</p>	<p>IIIA1</p>	<p>Human Resources</p>	<p>Spring 2019</p>	<p>In Progress</p>	<p>The district has hired a permanent CHRO whose responsibilities include the maintenance of appropriate job descriptions for faculty, staff, and administrators. In March 2022, the District contracted with a third-party consultant to conduct a comprehensive classification and compensation study for all classified, confidential, and manager/supervisor/administrator positions. The contractor will update all job descriptions for these employee groups and provide the district with tools to both maintain and regularly update these job descriptions. While this classification study is pending, the District's Human Resources Office will continue to review faculty position descriptions as positions are posted for hire and work to identify strategies to update faculty (full-time and part-time) job descriptions on a regular cycle.</p>
<p>Evaluate and improve the adjunct faculty orientation process to include information such as early alert processes and DSPS student accommodation procedures.</p>	<p>IIIA8</p>	<p>Director of Academic Excellence, Director of CTE, &amp; Human Resources</p>	<p>Fall 2018</p>	<p>Ongoing</p>	<p>The College conducts a new faculty mentoring program to help onboard both full and part-time faculty who are new to the College and the District to systems and processes. This program includes an assigned mentor and a brief orientation during the week before classes in August.</p>

Changes and Plans	Standard	Lead(s)	Due	Status	Notes
Expand VDI systems, which have an 8- to 10-year terminal replacement need to meet the five-year replacement cycle on non-VDI computer systems.	IIC1 & IIC2	IT Services	Fall 2018	Complete	Since 2017 we have increased the number of physical VDI terminals from 170 to 260 and increased licensing to 600 licenses. The additional licenses enable students, staff, and faculty to access virtual desktops from anywhere they have internet connectivity and utilize district software or resources necessary for their coursework. This was instrumental during COVID as classes like business applications and computer aided drafting could be completed from anywhere using VDI licensing back on YCCD servers.
Conduct an analysis to evaluate if District and College websites are compliant with Section 508 of the Rehabilitation Act.	IIC3	IT Services	Fall 2018	Complete	In April 2018 initial testing of the three primary webpages were conducted to analyze the current level of compliance and the primary Yuba College page had 79 violations with subpages averaging five violations per page. The greater challenge for Yuba College was the fact that there were nearly 50 different websites all built on different technologies and each one was significantly out of compliance. Some departments had their own websites which created a host of maintenance and accessibility challenges. To address these issues, secondary sites were consolidated down into a sub-template of their main college website to help control the tools and formatting used. All sites but one had been consolidated into the main website by April 2020. The Yuba College home page was down to 0 violations as were the secondary pages and base departmental pages. At this point the need for ongoing accessibility maintenance took over and was introduced as part of WordPress training delivered for staff managing site content.

Changes and Plans	Standard	Lead(s)	Due	Status	Notes
Review and more fully document budgetary processes.	IIID2, IVD3	Fiscal Services, PBC, CEAC, YC Council	Spring 2019		<p>The district's financial information is posted on the district's website. Financial reports are also available through the District's Colleague software so departments and colleges can review and monitor their department budgets. The district budget reports are widely disseminated, with presentations made to DC3, the Board's Subcommittee Finance Committee and the Board of Trustees and accessible to everyone via Board Docs. The position control is budgeted by the district fiscal services department at the district level. Each of the colleges and district services is responsible for the allocation of their appropriate discretionary funds at the entity level. The budget process begins with the colleges and district services providing their discretionary tentative budget projections aligned with their institutional mission and planning to the district services. The Chancellor's cabinet agreed to allocate all new resources based on a 3-year rolling FTES average which has been utilized to allocate many of the new one-time and ongoing resources received from the state during the pandemic (i.e., recruitment and retention, basic needs, and LGBTQ+ funding). The district is in process of assessing the Student-Centered Funding Formula for the district's internal allocation process for colleges and district services to revisit. The district intends to develop a new/fine-tune the resource allocation methodology. The Chancellor's Cabinet reviews the FTES targets for each of the colleges and has aligned the budget for reaching the targets.</p>



Changes and Plans	Standard	Lead(s)	Due	Status	Notes
Evaluate the feasibility of using Board Docs to house all committee documentation.	IVA6	District Technology Committee, CEAC Chairs	Spring 2018	Complete	The district and college moved to implement BoardDocs for all participatory governance committees in Spring 2018.
Provide training to new committee chairs, recorders, and committee members about the College governance system, the processes for decision making, and how committee work is documented and communicated.	IVA6	CEAC Chairs	Fall 2018	Complete	New training for committee chairs and recorders was implemented in Fall 2018 by the CEAC Co-Chairs, and occurred again in Fall 2019, and since that time resources have been developed regarding the use of BoardDocs. The training did not occur in Fall 2020 or 2021 because of the pandemic but will be reviewed for implementation in Fall 2022 as part of the implementation of the new structure of participatory governance.
Complete the shared governance review and approval of Service Level Agreements.	IVD1	College Council	Fall 2018	Complete	College Council and Academic Senate approved a new participatory governance structure in Spring 2022 to be implemented beginning in Fall 2022.

Changes and Plans	Standard	Lead(s)	Due	Status	Notes
<p>Complete a Self-Evaluation of District Services against the Service Level Agreement and update the District Handbook accordingly.</p>	<p>IVD2</p>	<p>District Services (Fiscal, HR, IT, M&amp;O)</p>	<p>Fall 2019</p>	<p>Discontinued</p>	<p>Work was done in 2020 to update several the District SLA agreements and clarify the SLA relationship and process. This included an expanded definition of direct support, general support, a process overview, training, and evaluation. With the transition of district leadership at the Chancellor position, current guidance from the chancellor is the intention is to discontinue work on service level agreements and move towards a new framework that focuses on system redesign, role clarification through an expanded functional map, and district level program review. Program review implementation for all district services was started pre-Covid, but not completed (including ongoing assessment for funded levels of service through surveys, numbers of complaints, response times, etc.).</p>

## Institutional Reporting on Quality Improvements Response to Recommendations for Improvement

### **College Recommendation 1**

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)

Yuba College has addressed the improvement recommendation, and the organization affirms it will sustain the improvement changes to continue to meet the standard. The College is also committed to working towards continuous improvement in this area through ongoing process improvements.

### **Background**

The ACCJC recommendation to “continue to refine . . . learning outcomes processes so that faculty and others responsible act to continuously improve instructional courses, programs, and student support services” was not a surprise to Yuba College. Indeed, as the word “continue” indicates, we had already begun to set goals and take steps towards improving our outcomes processes. As detailed in our Quality Focus Essay report, we knew we had work to do around outcomes assessment, and we have come a long way towards refining our systems and processes.

### **Response**

Since we received “College Recommendation 1,” Yuba College has

- developed “clear policies, processes, and cycle timelines for CSLOs and PSLOs,” and we have published them in updated SLO handbooks. The continuously updated Course SLO ([YC-05](#)) and Program SLO ([YC-06](#)) handbooks can be found on our SLO website under “Resources” on the right navigation menu.
- “a consistent, systematic Outcomes Review Process, so the SLO Committee can support faculty and staff as they write high-quality Outcomes and ensure that SLO and SAO data are accurately reported.” These processes are outlined in our Quality Focus Essay report below.
- implemented “regular conversations about Outcomes data,” and many departments “use this information to design viable quality improvement plans.” For example, the Public Safety Department implemented a report-writing tutoring program in response to conversations around SLO data, which has increased student success in that course.

Despite the progress outlined above, due to continued delays and difficulties with the implementation of the eLumen curriculum management system, coupled with the extraordinary shift in focus of time and energy needed from all faculty and staff during the Covid-19 challenges, we are still in the process of implementing consistent, systematic tracking of our evaluation efforts. We had difficulty pulling accurate reports from our former

SLO reporting system, TracDat, and we decided to switch to the eLumen curriculum management system, partly due to its ability to integrate SLO functions with curriculum management.

After the eLumen curriculum processes were in place, we rolled out a pilot of the eLumen SLO data-entry process during the Spring 21 semester. After this initial testing, all faculty were asked to switch from TracDat data entry to eLumen for the Fall 2022 semester. The Outcomes Committee holds weekly FLEX workshops to support this process. As you can see, we have worked hard to refine our SLO processes; however, this is—as it should be—a perpetual endeavor.

### ***District Recommendation 2***

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)

Yuba Community College District (YCCD) has addressed the improvement recommendation and the organization affirms it will sustain the improvement changes to continue to meet the standard. The district is also committed to working towards continuous improvement in this area through ongoing process improvements.

### ***Background***

YCCD has had a five-year review cycle for the District Board Policies for many years. This review cycle is outlined in Board Policy 2410-Board Policies and Administrative Procedures, that was adopted in 2004. The policy states, "*The Chancellor will conduct a comprehensive review of all Board Policies every five years and will provide a report to inform the Governing Board that the review was conducted and appraise it of any needed revisions or updates to Board Policies.*" In the years before the 2018 comprehensive accreditation visit, the district had significant turnover in several executives and administrative support positions responsible for coordinating the Board Policy updates. Due to these transitions and turnover, many board policies were not updated per the established update cycle. In preparation for the 2018 accreditation visit, the district identified 183 past-due policies and created and executed a plan to update these policies during the 2018-2019 academic year. As of the October 2018 accreditation visit, one hundred forty-one (141) of the past due policies were updated and approved through the district governance process. An additional thirty-three (33) were undergoing committee review, and nine (9) were under review by the Chancellor's Cabinet.

### ***Response***

As of August 11, 2022, all Board Policies have been updated and are current. Other steps that have been taken include the following:

- The development of a Board and Administrative Procedure Handbook was approved by the District Consultation and Coordination Council (DC3) on June 30, 2020. This

handbook documents the five-year comprehensive approval cycle, the bi-annual legal review updates, formatting standards, retention/achieving standards, and general resources ([YC-07](#)).

- A new cycle of review was implemented on July 1, 2022. The plan was intended to be implemented in 2020, but the COVID-19 pandemic delayed the implementation due to other pressing priorities.

#### Five-Year Cycle of Comprehensive Chapter Reviews

(22/23 – 27/28 Academic Years)				
Board Policies	Administrative Procedures	Leadership Review (Subject matter areas)	Cabinet/Constituent Review	Board Policy Committee Review and Board Consideration
<b>Chapter 1: The District</b>	<b>Chapter 1: The District</b>	Summer 2022	N/A	Fall 2022
<b>Chapter 2: Board of Trustees</b>	<b>Chapter 2: Board of Trustees</b>	Chancellor's Office		
<b>Chapter 3: General Institution</b>	<b>Chapter 3: General Institution</b>	Summer 2023	Fall 2023	Spring 2024
<b>Chapter 4: Academic Affairs*</b>	<b>Chapter 4: Academic Affairs*</b>	10+1 Policies and Procedure review based on calendar adopted by DCAS*		
<b>Chapter 5: Student Services*</b>	<b>Chapter 5: Student Services*</b>	Summer 2024	Fall 2024	Spring 2025
<b>Chapter 6: Business &amp; Fiscal Affairs</b>	<b>Chapter 6: Business and Fiscal Affairs</b>	Summer 2025	Fall 2025	Spring 2026
<b>Chapter 7: Human Resources</b>	<b>Chapter 7: Human Resources</b>	Summer 2026	Fall 2026	Spring 2027
<b>Final Review</b>	<b>Final Review</b>	Summer 2027	Fall 2027	Spring 2028

The continuous review cycle allows for:

- ✓ An annual review for legal updates and pressing revisions
  - ✓ a five-year comprehensive chapter review of all documents
  - ✓ Balances workload among groups
  - ✓ Completion of the five-year comprehensive chapter review and provide an additional year for research in year six if needed.
- A standing agenda item on the monthly DC3 Committee Agenda was added (Review Status of BPs and APs) so that all continuant groups are aware of the adoption and review date for each policy and procedure and includes a link to a BP/AP tracking chart ([YC-08](#)).
  - A Board Policy Review Calendar was created ([YC-09](#)) and paired with a “just-in-time” board policy training plan. A few policies are provided to the Board of Trustees each month for education. This allows for informal review and discussion about the policy before its formal review. All policies are read through a Diversity, Equity, and Inclusion (DEI) lens ([YC-10](#)).
  - As noted in the handbook, legal updates are incorporated twice a year into all off-cycle Board Policies, which are brought through the governance cycle in a batch to ensure the legal currency of all policies.

The district will continue to update Board Policies as per the procedure outlined in the handbook. The process is now fully documented and is sustainable through the monthly reporting of progress to DC3, an essential District governance body. The district meets this standard but will ensure sustained compliance and continuance improvement through the actions below:

- Starting in fall 2022, the District Senior Executive Team (DSET) has committed to dedicating time during the monthly DSET meeting to review and update Board and Administrative Procedures.

- The district is researching how to use Board Docs to track review cycles and legal review updates. We would like to use this database to generate tracking reports eliminating the need for excel documents.
- Annual training will be provided to Administrative Assistants and executives responsible for updates.

## Reflection on Improving Institutional Performance

### *Student Learning Outcomes (Standard I.B.2)*

#### **Strengths**

As detailed in our Quality Focus Essay (QFE) report below, the Yuba College Outcomes Committee has been working diligently to support movement away from a “compliance” mentality towards an authentic engagement with the SLO cycle to improve teaching and learning. The Outcomes Committee sponsored a book club around *Degrees That Matter: Moving Higher Education to a Learning Systems Paradigm* by Natasha A. Jankowski and David W. Marshall, which helped us to think deeply about how to foster this authentic engagement. We now have a vision of key steps needed to support the improvement of teaching and learning through outcomes assessment, and we have been making progress towards these goals:

1. Support the development of “specific, actionable learning outcomes statements”
2. Support backwards design to “connect learning goals with actual student assignments” and learning activities.
3. Support collaboration “with relevant stakeholders, beginning with faculty.”
4. Support assessment and data collection to produce “actionable evidence about student learning that key stakeholders can understand and use to improve student and institutional performance” (Jankowski and Marshall 150).

Although this work is ongoing, there are several specific actions we have taken thus far. Yuba College has

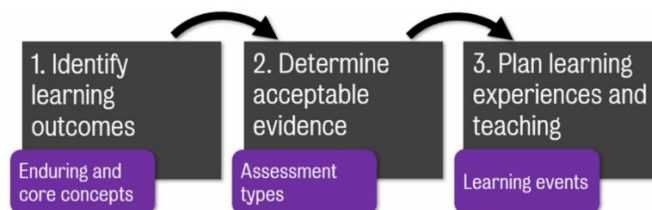
- Developed Support Materials
  - The Outcomes Committee has updated CSLO ([YC-05](#)) and PSLO ([YC-06](#)) handbooks with policies designed to encourage this authentic engagement. We have created rubrics, handouts, PowerPoints, and videos to assist with the SLO cycle process, and we have sponsored several, carefully designed interactive workshops and Zoom meetings to support these efforts ([YC-11](#) and [YC-12](#)).
- Implemented Improved Data Collection Process
  - Yuba College has also been working to implement our new curriculum management system (CMS): eLumen, which, once fully in place, will allow for collection of SLO data on a student level, instead of aggregate. This will allow departments to disaggregate SLO data according to specific student populations, which will help us identify and mitigate equity gaps. We will also be able to collect assessment data for Program SLOs and Institutional SLOs by mapping directly to course-level assessments. In addition, our new CMS will allow us to monitor participation and support data analysis with more detailed and reliable reports, such as the “faculty participation report” and the “SLO performance” reports.
- Implemented Review and Coaching Processes
  - The Outcomes Committee has designed, and are still designing, several review and coaching processes to ensure Yuba College is moving in the right direction:

- SLO review, coaching, and approval by the Outcomes Committee is now integrated into our instructional curriculum review processes
- Comprehensive review and coaching for each step in the SLO/SAO cycle is currently being piloted and integrated into the Program Review feedback process
- An SAO review and coaching process is currently being built into our new curriculum management system, eLumen.

## Opportunities for Growth

One thing is clear: we will never arrive at place where no more improvements can be made. We have much to learn and do, but the nature of supporting SLOs--just like the SLO cycle and teaching itself--is an ongoing process of invention, implementation, assessment, reflection, and re-design. There will always be opportunities to grow and improve our Student Learning Outcomes processes, but here are a few opportunities for growth that we currently see on the horizon:

- Complete SAO Integration into eLumen
  - We are still in the process of developing the service area side of eLumen. The Outcomes Committee formed an "SAO Team," and they have been working to understand how to set up Service Area Outcomes processes in eLumen. Once the team can design the processes, they will be able to develop support materials and hold workshops for service areas. One challenge has been integration with the Program Review process in eLumen, which is still being built by the Program Review workgroup.
- Support for Backwards Design
  - Once we have our CMS fully functioning, we will return to a focus on supporting backwards design through carefully designed interactive workshops and other support materials. Backwards Design means that we begin our course design process by first deciding what our students will learn (SLOs); next, we determine how we will know they have learned it (summative assessments), and then we design classroom activities and formative assessments that foster the learning needed to master the SLOs. According to Grant Wiggins and Jay McTighe, Backwards Design "requires us as teachers and curriculum writers to make an important shift in our thinking about the nature of our job" (14). They argue that instead of thinking about "what to teach and how to teach it," we need to begin by "thinking a great deal, first, about the specific learnings sought, and the evidence of such learnings, before thinking about what we, as the teacher, will do or provide in teaching and learning activities" (Wiggins and McTighe 14).





- Our Distance Education committee has already been focusing on this kind of design for DE, so we hope to collaborate with them to increase support for backwards design of all courses.
- Support for Data-Collection
  - One persistent difficulty we have experienced is ensuring that all faculty enter CSLO data at the end of the semester. While the limitations of our previous SLO data-tracking system made this issue difficult to manage, we now can produce detailed "Faculty Participation Reports." Once we have worked out the "default" data entry rubric difficulties (explained in the QFE below), we now have an opportunity to directly encourage and support individuals who are not entering SLO data each semester.

### Examples of Course, Program, or Service Improvements

- Early Childhood Education
  - ECE instructors have been meeting for the last three years to evaluate and reevaluate instruction, action steps, and objectives. They do this individually, informally with other instructors, and more formally in small groups through Canvas shell work groups. They also meet to discuss SLOs as a large group in bimonthly ECE department meetings. Below are some specific examples of improvements made because of these regular SLO conversations:
    - ECE 31: Students had difficulty with their main assessment project in this course. The action plan that was implemented included:
      - Developing a clear and concise rubric ([YC-13](#)).
      - Revised the assessment guidelines ([YC-14](#)). Previously the guidelines asked students to either incorporate concepts and theories within the paper or summarize at the end. Revised guidelines ask students to integrate theories and concepts throughout the paper.
      - Gave students guidelines and rubric by week 3 of a full semester course.
      - Additionally, a new journal activity was added to help students process and track important reflections, concepts, and theories throughout the semester, which can then be incorporated into their main assessment project, the socialization paper.
    - ECE 1B: Students were highly successful with the major assessment assignment; however, faculty realized the assignment needed to contain more rigor because it did not assess how students understand developmentally appropriate practices. The action plan that was implemented included:
      - Instead of beginning with the Art Lesson Plan, the faculty began with the Language and Literacy Lesson Plan. This way, students had an opportunity to turn in a rough draft for feedback early in the semester before submitting corrections at the end of the semester.

- ECE 1A: Students did not seem to be aware that the assessment project was a major part of their grade for the semester. The action plan that was implemented included:
        - The instructions for the assignment were given at the beginning of the semester, and the assessment was made a part of their mid-term grade. Additionally, assessment instructions were reviewed several times to check for understanding.
- Veterinary Technology
  - The Vet Tech Program assesses outcome data each semester in an effort to improve student success. Examples of data assessed include the following:
    - Success rates per course,
    - Successful achievement of student learning outcomes,
    - Persistence within the program, and
    - Pass rates for the national licensing exam.
  - Actions taken in 2021-2022 to improve student success include the following:
    - Adding hands-on laboratory hours to courses,
    - Obtaining funding to hire an instructional assistant,
    - Recruiting 2nd-year current veterinary technology students to tutor 1st-year veterinary students through the College Success Center,
    - Consolidating courses,
    - Reaching out to students who may be experiencing academic difficulty, both personally as well as through the Yuba College Early Alert program,
    - Expanding the prerequisite options for applicants to the program, and
    - Implementing best practices from the Association of College and University Educators course in online education.

### **Assessment Schedule Improvement Plan**

Due to our transition to the eLumen curriculum management system, we have experienced significant interruptions in our planned assessment schedules for Fall 2021. According to our handbooks, at least one CSLO should be assessed each time a course is offered, and all CSLOs need to be assessed within the 5-year program review cycle. Additionally, at least one PSLO should be assessed each year, and all PSLOs need to be assessed within the five-year Program Review Cycle. Because of the recent transition from TracDat into eLumen, there are still many courses and programs that show no SLO data in eLumen for fall 2021. Our goal is to ensure all data is recorded for spring 2022 and beyond. Here is our plan for improvement:

- All faculty teaching assignments will clearly outline CSLO requirements each semester.
- Clear SLO reporting deadlines will be communicated at the beginning, middle, and end of the semester.
- New faculty orientations will cover backwards design and SLO cycle requirements.
- Division meetings will include regular SLO cycle requirement reminders throughout each semester. Also, Deans will regularly share information about backwards design and SLO-related professional learning opportunities.

- Outcomes committee will sponsor regular FLEX workshops about backwards design, SLO assessment cycle requirements, and PSLO/CSLO mapping.
- Outcomes committee will engage in a systematic review process to ensure PSLOs are mapped to CSLOs, so we can capture PSLO data.
- Outcomes committee will gather "SLO spotlight" data detailing evidence of improvements made via "closing the loop" in the assessment cycle, which will be shared with the Board of Trustees and the YC community on a regular basis.
- Participation reports will be run in eLumen at the beginning of each semester, and those who have not met SLO requirements will be strongly encouraged to do so. Deans and directors will use existing processes—letters of concern, evaluations, etc.—to support faculty and staff in meeting SLO requirements.

Institution Set Standards (Standard I.B.3)

Yuba College Institution Set Standards									
Metric	Source	Five Year Trend					FLOOR	2022-23 Goals	
		16-17	17-18	18-19	19-20	20-21	Action Required	SHORT	STRETCH
Course Success	INTERNAL						72.0%	77.0%	79.0%
Completion of Degrees	INTERNAL						800	920	1,000
Completion of Certificates	INTERNAL						90	180	220
Transfers to 4-Yr	Datamart & CSU/UC DATA						460	470	530
<b>Examination Pass Rates in Program for which students must pass a licensure examination in order to work in their field of study:</b>									
Program	Examination	16-17	17-18	18-19	19-20	20-21	FLOOR	STRETCH	
Radiology Tech	National	94.1%	100.0%	94.0%	100.0%	100.0%	92.0%	100.0%	
Veterinarian Tech	National	91.6%	40.0%	38.6%	56.0%	80.0%	89.0%	100.0%	
Nursing	National	82.6%	84.9%	84.8%	92.3%	96.2%	78.0%	100.0%	
<b>Job placement rates for students completing certificate program and CTE Degrees:</b>									
Program	CORE IV	16-17	17-18	18-19	19-20	20-21	FLOOR	STRETCH	
Veterinarian Tech	AG. AND NATURAL RESOURCES - ANIMAL SCIENCE	85.0%	89.5%	95.0%	85.0%	93.8%	84.0%	94.0%	
Accounting	BUSINESS AND MANAGEMENT	72.9%	63.8%	71.7%	77.8%	69.2%	75.0%	100.0%	
Business Admin	BUSINESS AND MANAGEMENT	50.0%	68.8%	74.1%	75.0%	77.1%	75.0%	100.0%	
Office Technology	BUSINESS AND MANAGEMENT	59.5%	69.4%	83.3%	77.8%	90.5%	75.0%	100.0%	
Welding Technology	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	59.1%	83.3%	66.7%	86.7%	88.9%	75.0%	100.0%	
Nursing	HEALTH	93.8%	94.7%	98.4%	93.8%	89.7%	88.0%	100.0%	
Radiology Tech	HEALTH	87.5%	100.0%	100.0%	<10	100.0%	88.0%	100.0%	
Early Childhood Education	FAMILY AND CONSUMER SCIENCES	82.8%	70.7%	92.1%	76.7%	79.8%	75.0%	100.0%	
Culinary Arts	FAMILY AND CONSUMER SCIENCES	74.4%	71.1%	67.7%	82.6%	64.7%	75.0%	100.0%	
Alcohol and Controlled Substance	PUBLIC AND PROTECTIVE SERVICES	70.8%	57.6%	52.4%	66.7%	75.0%	75.0%	100.0%	
Administration of Justice	PUBLIC AND PROTECTIVE SERVICES	75.9%	82.2%	82.5%	90.0%	94.3%	75.0%	100.0%	

## Report on Outcomes of the Quality Focus Essay

### *Project 1: Student Outcomes*

**Goal 1:** Develop clear policies, processes, and cycle timelines for CSLO and PSLO, publish them in an updated SLO handbook, and ensure that SLO and SAO handbooks are updated on a regular basis.

#### **Progress:**

The Outcomes Committee has been continually working to analyze and evaluate existing SLO policies, processes, and cycle timelines. We made specific changes that will assist Yuba College in moving away from a "compliance" mentality towards an authentic use of SLOs to improve teaching and learning. For example, instead of requiring faculty to assess and "close the loop" for every single CSLO, Yuba College now allows departments leeway to spend more time on problematic CSLOs that pose difficulties for instructors and students. While departments are still required to assess all CSLOs within the Program Review cycle timeline, they are not required to create an action plan for all of them. This change gives faculty more time to conduct deep, meaningful research with more difficult outcomes, which may take more than one semester of data analysis, discussion, and planning.

The Yuba College CSLO ([YC-05](#)) and PSLO ([YC-06](#)) handbooks have been updated several times since 2018. The most recent handbooks are always available under "Resources" on the Yuba College SLO Website. The Service Area Outcomes (SAO) handbook is currently outdated due to delays in the development of our new curriculum management system: eLumen. Once we can use the system to track SAO data, we can develop appropriate training materials for service areas and update the SAO handbook.

#### **Next Steps:**

Once the eLumen SAO processes have been finalized, we will develop support materials for Service Area Outcomes and update the SAO handbook. We will also continue to evaluate our policies, processes, and cycle timelines and adjust them as needed, updating the handbooks as appropriate.

**Goal 2:** Design a consistent, systematic Outcomes Review Process so the SLO Committee can support faculty and staff as they write high-quality Outcomes and ensure that SLO and SAO data are accurately reported in CurrIQunet Meta and TracDat, as appropriate. This process will also ensure all programs and services develop viable assessment and quality improvement plan schedules.

#### **Progress:**

The Outcomes Committee has developed and implemented several Outcomes review processes since 2018. The first process we implemented involved collaborating with Curriculum Committee to approve SLOs as they were launched in Course and Program Outlines of Record. We approved CSLOs and PSLOs in CurrIQunet Meta, ensuring the versions in TracDat (where we were tracking SLO

data) matched the versions in Meta, and coaching faculty via email and in regularly scheduled “hands-on” workshops.

In the summer of 2020, Yuba College began the transition to a new Curriculum Management System, eLumen—the transition has taken much longer and been more difficult than expected. Once the curriculum approval workflow was up and running, we collaborated with the Curriculum Committee to devise a system for Outcomes Committee members to approve CSLOs and PSLOs on course and program outlines of record in eLumen, coaching faculty via email and Zoom when needed.

In addition to supporting faculty as they write CSLOs and PSLOs, we are collaborating with the Program Review Committee in the Program Review feedback process. Our goal is to support and coach faculty and Service Area staff in all areas of the SLO cycle: 1) Develop/modify SLOs, 2) Assess SLOs, 3) Collect, analyze, and discuss data, and 4) Create data-driven plans to foster continuous quality improvement. We will respond to 4 specific questions in Program Review that pertain to their work with instructional Student Learning Outcomes and Service Area Outcomes:

- Provide a summary of the CSLO/SAO results and describe closing the loop activities since the last Program Review
- Describe any instructional changes, action steps, or objectives you will implement because of CSLO/SAO assessments. If none, please explain
- Describe how CSLOs/SAOs align with institutional diversity and equity goals
- Summarize the processes for PSLO assessment and describe any data considerations, assessment plans, and data-informed improvements made since the last Program Review.

We plan to continue offering feedback and extensive coaching to each department as they complete Program reviews every five years. Although we have been planning to implement this process for many years, delays—due to COVID-19 emergency remote-learning transitions combined with difficulties encountered in building the Program Review part of eLumen—have significantly impeded our progress. We are currently piloting this review process with departments that completed Program Review in January 2022. Although we are in the middle of our first pilot, we have already identified ways to improve this process. For example, our committee participated in an interactive brainstorming activity focusing on strategies to support faculty in implementing equity-minded assessment throughout the assessment cycle. We have also been developing support materials designed to assist faculty and staff as they work to answer the above Program Review questions and authentically engage in the SLO assessment cycle.

### **Next Steps**

The Outcomes committee will continue to review instructional SLOs as they come through the curriculum process. We are also working towards a plan to review Service Area Outcomes as they are entered into eLumen. We are working to figure

out how to set up an SAO workflow. Once we do this, we plan to design support materials and workshops to support Service Area faculty and staff in documenting their Outcomes cycle activities in eLumen. In addition, we will continue working with the Program Review workgroup to implement and refine the Program Review SLO cycle feedback and coaching process.

**Goal 3:** Institutionalize regular conversations about Outcomes data and use this information to design viable, quality improvement plans on the course, program, service, and institutional levels.

**Progress:**

We made good progress with this goal in 2018 and 2019. However, our transition to a new Curriculum Management system, coupled with the COVID-19 shutdown, has significantly hindered our progress. Although we have continued to offer online SLO FLEX workshops via Zoom, we had to cancel our planned convocation workshop in August 2020 due to delays in implementing our new system: eLumen. Much of our time and energy has been spent working to understand how to use eLumen, designing support materials for faculty and staff, and supporting the transition to eLumen via email and Zoom meetings. As mentioned above, this process has been much more difficult and time-consuming than anticipated. Despite these difficulties, we have made some progress, as outlined below.

In 2018 and 2019, the Outcomes committee hosted several workshops to foster productive conversations about the Outcomes assessment cycle to design data-informed improvement plans. Below is an overview of these workshops:

- We hosted a four-hour, college-wide SLO brainstorming workshop in August of 2018 (during convocation week) as the first step in our quest to institutionalize regular conversations about outcomes data. This workshop was well-attended, and we guided small groups to brainstorm ways to use outcomes data to inform viable quality improvement plans on the course, program, service, and institutional levels ([YC-15](#)).
- In November 2018, we held a Service Area SLO Workshop for service area staff and faculty. In this interactive workshop, departments read case-study examples from 4 Yuba College service areas and then used what they learned to analyze their own SAOs, assessment methods, assessment data, and action plans ([YC-16](#)).
- In March 2019, we held another Service Area SLO Workshop for service area staff and faculty engaged in analyzing their SAOs and assessment cycles ([YC-17](#)).
- In August 2019, we held another interactive workshop focusing on Program Student Learning Outcome assessment methods; breakout sessions included coaching on the use of collective portfolios, capstone course assessment, and exit or license exam assessment. The workshop again was well-attended ([YC-12](#)).

In addition to campus-wide conversations and Zoom workshops, many departments hold regular SLO-focused meetings on their own. For example,

- The English department organized a semester-long Faculty Inquiry Group around the Student Learning Outcomes used in composition courses. They developed a department protocol for regular SLO cycle conversations on a 2-year cycle and created criteria for SLO assessment. The protocol includes a regular discussion of established SLO criteria and use of backward design; assignment analysis via "assignment charrettes;" norming of SLO assessment via analysis of student work samples; SLO data analysis; and action plan development, implementation, and evaluation ([YC-18](#)).

### **Next Steps**

The Outcomes Committee will continue to seek training in eLumen so that we can develop support materials and interactive workshops designed to support faculty and staff in regular conversations about SLO data. The materials and workshops will continue to emphasize support for authentically engaging in the entire SLO Cycle: 1) Develop/modify SLOs, 2) Assess SLOs, 3) Collect, analyze, and discuss data, and 4) Create data-driven plans to foster continuous quality improvement. We also understand that this is a continuous process of implementation, analysis and reflection, and refinement.

**Goal 4:** Revise Institutional Student Learning Outcomes (ISLO) assessment schedule and design and implement multi-method assessment and continuous quality improvement strategies.

### **Progress:**

Due to difficulties with eLumen implementation and COVID-19 emergency actions that took precedence, actions towards this goal have been postponed. In the meantime, we have been working to support the mapping of ISLOs to CSLOs when Course Outlines of Record come through the curriculum approval process in eLumen. This mapping should yield us some ISLO data to work with once we have a few semesters of CSLO data in eLumen.

### **Next Steps**

Once we can work all the bugs out of our eLumen implementation, we will start pulling ISLO assessment reports in eLumen for analysis. We will also work to begin a local review and revision of the ISLOs, which have previously been set district-wide and will now be set at the College-level. Once satisfied with our ISLOs, we plan to design and implement multi-method assessments of ISLOs and the data we are collecting in eLumen.



### Project 2: Distance Education

The demand for DE is growing statewide, and Yuba College is committed to offering an accessible, high-quality, and compliant DE Program. Yuba College's DE offerings have significantly increased during the past few years due to the COVID-19 pandemic. During a ten-year period beginning in 2012, DE sections account for an average of 16.4 percent of all sections offered (Table 1) and 18.7 percent of distinct courses offered at Yuba College (Table 2). Face-to-face offerings have declined, especially since courses were moved online in the Fall 2020 due to the COVID-19 pandemic. The number of sections, distinct courses offered, and the number of students enrolled at the census has declined significantly over the past ten years.

The increase in DE course offerings and the decline of face-to-face sections and distinct class offerings suggest that, especially through the pandemic, Yuba College students elected to take more DE classes.

Table 1. Number of Sections Offered						
Method of Instruction	2015-16	2016-17	2018-19	2019-20	2020-21	Grand Total
Distance Ed	290	276	257	284	608	2,509
Face to Face	1889	1710	1,407	1,360	705	12,754
<b>Grand Total</b>	2179	1986	1,664	1,644	1,313	15,263

Table 2. Number of Distinct Courses Offered						
Method of Instruction	2015-16	2016-17	2018-19	2019-20	2020-21	Grand Total
Distance Ed	124	110	89	95	279	1,048
Face to Face	675	570	534	529	374	4,531
<b>Grand Total</b>	799	680	623	624	653	5,579

Table 3. Number of Students Enrolled at Census						
Method of Instruction	2015-16	2016-17	2018-19	2019-20	2020-21	Grand Total
Distance Ed	8423	7714	7,800	8,285	15,560	70,423
Face to Face	38903	34709	31,001	30,449	15,372	268,422
<b>Grand Total</b>	47326	42423	38,801	38,734	30,932	338,845

The course success rates in DE courses have increased over non-DE courses. The course success rate over the past ten years is 68.5 percent in DE courses and 69.8 in non-DE courses (Table 4). Since the COVID-19 pandemic forced many courses online, the resources provided to students and the quality of the DE courses could be reasons for the increased success rate of online courses. Additionally, students became more familiar and comfortable with the Canvas Learning Management System (LMS), which likely also helped.

Table 4. Success/Pass Rates					
Method of Instruction	2015-16	2016-17	2018-19	2019-20	2020-21
Distance Ed	68.7%	69.9%	72.7%	73.3%	75.2%
Face to Face	71.2%	73%	66.0%	66.7%	71.7%

Given the special and sometimes-transitory populations served at Yuba College, there is the possibility to grow DE offerings at the College to serve students in outlying areas better. Unfortunately, given the rural and remote nature of some of the communities the College serves, this is also a limitation for potential DE growth because many students in these areas lack access to reliable, high-quality internet.

In addition to continuing to support robust DE course and program offerings, the College would like to work to increase DE student success/pass rates. To continue growing the DE offerings and increase DE success rates at Yuba College, significant progress must be made to ensure the courses offered are accessible, high quality, and compliant. The immediate needs of the DE Program include addressing gaps in infrastructure, ongoing assessment and planning needs, program review and data collection needs, and the need for a consistent and data-driven reporting/feedback loop to the Yuba College Academic Senate. To meet these needs, the following action projects must be completed:

1. Explore funding options to increase program and institutional effectiveness by expanding DE Program personnel to adequately support the needs of DE students and faculty. Currently, 8-12 DE Committee faculty members are POCR-trained and actively evaluating courses each semester. As seen by the number of courses/sections offered, there are not enough DE committee members to fill this need.
2. Continue to review and update the annual DE Plan to update policies and practices related to DE and to improve program quality.
3. Continue regular ongoing assessment processes using surveys to evaluate the needs of DE students and faculty. Implementing research and surveys to collect data will drive DE Program decision-making.
4. Create a DE Training Program to enhance and strengthen DE course offerings. The College has hired an instructional designer who has begun to offer periodic training, but consistent college-driven training would strengthen the faculty's access to ongoing training.

### ***Project 2: Goal 1***

Currently, the college DE program is overseen by a DE Committee, a sub-committee of the Yuba College Academic Senate, with a faculty coordinator who has 40 percent release time to oversee DE matters. The past several years have been adjusting to the temporary online offering of all courses due to the COVID pandemic. While all courses were transitioned to emergency DE teaching, the DE committee also began offering training to students and faculty. The college has hired an Instructional Designer to offer training, one-to-one meetings to assist faculty in course design and has taken on the responsibility of keeping the website updated and access to best practices. The DE program completes a yearly course objectives report, listing long-term and short-term goals. The college has struggled to meet these goals due to a lack of resources and infrastructure. To effectively continue to support and develop DE skills in faculty, ensure the accessibility of courses, increase online enrollment and retention, and ensure the compliance and quality of DE courses, the college will need to explore funding sources to facilitate this process.

Actions	Responsible Party	Due	Outcome
Explore grant funding options to increase resources available for DE.	Director of Grant Research and Development, Dean of Student Success and Institutional Effectiveness, and Dean of Arts & Education	Fall 2018	CARES funding as well as strong workforce funds have been utilized to increase DE resources. Continued exploration is needed.
Revise DE Faculty Coordinator position and increase release time to allow for more coordination and training.	DE Faculty Coordinator, Dean of Arts & Education, and Vice President of Academic and Student Services	Fall 2018	New description and increased release time implemented in the fall of 2018. COMPLETED
Conduct DE program planning and review.	DE Faculty Coordinator and Dean of Arts & Education	Spring 2019	An annual Committee objectives report is completed each fall.
Conduct ongoing training and professional development for DE faculty and provide support to the course design process.	DE Faculty Coordinator – DE committee – Instructional designer	Fall 2018	Completed and ongoing A DE Faculty inquiry group was established with 2 meetings per month Faculty support materials developed, and trainings occur every semester. (Beginning 2020) One-to-one support is available to faculty through the Instructional Design Resource faculty (1 person).

### **Overall Outcome**

Faculty support materials have been developed, and trainings occur every semester. An instructional designer has been hired who facilitates faculty training each semester and offers 1-1 support and guidance in @ONE training. An open Canvas forum has been created as a resource to assist faculty in course creation and design and allow for on-the-spot training in areas of interest or need. For the past few years, to support the rapid transition to remote instruction and the general growth in distance education offerings, a DE Support faculty was temporarily given 20% release time to provide training and support. This position worked closely with the Instructional Design Faculty support position until it was determined that this position was no longer needed. The DE Program, in coordination with the DE Committee and Academic Senate, can begin to use the DE Program Review for strategic planning in growing course offerings and creating online degree pathways. Faculty will be offered regular and effective basic, advanced, and best practice training professional development. Anonymous surveys are conducted after each training and individual support session. Surveys are reviewed, but not in any systematic way at this time. An online Canvas course has been created to facilitate student training. A student survey was developed and implemented in the spring of 2022.

### ***Project 2: Goal 2***

The DE committee updated and streamlined the DE course addendum process in conjunction with the Curriculum Committee. Shortly after this was done, COVID forced most courses to be offered online in an emergent manner. The DE committee has updated

the process of DE course validation and the DE handbook to reflect current best practices. Additional faculty have been trained in the method of course review.

**Resources Needed**

Survey/Research guidance from the Office of Student Success and Institutional Effectiveness. There is also the need for appropriate staffing in the Office of Student Success and Institutional Effectiveness to accomplish this.

**Overall Outcome**

The DE committee objective report outlines the current needs of the college. The updating of the handbook demonstrates current best practices. The Office of Student Success and Institutional Effectiveness temporarily saw a reduction in staffing during the pandemic because of a temporary reassignment to the district office. This led to brief delays in the ability to conduct surveys and extensive research, limiting the committees' ability to evaluate the success of student and faculty training on a large scale. This has since been resolved and will be an ongoing focus moving forward.

***Project 2: Goal 3***

As the DE Committee works to create and implement an annual reporting/feedback procedure with the Yuba College Academic Senate, the committee will work with the Office of Student Success and Institutional Effectiveness to create and administer surveys to collect data about the needs of DE students and faculty both regarding course offerings and regarding recently implemented DE Committee processes. The surveys should seek to identify the needs of students and faculty to be addressed in the Annual DE Plan, develop strategies and responses to the identified needs, target areas of deficiency in training and support, and identify the need for further resources for DE improvement

<b>Actions</b>	<b>Responsible Party</b>	<b>Due</b>	<b>Outcome</b>
Develop DE Survey or DE questions for existing surveys to identify current strengths and areas for improvement.	Dean of SSIE and DE Committee	Fall 2018	First survey was in spring of 2022. Plan annual surveys to students and faculty and to be reviewed yearly by DE committee and reported to relevant groups..
Report on findings of surveys to the DE Committee.	Dean of SSIE	Spring 2019	First survey conducted in spring of 2022. First report to be submitted in fall of 2022.
Through DE Program Review process identify gaps in knowledge and additional survey or evaluation plans.	DE Committee and Dean of SSIE	Spring 2019	The Instructional Designer sends out surveys every semester (beginning fall 2021) seeking faculty input on the training they desire. Based on course reviews, the DE committee offers training in areas identified as gaps in knowledge. Surveys are also sent out after all trainings have occurred.
Integrate full report of findings and evaluation results into a DE Plan along with an ongoing evaluation process.	DE Faculty Coordinator, DE Committee, and Dean of SSIE	Fall 2019	Report has not been made, as feedback has not yet been received by students. The Committee creates an annual committee objectives report with short- and long-term goals. The feedback will be shared with the DE committee in the fall of 2022 and documented in the meeting minutes.

### **Resources Needed**

Time for the Office of Student Success and Institutional Effectiveness to create surveys and identify additional methods for ongoing assessment and evaluation of DE courses, programs, and services.

### **Overall Outcome**

The Office of Student Success and Institutional Effectiveness could not offer surveys to students and faculty during the previous years. A survey has been sent out to students, but the results will not be reviewed until Fall 2022. A survey of faculty who have completed the validation process has been submitted and the results shared with the committee. The student survey, as well as the faculty survey, will be reviewed in the fall of 2022 and shared with the Academic Senate.

### **Project 2: Goal 4**

DE faculty need professional development and training in DE best practices to enhance their courses and increase success rates

<b>Actions</b>	<b>Responsible Party</b>	<b>Due</b>	<b>Outcome</b>
Develop survey to identify areas for training or professional development.	Dean of Student Success and Institutional Effectiveness and DE Committee	Fall 2018	Surveys were sent out to faculty Fall 2021 and Spring 2022 asking for faculty feedback. Reviewers submit feedback to committee for additional training Based on course reviews, the DE committee offers training in areas identified as gaps in knowledge. Surveys are sent out to all faculty members after attending training to see additional requests for learning.
Report on findings of surveys to the DE Committee and Staff Development Committee.	Dean of Student Success and Institutional Effectiveness	Spring 2019	Survey from Fall of 2021 were shared with DE Committee and local training tailored to the needs. This is shared with the staff development committee by publishing training on the staff development committee website.
Create calendar of DE Professional Development opportunities.	Staff Development Committee and DE Committee	Fall 2019	DE trainings are published on the Yuba College DE webpage (began Fall 2020) the Professional Development webpage as well as notifying Faculty to the training schedule through a monthly email newsletter sent out by the Instructional Designer Faculty Resource and DEC Co-chair (began in Fall 2020). A focus on training and providing a lot of opportunities have increased the college's capacity to have "verified" instructors going forward to meet demand.

### **Resources Needed**

Creation of surveys and time and resources for professional development activities.

## **Overall Outcome**

The Instructional Designer surveys the faculty yearly (beginning in 2021) as to their needs for education and surveys the faculty at the end of each course. Professional development and training in DE best practices is provided through workshops throughout the academic year, facilitated training courses, ongoing one-on-one consultation, and twice-monthly meetings of the DE Faculty Inquiry Group (FIG). Trainings are published on the college professional development webpage.

## Fiscal Reporting

Not applicable as the district/college does not have any unmet liabilities or high loan default. Additionally, the district/college is not on any enhanced fiscal monitoring ([YC-19](#) and [YC-20](#)).

This concludes the Yuba College Midterm Report.

## Evidence

- [YC-01](#) – External Evaluation Report (January 25, 2019)
- [YC-02](#) – ACCJC Action Letter (January 25, 2019)
- [YC-03](#) – Follow-Up Report (March 2, 2020)
- [YC-04](#) – ACCJC Action Letter – Follow-Up Report (June 29, 2020)
- [YC-05](#) – Course Student Learning Outcome (CSLO) Handbook
- [YC-06](#) – Program Student Learning Outcome (PSLO) Handbook
- [YC-07](#) – YCCD Board and Administrative Procedure Handbook
- [YC-08](#) – Board Policy/Administrative Procedure Tracking Agenda Item
- [YC-09](#) – Board Policy Review Calendar
- [YC-10](#) – Board Policy Education and Orientation Schedule
- [YC-11](#) – Service Area Outcome (SAO) Workshop Presentation (October 2019)
- [YC-12](#) – Convocation Presentation on Outcomes Assessment (August 2019)
- [YC-13](#) – Early Childhood Education (ECE) Rubric Example
- [YC-14](#) – Early Childhood Education (ECE) Assessment Guidelines Example
- [YC-15](#) – Convocation Presentation on Outcomes Assessment (August 2018)
- [YC-16](#) – Service Area Outcome (SAO) Workshop Presentation (November 2018)
- [YC-17](#) – Service Area Outcome (SAO) Workshop Presentation (March 2019)
- [YC-18](#) – English Department Faculty Inquiry Group Documentation
- [YC-19](#) – Yuba College Annual ACCJC Fiscal Report (2019-20)
- [YC-20](#) – Yuba College Annual ACCJC Fiscal Report (2020-21)