



Yuba College Institutional Self-Evaluation Report

December, 2024





Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Yuba College
2088 N. Beale Road
Marysville, CA 95901

to

Accrediting Commission for Community and Junior Colleges

December 2024

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Tawny Dotson, President
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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community. I believe the Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies.

Signatures:



Dr. Shouan Pan, Chancellor, Yuba Community College District



Dr. Tawny Dotson, President, Yuba College



Susan Alves, President, Yuba Community College District Board of Trustees



Dr. Jeremy Brown, Vice President of Instruction and ALO, Yuba College



Melissa Ha, Academic Senate President, Yuba College



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Forward to the Institutional Self-Evaluation Report

The 2024 Yuba College Institutional Self-Evaluation Report (ISER) represents the culmination of a thorough and collaborative reflection on the College's performance in fulfilling its mission and advancing equitable student success through the lens of the ACCJC Standards. This self-evaluation process involved engagement from faculty, staff, students, and community members, allowing the College to assess its strengths and identify opportunities for improvement. Throughout this process, Yuba College has reaffirmed its commitment to serving its diverse student body and local communities by providing high-quality education and support services.

Several key themes emerged during this self-evaluation. Yuba College has demonstrated significant resilience and adaptability, particularly in these past few years as we emerge from the COVID-19 pandemic. The College faculty and staff successfully expanded distance education offerings while most recently re-claiming more of its face-to-face enrollments to begin to find balance, improved support for online students in all areas while also ensuring the availability of face-to-face services have returned to the level that is needed by our rural student population, and made strides toward recovery in enrollment, with recent gains also demonstrating a positive trend in student retention and engagement.

Strengths identified through the self-evaluation include the College's commitment to academic and student services quality, integrity, and mission fulfillment. The adoption of Guided Pathways, investment in dual enrollment programs, and ongoing emphasis on career technical education (CTE) have contributed to more clearly defined student pathways and increased opportunities for student achievement. Additionally, the College's partnerships with local high schools, transfer institutions, and workforce agencies has strengthened its connection to the community and provided new avenues for students to pursue higher education and employment opportunities.

At the same time, the self-evaluation highlighted areas where Yuba College has room for growth. There is a need for continued improvement in closing equity gaps, particularly among historically minoritized student populations. Furthermore, the College identified the importance of enhancing data-informed decision-making processes to better track and improve student outcomes. The commitment to addressing these areas has been integrated into the College's Educational Master Plan and ongoing strategic planning efforts.

In conclusion, the self-evaluation process has reaffirmed Yuba College's dedication to continuous improvement and innovation. The institution remains focused on its mission of fostering equitable student success, academic excellence, and community engagement, and looks forward to building on its strengths to meet the evolving needs of its students and region.

A. Introduction: Institutional Context

The Yuba Community College District (YCCD) encompasses a vast service area of nearly 4,200 square miles, including eight rural counties in north-central California. YCCD became a multi-college district in 2008, with Yuba College (YC) and Woodland Community College (WCC) serving as the two institutions within the district. Governed by a seven-member Board of Trustees and two student trustees, the district is committed to providing equitable, accessible, and high-quality education throughout its service region.

A Brief History of Yuba College

Yuba College has a rich history spanning over 97 years. Established in 1927, the College originally operated out of Marysville High School before moving to a new location across the street in 1937. The post-World War II years saw significant growth, as veterans took advantage of the G.I. Bill, leading to an expansion of programs that included vocational and technical offerings alongside traditional academic transfer courses.

In 1962, Yuba College opened its current campus on a sprawling 160-acre site at 2088 North Beale Road in Marysville. Over the years, the College continued to evolve to meet the needs of the community. The Sutter County Campus, located in Yuba City, opened in 2012, expanding access for students in that area.

Major Developments Since the Last Accreditation Cycle

Since the last accreditation cycle, Yuba College has made significant progress in several areas, driven by its commitment to student success, institutional effectiveness, and equity. These developments reflect the College's efforts to adapt to the changing educational landscape, respond to regional needs, and enhance its capacity to serve students in innovative and meaningful ways.

1. Adoption of the Educational Master Plan (EMP) 2022-2025

The Yuba College Educational Master Plan (EMP) was developed through an inclusive and comprehensive process involving faculty, staff, students, and community stakeholders. The EMP sets forth a strategic vision to enhance educational opportunities and outcomes, with a strong focus on equity, innovation, and student success. The plan emphasizes key priorities, such as increasing transfer rates, improving completion rates for historically underserved populations, and expanding workforce development programs to align with regional industry needs. Designed as an action-oriented plan with specific goals and activities, the EMP was intended to be a commitment not only to what work the College would prioritize but just as importantly what work would be put on hold or not started.

2. Implementation of Guided Pathways

Yuba College's participation in the California Guided Pathways initiative has been a transformative development. This initiative has restructured academic programs into clearer, more cohesive pathways that are designed to help students navigate their educational journey from entry to completion. By mapping out program pathways, aligning curriculum, and integrating academic and

student support services, the College has already improved retention and completion rates, especially for first-generation and low-income students.



3. Expansion of Partnerships with Four Year Universities

In 2018 Yuba College launched a partnership with California State University to offer the Bachelor of Arts in Early Childhood Education (ECE) program on the Marysville campus. This program addressed a critical regional workforce need and provides an accessible, affordable pathway for students to earn a four-year degree without leaving the community. Then in Fall 2024, a partnership was launched with California State University Chico to offer a pathway for a cohort of students to complete the ADT in Elementary Teacher Education at Yuba College and then pursue the BA in Liberal Studies followed by a Teaching Credential through courses either online or on campus at the Marysville campus. Both of these programs address critical workforce needs within our rural region in a way that opens access for students who don't have the means or desire to leave the area for baccalaureate education. Further partnership opportunities are in the works with both institutions as well as UC Davis through work in Student Services and Instruction.

4. Expansion of Dual Enrollment Programs

Since 2020, Yuba College has significantly expanded its dual enrollment offerings in collaboration with local high school districts. The College now serves over 2,300 high school students annually through both the College and Career Access Pathways (CCAP) initiative and traditional concurrent enrollment, providing students with the opportunity to earn college credit while completing high school. The various styles of dual enrollment programs are designed to enhance college readiness, reduce time to degree completion, and increase college access for underrepresented student populations. Most importantly, these efforts are aimed at addressing the fact that our region traditionally has particularly low educational attainment rates as seen in the U.S. Census Bureau data that shows 43.5% of adults 25 years and over have no post-secondary education.

Yuba City, CA Metro Area Population 25 years and over	
Less than 9th grade	9.7%
9th to 12th grade, no diploma	7.5%
High school graduate (includes equivalency)	26.3%
Some college, no degree	25.4%
Associate's degree	10.5%
Bachelor's degree	14.6%
Graduate or professional degree	6.0%

U.S. Census Bureau. "Educational Attainment." American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1501, 2022.

The College has strong partnerships including two Early College High School programs (Yuba City Unified School District and Marysville Joint Unified School District), one of which has graduated two classes of students totaling around 85 students earning their AA degree the same week that they earned their HS diploma, and in 2023 strengthened its dual enrollment partnerships by opening a Middle College High School on its Marysville campus with MJUSD. Most recently, the College has entered a partnership with the Sutter County Superintendent of Schools to provide an opportunity for students in small rural high schools and charter schools to participate in CCAP pathway courses through the formation of a consortium.

5. Enhancements to Career Technical Education (CTE)

Yuba College has continued to strengthen its Career Technical Education (CTE) programs to meet the evolving demands of the regional labor market. Key CTE programs, such as nursing, radiologic technology, and automotive technology, have expanded their offerings to include industry-recognized certifications and updated curriculum that aligns with state and national standards. The College’s Radiologic Technology program, for example, received a full eight-year accreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT) in 2022. Additionally, the College has expanded its partnerships with local employers to provide internships, apprenticeships, and job placement opportunities for students in high-demand fields.

6. Equity Initiatives and Student Support Expansion

Equity has remained a central focus for Yuba College, particularly in the wake of the pandemic and ongoing social justice movements. In the Fall of 2022, the College opened its Identity and Engagement Center, an intersectional space focusing on the College’s efforts in fostering diversity, equity, inclusion, accessibility, anti-racism, and belonging on campus. The Center serves as a hub for culturally meaningful events, student engagement activities, and resource sharing, helping students feel more connected to the campus and their peers. This has been particularly impactful as the College campus has become more diverse and even over-representative of some of our minoritized populations when compared to the demographic breakdown of the local area.

	Yuba City, CA Metro Area	Yuba College
Hispanic or Latino (of any race)	32%	41%
White alone	44%	28%
Black or African American alone	3%	3%
American Indian and Alaska Native alone	1%	1%
Asian alone	13%	17%
Native Hawaiian and Other Pacific Islander alone	<1%	<1%
Some Other Race alone	1%	3%
Two or More Races	5%	7%

U.S. Census Bureau. "ACS Demographic and Housing Estimates." American Community Survey, ACS 1-Year Estimates Data Profiles, Table DP05, 2022 and Yuba College



The College launched a Basic Needs Center in 2023, which offers students access to food pantries, housing referrals, and emergency financial assistance. Additionally, the College has expanded mental health services and career counseling, ensuring that students receive holistic support during their time at Yuba College. The College's *Student Success Teams* initiative is aimed at providing tailored guidance and support to all students framed within their chosen Area of Interest, especially first-generation, low-income, and underrepresented students, helping them navigate the challenges of college life and succeed academically.

7. Sustainability and Environmental Initiatives

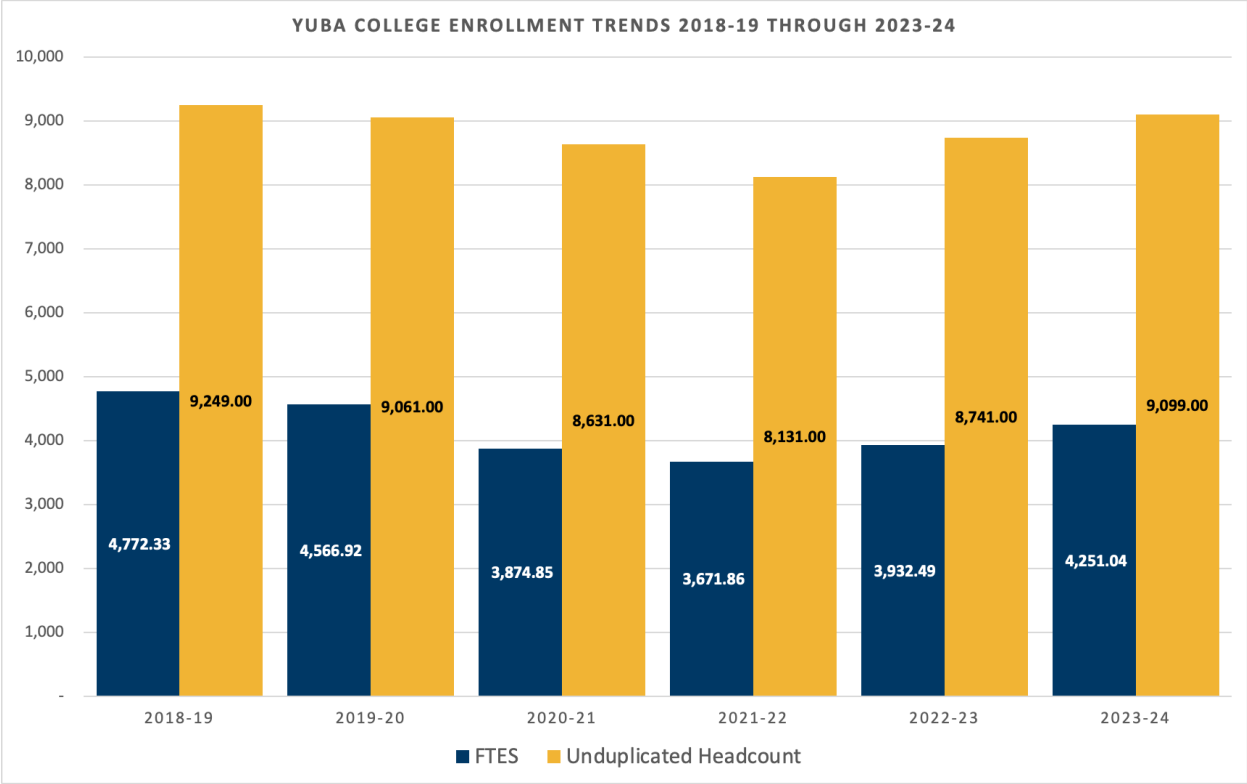
Yuba College has made strides in sustainability, including the implementation of energy-efficient systems and the use of renewable energy sources. In 2022, the College completed a campus-wide upgrade to its fire alarm system and made significant progress on a multi-phase solar energy project. These efforts reflect the College's commitment to reducing its carbon footprint and promoting environmental stewardship within the region. Additionally, in partnership with The Yuba Water Agency, the College has developed essential regional workforce programs in the Area of Natural Resources starting with Certificates of Achievement Soil Conservation, Watershed Management, and Geographic Information Systems. These new programs have already seen strong enrollments and are entering their second year of implementation.

8. Institutional Effectiveness

Yuba College has maintained a strong focus on continuous improvement and institutional effectiveness. The College regularly engages in data-informed decision-making processes to assess program performance, student outcomes, and resource allocation. As part of its efforts, the College has implemented several initiatives aimed at improving the use of data related to quality improvement of instruction and support services, including the expansion of professional development opportunities for faculty and staff and the creation of new institutional research tools to monitor student success including a revised Student Success Snapshot and new Program Data Sheets as well as an EMP Scorecard. All of these data sources include disaggregated data where possible.

Enrollment Recovery and Demographics

Yuba College has made significant strides in recovering from the enrollment declines seen in the early 2020s. According to the most recent student snapshot, the College experienced an 8.2% increase in Full-Time Equivalent Students (FTES) in the 2023-24 academic year, marking a positive trend in enrollment recovery. This growth is attributed to various initiatives, including the expansion of dual enrollment programs, the work towards mapping fully online programs, and targeted outreach and marketing efforts. For the 2024-25 academic year, Yuba College is projected to see an additional 11% increase in FTES, further bolstering its student enrollment.



The majority of Yuba College’s students are pursuing transfer, associate degrees, or vocational certificates. Most students are part-time, and the student population skews slightly younger, with a large number of students in the 18-24 age group. Approximately 60% of the student body is female. The College serves a diverse student population, with increasing representation from Hispanic and Asian communities as well as students identifying with more than one Ethnicity, reflecting the demographic shifts in the region.

Select Historical Race/Ethnicity at Yuba College				
	Fall 1993	Fall 2003	Fall 2013	Fall 2023
African American	3.6 %	3.7 %	4.1 %	3.0 %
American Indian/Alaskan Native	2.3 %	1.9 %	0.9 %	0.8 %
Asian	6.7 %	9.0 %	9.6 %	15.3 %
Filipino	1.0 %	1.0 %	0.7 %	0.8 %
Hispanic	16.4 %	27.4 %	33.0 %	37.2 %
Multi-Ethnicity	0.0 %	0.0 %	5.1 %	6.9 %
Pacific Islander	0.5 %	0.8 %	0.4 %	0.3 %
Unknown	5.1 %	2.9 %	7.1 %	6.9 %
White non-Hispanic	64.3 %	53.4 %	39.2 %	28.9 %

Source: California Community Colleges Chancellor's Office



Community and Economic Context

The Yuba-Sutter region, served by Yuba College, faces unique economic challenges, with higher unemployment and poverty rates than the California state average. In Yuba County, for instance, government jobs account for nearly 39% of total employment, indicating a strong reliance on the public sector. The region also sees significant employment in trade, transportation, education, healthcare, and agriculture.

Median income (dollars)	California	Yuba City, CA Metro Area
Households	91,551	65,034
With own children of householder under 18 years	101,682	75,934

U.S. Census Bureau. "Median Income in the Past 12 Months (in 2022 Inflation-Adjusted Dollars)." American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1903, 2022,

As the local economy grows, so too does the demand for skilled workers in industries such as healthcare, transportation, and technology. Yuba College is well-positioned to support these industries through its career technical education (CTE) programs, which focus on fields such as nursing, and computer support. The College's mission to foster educational attainment and workforce development is closely aligned with the economic needs of the community. Many of these programs maintain specialized accreditations, including:

- **Automotive Technology:** National Automotive Technician's Education Foundation (NATEF)
- **Early Childhood Education:** California Community College Early Childhood Educators (CCECE)
- **Emergency Medical Technician (EMT):** Sierra-Sacramento Valley EMS Agency & National Registry of Emergency Medical Technicians (NREMT)
- **Nursing:** California Board of Registered Nursing (BRN)
- **Radiologic Technology:** Joint Review Committee on Education in Radiologic Technology (JRCERT)
- **Veterinary Technology:** American Veterinary Medical Association (AVMA)

These programmatic accreditations ensure that Yuba College graduates are well-prepared to meet industry standards and fill high-demand roles in the workforce. The College's mission to foster educational attainment and workforce development is closely aligned with the economic needs of the community.

Looking Forward

Yuba College remains committed to its mission of providing equitable, accessible, and high-quality education to the communities it serves. The College continues to prioritize student success through programmatic improvements, partnerships with local industries, and innovative approaches to instruction. With ongoing enrollment recovery and new academic programs on the horizon, Yuba College is poised to meet the educational and workforce demands of its region for years to come.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students. (ER 6)**

Mission Statement

Yuba College is committed to providing equitable student learning and success. We offer degree and certificate programs leading to career and transfer opportunities for our diverse communities.

Vision Statement

Provide innovative and student-centered educational opportunities and services that are equitable and that empower students to become transformative and productive members of our communities.

Institutional Objectives

- **Access:** We meet students where they are to provide equitable access to all.
- **Persistence/Retention:** We identify paths to educational goals that are simple for students to follow and help students stay on those paths until completion.
- **Completion:** We break down systemic inequities that block students from attaining the career and life they want.
- **Career:** We ensure that CTE programs are elevated to a higher, more relevant level so that students can attain the skills necessary to achieve their career goals.
- **Transfer:** We create curricular pathways that lead to seamless transfer and further education.

Alignment with ACCJC Standards

Yuba College's mission is deeply aligned with ACCJC Standard 1.1, emphasizing the institution's commitment to equitable student outcomes and continuous improvement. As a Hispanic Serving Institution (HSI), the Yuba College mission statement explicitly reflects our dedication to fostering equitable educational opportunities for our diverse student population, ensuring alignment with ACCJC's focus on student learning, achievement, and equity. This alignment ensures that institutional practices consistently support these goals.

Development and Approval Process

The mission and vision statements, along with the institutional objectives, were revised as part of the 2022 Educational Master Plan (EMP) development. This revision process was highly collaborative, involving input from writing teams, a college-wide survey, feedback from a town hall meeting (YuZoom), and participatory governance bodies. The final draft was reviewed and approved by the Yuba Community College District (YCCD) Board of Trustees on October 13, 2022. Following Board approval, these statements were updated on the college's website and in the catalog. The EMP is a three-year plan with the fourth year kicking off a new planning cycle beginning in the Fall of 2025. This will include a review process for the mission, vision, and institutional objective statements following a

similar process that was followed to develop the 2022 EMP. [1-1 EMP](#) | [1-2 MtgMn CC 20221004](#) | [1-3 MtgMn AS 20220915](#) | [1-4 MtgMn BOT 20221013](#) | [1-5 Website Screenshot](#) | [1-6 EMP Catalog](#)

Institutional Goals and Outcomes

The 2022 EMP established a series of ambitious goals aimed at improving student success and institutional viability. These goals are closely monitored through a scorecard system that tracks progress across various metrics, including enrollment growth, retention rates, and completion outcomes. Specific targets include surpassing pre-COVID enrollment levels, expanding dual enrollment programs, and enhancing the Sutter County Center. The EMP is a dynamic, action-oriented plan with clear activities and metrics to ensure accountability and progress. It was a commitment not only to what the College would do, but what would be put on hold so that all energy and attention could be put into making significant progress towards achieving the goals identified in the EMP.

[1-7 EP Success Update Fall 2024](#) | [1-8 EMP Scorecard](#)

Accountability and Continuous Improvement

Yuba College holds itself accountable for achieving its mission and goals through a robust system of institutional review and data analysis. The EMP goals align with five of the six Institution Set Standards (ISS) outlined in the ACCJC Annual Report, which include course success rates, certificate and degree attainment, transfer rates, and employment outcomes for career education program completers. This alignment ensures that the college regularly reviews and adjusts its strategies to meet or exceed these standards. One example of this process in action is the Veterinary Technician program, which underwent significant curricular revisions after a drop in licensure exam pass rates. Targeted interventions led to an increase in pass rates from 38.6% in 2018-19 to an average of 81.7% over the most recent three-year period. [1-9 ACCJC Annual Report2024](#) | [1-10 MtgMn CC 20240319](#)

Resource Allocation and Integrated Planning

The Yuba College mission and EMP guide resource allocation through a data-informed, integrated planning process driven by program review. Starting in the 2021-22 fiscal year, the college replaced its existing rollover budget process with a new general fund resource allocation process. This involves a thorough review of departmental needs, program review requests, and past budgets, ensuring that resources are allocated in alignment with the college's goals. [1-11 Budget Process 2024-25](#)

Institutional Communication

The college communicates its progress toward achieving its mission and goals through various channels, including Convocation, monthly YuZoom town halls, and the President's monthly Board Report. In 2023, the college introduced program-level datasheets at Convocation, providing disaggregated data related to EMP goals and student outcomes. Additionally, the college's website has been redesigned to enhance accessibility and provide clear, accurate information to students, faculty, and the community. [1-12 Convocation Agenda 2023](#) | [1-13 Program Datasheets 2023](#) | [1-14 Website Screenshot](#)

Continuous Quality Improvement

The foundation of Yuba College's integrated planning is the Program Review Cycle, which includes a five-year Comprehensive Program Review (CPR) and an Annual Update (AU). This cycle is aligned with the college's EMP and other plans, ensuring that resource requests and program improvements are systematically evaluated and prioritized. This process is also critical for maintaining continuous quality improvement in both academic and non-academic areas. [1-15 Program Review Handbook Draft](#)

Yuba College’s mission is not just a statement of intent but a guiding principle that drives every aspect of institutional planning, action, and improvement. Through systematic review of data, alignment with ACCJC standards, and a commitment to equity, Yuba College ensures that it remains focused on providing transformative educational opportunities for all students.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Yuba College is committed to the continuous improvement of its institutional practices and student outcomes. The strategic goals articulated in the Educational Master Plan (EMP) are ambitious yet achievable, focusing on enhancing equity, fostering innovation, and ensuring that every student has the opportunity to succeed. These goals are deeply rooted in our mission to provide equitable and accessible education to all members of our diverse community.

Goal-Setting Process

The process of setting institutional goals at Yuba College is collaborative and inclusive, engaging key stakeholders across the institution. The development of the 2022 EMP was guided by extensive input from faculty, staff, students, and community members. This inclusive process involved surveys, focus groups, and participatory governance meetings, ensuring that the goals were not only ambitious but also reflective of the needs and aspirations of our community. [1-16 EMP Presentation BOT](#)

Alignment with Mission and Equity Focus

Yuba College’s institutional goals are directly aligned with the college’s mission to promote equitable student success. For instance, a primary goal is to close achievement gaps for historically underrepresented student populations. This goal is supported by targeted initiatives such as the expansion of support services for first-generation students and the development of culturally responsive curricula. The EMP Workgroups for 2024-25 have been tasked with specific actions to advance these initiatives, demonstrating a clear alignment between the college’s mission and its strategic goals. [1-17 EMP Workgroups 24-25 Draft](#) | [1-18 Equity Plan 2022-2025](#)

Metrics and Accountability

To ensure that institutional goals lead to tangible improvements, Yuba College has established a robust system of metrics and accountability. Each goal in the EMP is accompanied by specific, measurable objectives, with progress monitored through regular data analysis and reporting. The College Council plays a central role in reviewing these metrics and recommending adjustments as needed. The college has seen a sevenfold increase in the number of new students transferring within three years, reflecting the effectiveness of the strategies implemented to support this goal.

The EMP was developed with a clear understanding of the college’s resource limitations. During the planning process, it was crucial to identify not only the work that would be undertaken but also what wouldn’t, ensuring that human, fiscal, and material resources are focused on the most critical needs of our students and the communities we serve. This was achieved through college-wide collaboration, coordinated by a steering committee that included the College President, Vice Presidents of Instruction and Student Services, the Academic Senate President/College Council Faculty Tri-Chair, the Classified School Employee Association (CSEA) President/College Council Classified Professional Tri-Chair, and two compensated student representatives. [1-19 EMP Steering Committee Mtgs](#)

Continuous Improvement

Yuba College views goal-setting and strategic planning as iterative processes, continuously informed by ongoing assessment and reflection. The college regularly reviews its progress and makes necessary adjustments to strategies and practices to ensure continuous improvement. This commitment is evident in our evolving response to the mental and physical healthcare needs of our students as we emerge from the COVID-19 pandemic. Feedback from students indicated a need for both in-person and online support services, leading to the development of a partnership with Harmony Health Medical Clinic and Family Resource Center for on-site services at the Marysville Campus, and the implementation of the TimelyCare mental health services platform for online counseling and support. [1-20 Harmony Health Announcement](#) | [1-21 TimelyCare Announcement](#)

As part of its efforts to foster inclusivity and recognize the indigenous communities within its service area, Yuba College developed a formal Land Acknowledgment statement in collaboration with the California Heritage Indigenous Research Project (CHIRP) and the Nevada City Rancheria of the Nisenan Tribe. This acknowledgment, crafted by a workgroup led by President Dotson and Vice President Brown, alongside Counselors Kelly Boren and Georgie O’Keefe-Schwering and Classified Professionals Anita Wilks and Crystal Ferrer, affirms the College’s respect for the ancestral lands it occupies. Additionally, Kelly Boren spearheaded the return of the Yuba-Sutter Pow Wow to the Marysville Campus, further solidifying Yuba College’s commitment to honoring indigenous cultures and traditions within its broader educational mission. [1-22 Land Acknowledgment](#) | [1-23 PowWow Article](#)

Yuba College’s strategic focus on equity, innovation, and measurable outcomes drives the institution to set and achieve ambitious goals that enhance student success and institutional effectiveness. Through a commitment to continuous improvement and alignment with our mission, the college strives to provide transformative educational opportunities to all students.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Yuba College is dedicated to maintaining accountability and fostering a culture of continuous improvement by systematically evaluating its progress toward achieving institutional goals. This commitment is embedded in our institutional practices, where we regularly collect, analyze, and use disaggregated data to inform decision-making and drive innovation. These practices ensure that the college remains responsive to the evolving needs of its diverse student population, while continuously improving educational programs and services.

Data Analysis and Disaggregation

Yuba College collects, analyzes, and reports on a comprehensive range of metrics related to student success, institutional effectiveness, and equity outcomes. Data is disaggregated by key demographic factors, including race, ethnicity, gender, and socioeconomic status, ensuring that our analyses capture the diverse experiences and needs of our student population. This practice allows the college to identify and address opportunity gaps, fostering equitable opportunities for all students to succeed. [1-24 Dual Enrollment Participation Data](#) | [1-25 Smp Program Data Sheet](#) | [1-8 EMP Scorecard](#)

Use of Data in Decision-Making

The insights gained from data analysis are integral to Yuba College’s planning, resource allocation, and program improvement processes. For example, the college identified a significant gap in student

progression from application to enrollment, with a rate of 34% in 2018. In response, Yuba College began work on Guided Pathways and developed an in-reach campaign to support students, particularly first-generation students, navigate the matriculation process. This data-informed initiative led to a substantial improvement in the application-to-enrollment rate, which increased to 61% by 2020, demonstrating the effectiveness of targeted interventions. [1-26 3-Yr Pipeline Cohort 2016-2023](#)

Evaluation and Reporting

Yuba College conducts regular evaluations of its progress toward institutional goals through comprehensive program reviews and annual reports. These evaluations include both quantitative and qualitative analyses, ensuring a holistic understanding of institutional performance. The Institutional Effectiveness Committee, which has succeeded the College Effectiveness and Accreditation Committee (CEAC), plays a pivotal role in overseeing this process, ensuring that evaluations are thorough, transparent, and aligned with the college's mission and goals. Results from these evaluations are communicated to stakeholders across the institution, fostering a shared understanding of progress and areas for improvement. [1-27 English Annual Update 23-24](#) | [1-28 Biology Annual Update 23-24](#) | [1-28 Biology Annual Update 23-24](#) | [1-30 VetTech Program Review 23-24](#)

Continuous Improvement

The continuous review of disaggregated data has led to significant improvements in various areas at Yuba College. For example, the college has implemented targeted interventions to support minoritized student groups, such as expanding access to tutoring and mentoring services for first-generation students. These efforts have contributed to measurable improvements in transfer-level math and English completion rates, as well as increased degree attainment, underscoring Yuba College's commitment to equity and student success. [1-31 Total Graduates Disaggregation](#)

Yuba College's dedication to accountability and data-informed decision-making ensures that the institution remains focused on achieving its mission and goals. By regularly reviewing and acting on disaggregated data, the college not only addresses current challenges but also proactively plans for future improvements. This commitment to continuous improvement ensures that all students have the opportunity to thrive in an inclusive and supportive educational environment.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Yuba College ensures that its mission drives all aspects of institutional planning, resource allocation, and continuous improvement efforts. Through a structured and data-informed approach, the college allocates resources to support innovative practices and enhance program effectiveness, thereby fostering student success and institutional effectiveness.

Resource Allocation and Alignment with Mission

Yuba College's resource allocation process is explicitly linked to its mission and strategic goals, ensuring that resources are directed toward initiatives that support student success and equity. The Educational Master Plan (EMP) serves as the guiding document for aligning resources with institutional priorities. Departments submit resource requests that are evaluated based on their alignment with the mission and their potential impact on student outcomes. Priority is given to requests that are identified through the program review process or annual updates, ensuring that resource allocation decisions are informed by data and aligned with strategic goals. [1-32 Program Review Cycle](#) | [1-1 EMP](#)

For example, during the 2023-2024 budget cycle, Yuba College allocated an additional \$35,000 to increase access to tutoring, \$50,000 increase to the budget to expand access to counselors, and \$50,000 increase to support student athletes in the discretionary funds budget. This included increased funding for tutoring services, mental health resources, and career counseling, which are critical components of the college's mission to promote equitable access to education.

[1-33 Budget Process Email](#)

Innovative Practices

Innovation is a cornerstone of Yuba College's approach to fulfilling its mission. The college has implemented several key initiatives aimed at enhancing educational delivery and improving student outcomes. For example, Yuba College has formed effective partnerships with local high school districts and county offices of education, serving over 2,300 students in 2023-24 alone. A notable partnership with Marysville Joint Unified School District (MJUSD) led to the development of an Early College High School program, set to see its first graduates in May 2025, and a Middle College High School that opened on the Marysville Campus in Fall 2023. [1-34 Middle College Announcement](#) |

[1-35 MJUSD Early College Program](#) | [1-36 YCUSD Early College Program](#)

Additionally, Yuba College partnered with the Sutter County Superintendent of Schools (SCSOS) to establish a consortium of smaller rural school districts and charter schools, providing access to College and Career Access Pathways (CCAP) dual enrollment courses aligned with the Intersegmental General Education Transfer Curriculum (IGETC). This initiative expands educational opportunities for students in smaller schools who might not otherwise have equitable access to college-level courses.

[1-37 Consortium Agenda 20240813](#)

Another example of innovation is the work of the faculty-led Affordable Learning Materials Workgroup, which has expanded the integration of Open Educational Resources (OER) into the curriculum. This initiative has significantly reduced textbook costs for students, lowering barriers to course completion. The College has seen the number of sections implementing Zero Text Cost increase fivefold, from 22 in Fall 2021 to 101 in Fall 2023.

Systematic Planning and Evaluation of Programs and Services

Yuba College is committed to continuous quality improvement, with regular evaluations of programs and services to ensure they meet the evolving needs of students and the community. The college's Program Review process is a critical component of this commitment, providing a structured approach to assessing program effectiveness and identifying areas for enhancement. This process includes a five-year cycle for Comprehensive Program Reviews (CPR) for all instructional, student services, and administrative areas, along with Annual Updates (AU) in years when a CPR is not required.

[1-32 Program Review Cycle](#)

During the most recent program review cycle, the Tutoring and Counseling departments underwent comprehensive reviews. These reviews identified the need for increased funding to expand services for students, leading to budget increases for both areas. This allowed for more access to tutors, institutionalized the English department's embedded tutoring efforts, and expanded academic counseling services, particularly during peak times. [1-38 Program Review Tutoring](#) |

[1-39 Program Review Counseling](#)

Yuba College’s systematic approach to resource allocation, innovation, and program review ensures that the institution remains responsive to the needs of its students and community. By aligning resources with its mission and embracing innovative practices, the college continuously improves the quality of education and support services, fostering an environment where all students can succeed.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Yuba College is committed to transparency and accountability in communicating its progress toward institutional goals and outcomes. The college employs a variety of communication strategies to keep stakeholders informed about achievements, challenges, and ongoing efforts in key areas such as student success, equity, and continuous improvement. These strategies ensure that all members of the college community, as well as external stakeholders, have access to clear, accurate, and consistent information.

Regular Reporting

Yuba College utilizes structured reporting mechanisms to ensure stakeholders are well-informed about institutional progress. The President’s monthly Board Reports provide detailed summaries of key initiatives, recent accomplishments, and ongoing projects. These reports are shared with the Board of Trustees and made available to the college community, ensuring that all stakeholders have access to the latest information on the college’s performance. This transparency is crucial for maintaining accountability and fostering trust within the community. Where possible, the College is committed to providing stakeholders with disaggregated data on student success and institutional outcomes. This includes regular updates on how various student groups perform, ensuring that stakeholders are aware of progress towards closing equity gaps. [1-40 Board Rpt 202402](#) | [1-41 Board Rpt 202408](#)

Annual Reports and Scorecards

The college also publishes an annual Student Fact Sheet and updates the Student Journey Cohort Infographic to highlight improvements and ongoing challenges aligned with the college’s EMP goals. These documents present data on key student success metrics and program outcomes, disaggregated where available, to provide a comprehensive view of institutional effectiveness. Additionally, Yuba College provides annual Program Data Sheets that track data trends at the instructional program level, offering faculty and staff insights into how their programs are performing relative to the college’s goals. The EMP Scorecard is another critical tool, tracking progress on specific institutional goals and providing a transparent view of the college’s achievements and areas for improvement. [1-26 3-Yr Pipeline Cohort 2016-2023](#) | [1-25 Smp Program Data Sheet](#) | [1-8 EMP Scorecard](#) | [1-42 Stu Snapshot 2022-2023](#) | [1-43 MtgMn CC 20240507](#)

Public Forums and Town Halls

To ensure broad-based communication, Yuba College leadership hosts monthly virtual town hall meetings (YuZooms). These meetings serve as a platform for sharing updates on institutional progress, including data on student outcomes, program effectiveness, and ongoing improvements. The forums also provide an opportunity for stakeholders to offer feedback, which is then used to inform future planning and decision-making. This inclusive approach ensures that the college community is actively engaged in the institution’s continuous improvement efforts. [1-44 YuZoom 20240904](#) | [1-45 YuZoom 20240306](#) | [1-46 YuZoom 20240501](#)

Digital Communication Platforms

In addition to public forums, Yuba College leverages digital communication platforms to disseminate information about institutional progress. The college's website features a dedicated section for updates on EMP activities and goals, where stakeholders can access status updates and the EMP Scorecard. Regular updates are also provided via email, particularly through the President's weekly "This Week at Yuba" email, which highlights key achievements, upcoming events, and important milestones. These digital platforms ensure that information is readily accessible to all members of the college community. [1-7 EP Success Update Fall 2024](#) | [1-47 This Week at Yuba 20240722](#) | [1-48 This Week at Yuba 20240826](#)

Engagement Through Social Media

Yuba College also uses social media channels to extend its communication reach and engage a broader audience. Posts on platforms such as Facebook and Instagram feature highlights of student success stories, program developments, and key institutional outcomes. This approach not only keeps the college community informed but also engages external stakeholders and the broader public, reinforcing Yuba College's commitment to transparency and accountability. [1-49 Social Media Posts](#)

Yuba College is dedicated to effectively communicating its progress and outcomes to all stakeholders. Through a combination of structured reporting, public engagement, digital platforms, and social media, the college ensures that its achievements and ongoing efforts are transparent and accessible. This commitment to clear, accurate, and consistent communication reinforces the college's dedication to accountability and continuous improvement.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

- 2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)**

Yuba College is committed to offering academic programs that are consistent with its mission to foster student learning, equity, and success. These programs are designed to meet the needs of a diverse student population and are accessible across all campus locations and through various modes of delivery, ensuring that students can achieve their academic and professional goals regardless of their circumstances. Each program provides appropriate breadth and depth of knowledge while clearly defining expected learning outcomes, preparing students for success in both their academic and professional endeavors.

Alignment with Mission

Yuba College ensures that all academic programs are carefully developed and regularly reviewed to align with the institution’s mission. This alignment is achieved through a systematic process that involves the collaboration of faculty, program coordinators, and administrators, guided by the college’s commitment to student learning, equity, and community engagement. The college’s mission emphasizes the importance of programs that support transfer readiness, career preparation, and lifelong learning. For example, the recently developed Geographic Information Systems (GIS) Certificate is designed to meet local workforce needs while also providing students with the foundational skills required for further education. The Areas of Interest webpage on the Yuba College website simplifies the exploration of these programs for students, ensuring they can easily find programs aligned with their interests and goals. [2-1 Areas of Interest](#) | [2-2 MtgMn Advisory Committee20221201](#) | [2-3 GIS Program Map](#)

Breadth and Depth of Academic Programs

Yuba College’s academic programs are structured to provide both broad-based knowledge and specialized study, ensuring that students receive a comprehensive education. The college offers a wide range of instructional programs, including 21 Associate Degrees for Transfer (ADT), 45 Associate Degree Programs, 48 Certificates of Achievement, and 5 Certificates for Non-Credit Career Development and College Preparation (CDCP). These programs are subject to regular review to ensure they remain relevant and aligned with current industry standards and transfer requirements. [2-4 VetTech Prgm Review](#) | [2-5 Curriculum Rpt - 20240912 BOT Mtg](#)

Each program at Yuba College incorporates general education courses that equip students with essential skills in critical thinking, communication, and quantitative reasoning, providing a well-rounded academic experience. Additionally, programs are designed with sufficient depth to allow students to gain expertise in their chosen fields, whether through specialized courses, labs, or hands-on experiences. For instance, the Elementary Teacher Education Associate Degree for Transfer includes a sequence of advanced courses that build on foundational knowledge, culminating in an Introduction

to Teaching course that allows students to apply their learning in real-world contexts. This program is part of a partnership with California State University, Chico, offering a pathway to teaching credentials and addressing local workforce needs. [2-6 YC ETE Roadmap](#)

Expected Learning Outcomes

Yuba College clearly defines expected learning outcomes for each academic program, ensuring students understand the competencies they will develop upon completion. These outcomes are articulated in program descriptions, course syllabi, and the college catalog, and are regularly reviewed to ensure they remain relevant and aligned with industry standards and higher ed. expectations.

The college employs a variety of methods to measure student achievement of these outcomes, including exams, projects, portfolios, and performance assessments. For example, in the Nursing Program, students complete a series of high-stakes adaptive computer-based exams, culminating in a comprehensive exam that mirrors the NCLEX required for licensure. This rigorous assessment process evaluates proficiency in each area of nursing practice before graduation. [2-7 ATI Summary Rpt](#)

Modes of Delivery

Yuba College offers its academic programs through multiple modes of delivery, including in-person, online, and hybrid formats. This flexibility allows the college to meet the diverse needs of its students, many of whom balance their studies with work and family responsibilities. Each mode of delivery is designed to maintain the academic rigor and quality consistent with the college's standards, regardless of how the instruction is delivered.

For instance, the college's online courses are developed using best practices in distance education, with a focus on interactive and engaging content that meets the same learning outcomes as traditional in-person classes. The Psychology Program, which offers nearly all of its courses in an online modality, has demonstrated high student success rates, contributing to overall program growth and positive outcomes for students. The program has seen course success rates increase overall, 72.5% to 83% from 2019-20 to 2023-24. During that same timeframe, course success rates for females increased 7.4% to 82.8%, low-income students increased 11.2% to 81.2%, and Black students increased 45.7% to 85.7%. [2-8 Psych Program Datasheet](#) | [2-9 DE Presentation BOT](#)

Continuous Improvement

Yuba College is dedicated to the continuous improvement of its academic programs to ensure they remain relevant, rigorous, and aligned with the institution's mission. The college conducts regular program reviews that inform ongoing curriculum and scheduling enhancements, addressing emerging trends and workforce needs.

For example, recent feedback from students highlighted the need for more flexible scheduling options, leading to the introduction of additional hybrid and evening course offerings in high-demand subjects. This initiative has contributed to a 16% increase in course enrollments, from 13,478 in Fall 2021 to a projected 15,673 in Fall 2024. The percentage of these enrollments in hybrid courses increased from 2.4% to 9.8%, while the percentage of enrollments increased from 6.1% to 10.7%.

Yuba College's academic programs are designed to reflect the institution's mission and provide students with a comprehensive, high-quality education. Through careful planning, assessment, and continuous improvement, the college ensures that its programs meet the needs of students and the community, preparing graduates for success in their academic and professional pursuits.

**2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)**

Yuba College is dedicated to designing and delivering academic programs that are aligned with current discipline and industry standards while ensuring equitable opportunities for all students to achieve their educational goals. This commitment is realized through a collaborative process involving faculty, industry partners, and other stakeholders, ensuring that our programs remain relevant, rigorous, and responsive to the diverse needs of our student population.

Course and Program Pathway Design

The development and revision of Yuba College’s course and program pathways are led by faculty subject matter experts, supported by the Curriculum Support Coordinator, and guided by the Curriculum Committee, a subcommittee of the Academic Senate. This collaborative approach ensures that the content and instructional methods meet generally accepted academic and professional standards and expectations. [2-10 CurriculumCommittee Handbook](#)

Each pathway is designed for clarity and relevance, providing structured sequences of courses leading to certificates, associate degrees, or transfer opportunities. Program pathways are scheduled to be regularly updated on a 5-year cycle based on data analysis and input from industry partners, ensuring that they reflect current workforce trends and demands.

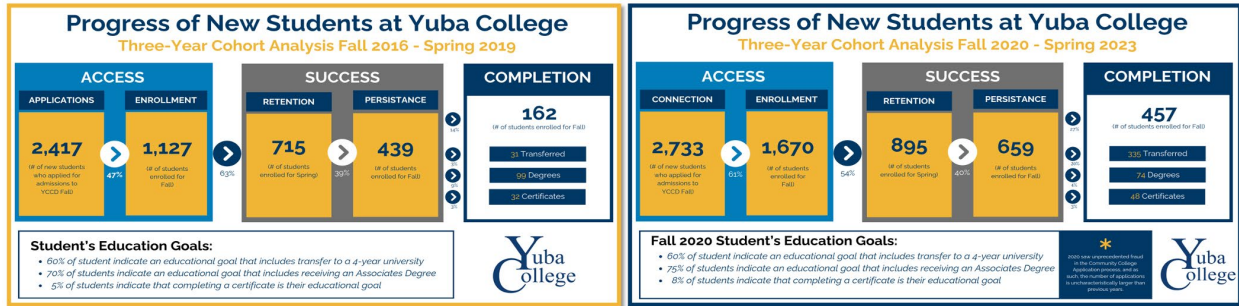
[2-11 MtgMn Advisory Committee 20220211](#) | [2-12 Watershed Program Map](#)

Alignment with Discipline and Industry Standards

Yuba College works to align its pathways with both educational standards and workforce needs through ongoing program and curriculum reviews and advisory group feedback processes. These processes involve analyzing student progression data, assessing labor market information, and gathering input from employers. The college leverages data from the California Community Colleges Chancellor’s Office (CCCCO) and other regional labor market sources to inform the design and adjustment of pathways, ensuring that they not only meet educational standards but also align with regional workforce needs and opportunities. [2-13 Tutoring PR23-24](#) | [2-14 AJ Program Datasheet](#) | [2-15 Weld Program Datasheet](#) | [2-16 LMA BusinessMgmt 23-24](#) | [2-17 LMA BusinessSector](#)

Supporting Equitable Learning Outcomes

Yuba College is committed to ensuring equitable attainment of learning outcomes across all student demographics. The college provides a range of support services, including academic counseling, career and transfer guidance, program maps, and student success specialists, to help students navigate their academic journeys. These services are integrated into the student experience from entry to completion, with particular attention to the needs of underrepresented and first-generation students. The implementation of the Guided Pathways framework, which includes developing student success teams, has been central to increasing completion rates and supporting equitable outcomes. This work has led to a significant increase in students transferring within three years, from 41 in the 2016 cohort to 335 in the 2020 cohort.



Achievement of Educational Goals

Yuba College’s academic programs are designed to support students in achieving their educational goals, whether those goals involve transferring to a four-year institution, entering the workforce, or advancing in a current career. The college monitors student progress through regular review and analysis of data, tracking the attainment of learning outcomes and other key indicators of success.

For instance, the College’s Psychology program has shown a 6% increase in course success rates over the past three years, with particularly strong outcomes for Hispanic and Black students. This success is a testament to the dedication of the faculty and just one example of Yuba College’s commitment to aligning its programs with student and workforce needs. [2-15 Weld Program Datasheet](#) | [2-8 Psych Program Datasheet](#)

Innovative Practices and Flexibility

Yuba College integrates innovative practices within its academic pathways to meet the diverse needs of its student population. This includes offering hybrid and online course options, accelerated sections, and stackable certificates that allow students to build credentials over time. The college also collaborates with local employers, such as the Yuba Water Agency and E Center Head Start, to provide internships, apprenticeships, and other work-based learning opportunities that enhance employability.

A prime example is the Nursing Program, which has expanded its clinical rotation partnerships with Adventist Health and Rideout, leading to a 63% of participants receiving job offers upon completion. This partnership has recently been strengthened by a scholarship initiative from the Adventist Health and Rideout Foundation, aimed at supporting Nursing Program students from Sutter County, further demonstrating the college’s commitment to aligning academic programs with regional workforce needs. [2-18 EMP Scorecard](#) | [2-19 SoilConservation Roadmap](#) | [2-3 GIS Program Map](#) | [2-12 Watershed Program Map](#)

Yuba College’s collaborative approach to designing and delivering academic programs ensures alignment with relevant discipline and industry standards while supporting equitable student outcomes. Through continuous evaluation and improvement, the college remains responsive to the needs of students, employers, and the broader community, fulfilling its mission to provide high-quality education that prepares students for success in their academic and professional endeavors.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

Yuba College is committed to delivering a comprehensive general education (GE) framework that is integral to all degree programs and aligned with the institution’s mission to promote student success, lifelong learning, and civic responsibility. This framework is designed to ensure that students develop the essential skills and competencies necessary to navigate and contribute to a complex and diverse world.

General Education Philosophy and Framework

The philosophy of general education at Yuba College transcends a mere collection of required courses. It is a thoughtfully designed program of study aimed at empowering students to think critically, communicate effectively, and engage with diverse perspectives. The GE framework is structured around six key areas: natural sciences, social and behavioral sciences, humanities, written composition, communicative and analytical thinking, and self-development/personal wellness.

[2-20 Local GE Catalog 24-25](#)

A central criterion for a course’s inclusion in the GE framework is its capacity to support students in engaging with diverse perspectives and understanding the cultural, scientific, political, and social contributions of various groups. Yuba College’s commitment to diversity and inclusion is exemplified by its Ethnic Studies requirement, which mandates that all students complete at least one course that exposes them to different cultures and beliefs as a condition for earning an associate degree. All of this is spelled out in the district Administrative Procedure on the Philosophy and Criteria for Associate Degree and General Education (AP 4025). [2-21 AP4025](#)

Review and Implementation of General Education Standards

Yuba College maintains a rigorous process for the review and implementation of its general education standards, ensuring that they remain aligned with the college’s mission and the evolving needs of its students. The District, College, and Academic Senate Leadership Group (DCAS) regularly reviews the philosophy and criteria for Associate of Arts (AA) and Associate of Science (AS) degrees, including the general education requirements. These reviews are conducted in consultation with faculty and other stakeholders to ensure that the GE philosophy is consistently applied across all academic programs.

[2-22 DCAS BP AP Review](#)

The Curriculum Committee plays a critical role in this process by evaluating courses proposed for inclusion in the GE pattern. Each course is assessed for its alignment with the college’s general education philosophy and its potential to contribute to the development of broad-based knowledge and competencies. This rigorous vetting process ensures that the GE framework remains robust and relevant, providing students with a well-rounded educational experience.

[2-23 Curriculum Committee GE Rationale](#)

Institutional Student Learning Outcomes (ISLOs)

Yuba College has established eight core Institutional Student Learning Outcomes (ISLOs) that reflect the essential skills and knowledge students should acquire through their general education and degree programs. These ISLOs include communication, computation, critical thinking, global awareness,

information competency, personal and social responsibility, scientific awareness, and technological awareness. During the curriculum development and review process, faculty are required to map course-specific Student Learning Outcomes (SLOs) to the ISLOs using the eLumen platform. This mapping process provides a clear visual and quantitative representation of how each course contributes to the attainment of the college's general education outcomes. [2-24 ISLO Map](#)

Opportunities for Engagement and Support

Yuba College's commitment to general education extends beyond the classroom, incorporating a range of student support services and campus activities that reinforce the learning outcomes associated with the GE framework. The college offers various programs and workshops through its Library and Learning Resources Center, providing students with additional opportunities to develop critical thinking, communication, and global awareness skills. Cultural events and other co-curricular activities further enhance students' educational experiences, supporting their ability to engage with diverse perspectives and contribute meaningfully to society. [2-25 Black Heritage Month Activities](#) | [2-26 Cultural Heritage Month](#) | [2-27 Student Workshop App](#) | [2-28 Tutoring Workshops](#)

Yuba College's general education framework is a vital component of its degree programs, ensuring that students develop the broad knowledge, skills, and competencies necessary for success in a complex and diverse world. Through a well-structured curriculum, regular review processes, and comprehensive support services, the college upholds its commitment to academic excellence and student achievement.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

In response to the challenges posed by the COVID-19 pandemic, leadership transitions, and the impacts of devastating wildfires in the service area, Yuba College has taken significant steps to enhance how it communicates information about its programs, services, and resources. Ensuring that all students, faculty, staff, and community members have access to clear, accurate, and accessible information is central to the college's mission of supporting student success.

Educational Master Plan and Website Redesign

The development of the 2022 Educational Master Plan (EMP) was a pivotal moment in Yuba College's commitment to improving student-centered communication. Feedback from students, faculty, and staff revealed the need for a more user-friendly and accurate website, with frequent concerns about outdated information and navigation challenges. In response, the college embarked on a comprehensive website redesign, guided by input from the Career Ladders Project, the Vice President of Instruction, the President, and two Faculty leaders (one from English and the other from Geology).

The first phase of the redesign, completed in Spring 2024, focused on revamping the Academic Program Pages and launching the new Areas of Interest. This phase was designed to create a more intuitive digital environment, making it easier for prospective and current students to explore academic programs. The redesign introduced key features such as clear program descriptions, the Career Coach exploration tool, and the Lightcast widget, which provides real-time labor market information, including job prospects, projected wages, and current job openings.

[2-29 Website Design Feedback Email](#) | [2-30 Program Page Schedule](#) | [2-31 Program Pages Launch](#)

The ongoing second phase targets the Student Services pages, ensuring they reflect the most current information and resources available. This phase also addresses academic department pages that were not fully captured in the first phase. This second phase also includes deeper work with programs that require additional applications or entrance requirements and communication of key information for programmatic accreditation (i.e. Registered Nursing and Administration of Justice). Faculty, staff, and students continue to provide feedback to guide these improvements.

Catalog and Communication Improvements

In addition to the website redesign, Yuba College is working to improve the accuracy and consistency of its catalog and other communication materials. The Office of Student Success, working in collaboration with the VP of Student Services, VP of Instruction, and the Curriculum Support Coordinator, has developed guidelines for a streamlined process for reviewing and updating the college catalog. This process involves dedicated time for faculty, department deans, directors, and staff to review the catalog, ensuring that information is consistent across the catalog and the website. The hope is that this will lead to a more timely and accurate publication that clearly outlines what Yuba College offers, both on paper and online. [2-32 Catalog Review Timeline](#)

Multimodal Communication Strategies

Yuba College employs a variety of communication modalities to ensure that information reaches all stakeholders effectively. The college's website serves as the primary hub for information about academic programs, application processes, financial aid, and student services. Key resources and links are prominently displayed on the homepage to facilitate easy access to essential information. The college also leverages social media platforms, including LinkedIn, Facebook, Instagram, and YouTube, to disseminate information broadly. The Yuba College App, available on both the App Store and Google Play, further enhances accessibility for students who are on the go.

[2-33 Multimodal Communication Resources](#)

A notable example of Yuba College's multimodal communication strategy is the launch of the new virtual mental health service, TimelyCare. The college used a comprehensive communication campaign to ensure that all students were aware of the new service and understood how to access it. This campaign included workshops for faculty and staff, informational tables during campus events such as Welcome Week, and extensive promotion across social media platforms and Canvas, the college's learning management system. [2-34 All Student Zoom 202401](#) | [2-35 TimelyCare Announcement](#)

Leadership in Communication

Yuba College's commitment to clear, consistent communication is exemplified by the leadership of President Dr. Tawny Dotson. Dr. Dotson prioritizes transparency and regular updates through various channels, including the YuZoom virtual meetings, weekly "This Week at Yuba" emails, and press releases to the community. These communications keep the campus community informed about upcoming events, critical deadlines, and important college initiatives, fostering a strong sense of connection and engagement among students, faculty, and staff. [2-36 This Week At Yuba Email](#) | [2-37 YuZoom 20240501](#)

Emergency Communication

In situations requiring immediate attention, Yuba College utilizes the CatapultEMS system to send emergency notifications to students, faculty, and staff. This system delivers real-time alerts via email and text message, ensuring that the campus community is promptly informed of emergencies or unexpected closures. [2-38 Catapult Email](#) | [2-39 Emergency Notifications Email](#)

Yuba College has significantly enhanced its communication strategies to ensure that all students, faculty, staff, and community members have access to clear, accurate, and timely information. Through the redesign of the website, improvements to the catalog, and the use of multiple communication modalities, the college continues to support student success by providing the resources and information necessary for students to navigate their educational journeys effectively.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Yuba College is committed to facilitating timely program completion for all students by employing a strategic approach to course scheduling. The college's scheduling practices are designed to align with student needs and program pathways, ensuring that students can complete their degrees and certificates within the expected timeframe. This commitment is realized through the implementation of a two-year course rotation schedule, detailed program maps, and a collaborative, multi-stage schedule-building process that is regularly evaluated and refined to meet evolving student and curricular needs.

Two-Year Course Rotation and Program Mapping

Yuba College has developed a comprehensive two-year course rotation schedule that is carefully structured to support timely program completion. Scheduling managers are responsible for the development of the rotation, and work with program faculty to ensure that courses are offered in a way that allows students to complete their program of study in a timely manner. This proactive scheduling approach helps prevent delays in student progression, thereby supporting on-time degree and certificate completion. [2-40 Course Rotation Schedule](#)

In conjunction with the two-year rotation, counseling and program faculty have developed detailed program maps for every degree and certificate program offered by the college. These maps are integrated into the new academic program pages on the website and the student planning module of Colleague Self-Service. The program maps provide students with a clear pathway to completion, outlining the recommended sequence of courses, including general education requirements and prerequisites. These maps were updated in Summer 2024 to reflect curriculum changes and to ensure continued alignment with the two-year rotation schedule. [2-41 Allied Health Program Page](#) | [2-42 Allied Hlth Program Map](#)

Collaborative Schedule-Building Process

Yuba College employs a multi-stage, collaborative process for schedule building that is designed to meet the needs of students and the community. The process begins with initial discussions between the scheduling manager and program faculty to draft the course schedule. Following this, a scheduling meeting is held, involving the instruction office scheduling team, counseling faculty, and an Academic Senate representative. During this meeting, the draft schedule is reviewed in detail, with attention given to enrollment trends, the two-year rotation schedule, program maps, and potential course conflicts. Feedback from these discussions is used to make necessary adjustments to optimize the schedule. [2-43 SP25 Schedule Mtg Summary](#) | [2-44 Scheduling Handbook DRAFT](#)

Once individual department or division schedules are finalized, a comprehensive review meeting is conducted. This meeting ensures that the overall schedule is balanced, that conflicts are

resolved, and that the schedule is consistent with established rotation plans and program maps. This thorough review process is crucial for maintaining a schedule that supports student progression and timely program completion.

Enrollment Management Academy (EMA) Participation

In 2023, Yuba College sent a cross-functional team to the Enrollment Management Academy (EMA), an initiative aimed at enhancing the college's scheduling and enrollment practices. The insights gained from EMA reinforced the strengths of the college's existing processes and introduced new strategies for improving scheduling practices. One key improvement inspired by EMA participation was the reorganization of summary meetings to review the overall draft schedule, a practice first implemented in Spring 2023 and continuously refined to better meet student needs.

Ongoing Evaluation and Response to Student Needs

Yuba College regularly evaluates its course offerings against the two-year rotation schedule and program maps to ensure they meet student needs and support timely completion. This evaluation includes analyzing course offering history, cancellations, and student enrollment patterns to identify gaps and areas for improvement. For example, during the development of the Spring 2024 schedule, it became apparent that the college had not met its scheduling obligations for students in the Human Services and Agricultural Technology degree programs due to insufficient course offerings and cancellations.

In response, the Vice President of Instruction, serving as Interim Dean, worked closely with program faculty to review and update the existing two-year rotation for these programs. Further revisions were made in Fall 2024 by the newly appointed Dean of CTE and Workforce Development to better align the schedule with student needs. The Counseling department was subsequently informed of these changes to provide accurate advising to affected students, ensuring they could complete the programs without further delay. [2-45 AGTech Program Map](#) | [2-46 AGTech Course Rotation 202409](#) | [2-47 HumanServices Rotation 202409](#) | [2-48 ChemDependency Program Map](#)

This proactive approach highlights the college's commitment to adapting its scheduling practices to meet student needs and support timely program completion.

Yuba College's comprehensive and collaborative approach to course scheduling reflects its commitment to ensuring that students can complete their degree and certificate programs within the expected timeframe. Through strategic planning, regular evaluation, and responsive adjustments, the college upholds its accountability to students, supporting their success and facilitating timely program completion.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Yuba College is dedicated to providing diverse and effective delivery modes and teaching methodologies that align with student needs and promote equitable learning outcomes. The college's commitment to continuous improvement is evident in its regular evaluation of instructional practices through Program Review, Curriculum Review, and ongoing faculty development, ensuring that all students have access to high-quality education.

Program and Curriculum Review

Yuba College systematically evaluates the effectiveness of its delivery modes and teaching methodologies through its established Program Review and Curriculum Review processes. These reviews are data-informed, allowing departments to reflect on success and retention rates disaggregated by delivery mode, including face-to-face, online, and hybrid modality. Faculty receive detailed data sets that enable them to assess how different delivery methods impact student learning and achievement, leading to informed decisions about course offerings.

[2-49 Program Review Questions](#)

The Curriculum Review process includes a Distance Education (DE) Addendum within the Course Outline of Record (COR) for courses offered online or in a hybrid format. This addendum ensures that the instructional and assessment methods are appropriate for the delivery mode and aligned with student learning outcomes. The Curriculum Committee plays a critical role in reviewing these CORs, providing suggestions to enhance instructional effectiveness and ensure alignment with AP 4105, which governs distance education practices at Yuba College. [2-50 ESL1A COR Rpt](#) | [2-51 AP4105](#)

Data-Informed Evaluation and Improvements

Yuba College regularly evaluates the effectiveness of its delivery modes and teaching methodologies using disaggregated data. This data-informed approach enables the college to identify gaps in student achievement and make targeted improvements. For instance, following an analysis of student performance in online courses during the COVID-19 pandemic, the college recognized the need for enhanced student engagement. In response, Yuba College introduced the HyFlex modality, which allows students to choose between in-person and synchronous online participation.

Equity in Teaching Methodologies

The college's commitment to equity is central to its approach to teaching methodologies. Yuba College has implemented various strategies to ensure that all students, particularly those from underrepresented groups, have the support they need to succeed. The English department's introduction of English 1E, a 5-unit transfer-level course designed to provide additional support for students at risk of falling behind, is one example of this commitment. English 1E focuses on developing academic mindsets and essential skills for college success, with in-person instruction and embedded tutors providing the necessary support for students to thrive.

Student Services for Online Learners

To support equitable access to education, Yuba College offers a comprehensive range of virtual student services accessible to all students. These services include virtual Zoom offices for all student services departments, eSARS for scheduling counseling appointments, and multiple options for students to receive counseling (Zoom, telephone, or in-person). The college is also expanding its support for new students by hiring four Student Success Specialists, ensuring that students receive the guidance and resources they need, regardless of their preferred learning modality.

[2-52 Student Services Webpage](#)

Additionally, given the rural nature of the communities we serve, the Library and Learning Resource Center is committed to maintaining both online and in-person tutoring through all tutoring centers as well as an annual baseline supply of mobile wi-fi hotspots and laptops or Google Chromebooks to ensure students have access to these resources each semester. [2-53 Equipment Loan Agreement](#)

Ensuring Quality and Compliance

Yuba College maintains high standards in all delivery modes, with rigorous oversight provided by the Curriculum Committee, Distance Education Committee, and ongoing faculty professional development. These bodies work collaboratively to ensure that the college's distance education offerings comply with federal requirements and ACCJC policies. Regular observations conducted as part of the faculty evaluation processes and Peer Online Course Reviews (POCR) of online courses ensure that they meet necessary standards for interaction, accessibility, and assessment. Faculty are continuously supported through professional development opportunities that keep them informed about best practices and regulatory changes provided by the College's Full-time Tenured Instructional Design Resource Faculty and other members of the Distance Education Committee. [2-54 Professional Development COR](#) | [2-55 DE Guidelines](#) | [2-56 Alignment List](#)

Yuba College's approach to delivery modes and teaching methodologies is driven by a commitment to meeting student and curricular needs while promoting equitable learning outcomes. Through data-informed evaluations, targeted improvements, and a focus on equity, the college ensures all students have access to high-quality education that prepares them for success in their academic and professional pursuits.

- 2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)**

Yuba College is committed to providing a comprehensive range of integrated academic support programs and student services designed to address student needs holistically. The College continually enhances these services through systematic data analysis and program review, ensuring that they maximize student success and support equitable educational outcomes for all students.

Intake and Onboarding Services

Yuba College offers effective intake and onboarding services that are critical for helping prospective and matriculating students navigate the admissions process, orientation, and educational planning. These services are available both in-person at the Marysville Campus and Sutter County Center, as well as online to ensure broad accessibility.

- **QuickReg Events:** Each spring, the Outreach and Counseling teams coordinate "QuickReg" events at both the Marysville Campus and Sutter County Center. These events provide hands-on support with orientation, financial aid, academic advisement, and registration, ensuring that students receive the necessary guidance to begin their educational journey successfully. [2-57 Quick Reg Flyer 2024](#)
- **High School Outreach:** In addition to campus-based services, Yuba College extends its onboarding support to local high schools through partnerships that facilitate equitable access to enrollment assistance. The Outreach and Financial Aid offices coordinate annual "Cash for College" workshops at these high schools, offering enhanced support for students, parents, and counselors with the updated FAFSA process. [2-58 Cash for College Flyer](#)

- **Welcome Week and Counseling Courses:** To further support new students, Yuba College offers Welcome Week programming designed to help students acclimate to the college environment, access their courses, and make meaningful connections. Many new students also benefit from enrolling in Counseling 10: College Success or Counseling 25: Career Planning and Development during their first or second semester, which helps them clarify their educational and career goals. [2-59 Welcome Week Agenda](#) | [2-60 COUNS10 Syllabus](#)

Comprehensive Student Support Services

Yuba College provides a wide array of student services that are designed to support students throughout their academic journey, from access to retention to completion. These services are available through various modalities, including in-person and online, ensuring that all students can access the support they need, regardless of their circumstances.

- **Counseling Services:** Counseling services at Yuba College are integral to supporting students' academic, career, and personal development. Services include educational planning, transfer and career planning, probation and dismissal advising, and academic petitions support, all of which are designed to help students achieve their educational goals. [2-61- SP24 Counseling Flyer](#) | [2-62 Counseling Services](#) | [2-63 Distance Counseling](#) | [2-64 Registration Assist](#)
- **Disabled Students Programs and Services (DSPS):** DSPS ensures that students with disabilities have equitable access to classes, programs, and facilities. Services provided include academic counseling, accommodations, assistive technology, and a dedicated testing center, all aimed at supporting full participation in the College experience. [2-65 DSPS Flyer](#) | [2-66 DSPS Student Survey 2023](#) | [2-67 DSPS Brochure](#)
- **Veterans Resource Center (VRC):** The VRC provides specialized services for military-affiliated students, including veterans, active-duty personnel, and their dependents. The Center helps with military benefits, academic advising, and provides a veteran's lounge, computer lab, and lending library. [2-68 VRC Resources](#)
- **Basic Needs Center:** The Basic Needs Center supports students' overall well-being by providing food pantry options, referrals to community agencies, and access to free virtual mental and behavioral health services through TimelyCare. The College also partners with local healthcare providers to operate an on-campus Student Health Clinic. [2-69 Timely Telehealth Agreement for Services](#) | [2-70 Harmony Health Clinic](#)
- **Specialized Support Programs:** Yuba College offers several programs that cater to the needs of first-generation, low-income, and historically underserved students. These programs include EOPS, CARE, NextUp, CalWORKs, MESA, and federally funded TRiO projects, all of which provide comprehensive support services such as counseling, peer mentoring, textbook lending, and leadership development opportunities. [2-71 MESA Program Description](#) | [2-72 TRiO Program Description](#) | [2-73 TRiO Performance Rpt 2022-23](#) | [2-74 Upward Bound Performance Rpt 2022-23](#)

Learning Support Services

Yuba College is committed to promoting equitable access to learning resources that support students' academic success. The College's Library and Learning Resources at both the Marysville Campus and

Sutter County Center provide a wide range of services, including access to licensed and Open Educational Resources (OER), third-party article databases, and a current circulating collection of books and films.

- **Library Services:** The Yuba College library and learning support services are integral to student success. The library provides access to a vast collection of digital and physical resources, including academic journals, e-books, and research databases, which support both in-person and online learners. In addition, the library offers workshops on information literacy and research skills, which have been attended by 467 students. The College's learning centers also provide specialized support in areas such as writing, math, and science, contributing to improved student outcomes across disciplines. [2-75 Library Stats 2021-2024](#)
- **College Success Center (CSC) and Writing and Learning Development Center (WLDC):** These centers provide peer tutoring services to students across a range of disciplines. Tutors are required to complete training courses that emphasize working with diverse student populations. Initiatives like the Conversation Club, where ESL students and native English speakers practice speaking English together, further support a culturally inclusive learning environment. [2-76 Conversation Club Login Sheets](#)

Yuba College is dedicated to providing comprehensive, equitable, and effective student support services that address both academic and non-academic needs. Through continuous evaluation and enhancement of these services, the College ensures that all students have the resources and support necessary to succeed in their educational and career goals.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Yuba College is dedicated to creating a welcoming and inclusive environment where students can develop a strong sense of community and belonging. In recent years, the college has revitalized its approach to student engagement, focusing on fostering meaningful connections from initial contact through graduation. By providing diverse engagement opportunities that cater to the varied needs of its student population, Yuba College ensures that every student has the chance to become an active and valued member of the college community.

Revitalization of Student Engagement

In response to staffing vacancies that affected the coordination of student engagement activities, Yuba College made significant strides in Spring 2023 by filling key positions, including the Dean of Student Success, Campus Life Technician, and Marketing and Student Engagement Coordinator. This revitalization is aimed at providing a solid foundation for the college's marketing efforts and expanding its use of social media platforms, such as Facebook, Instagram, the YC App, and improving the college website, to better connect with and engage students. [2-77 Campus Life Tech Job Description](#) | [2-78 Marketing Engagement Coordinator Job Description](#)

Student Government and Leadership

The Associated Students of Yuba College (ASYC) plays a central role in fostering student engagement and representation. As the official student government body, ASYC represents all Yuba College students and actively participates in college participatory governance processes through roles on the College Council, Leadership for Equity, Achievement, and Diversity (LEAD) Committee, Budget and Grant Resource Development Committee, and other key committees. The ASYC Office, located centrally on campus, serves as a hub for student activities, including ASYC meetings, club gatherings, and access to college resources. This space, along with the adjacent Identity and Engagement Center, provides students with a welcoming environment where they can connect with peers, access technology, and participate in various campus activities. [2-79 Advocacy Week](#) | [2-80 Mtg Mn ASYC 20240130](#) | [2-81 ASYC Info Sheet](#)

Engagement Opportunities and Events

Yuba College offers a wide range of engagement opportunities that reflect the diverse interests and needs of its student population. Annual events organized by Campus Life and ASYC, such as Trunk-or-Treat, Finals Frenzy, Club Rush, Welcome Week, and the Grad BBQ, foster a sense of community and school spirit. Additionally, the college hosts events that promote community engagement, collective identity, and inclusion, such as Cultural Heritage Month activities. These events are organized in collaboration with various college entities, including Athletics, student clubs, the Basic Needs Center, Campus Life, and the Identity and Engagement Center, as well as support programs like the College Success Center, EOPS, TRiO, MESA, Puente, and the Writing and Language Development Center. Engagement opportunities and events are also provided at the Sutter County Center to ensure that students at both Yuba College locations can become involved in and informed about college activities. [2-82 TrunkTreat Event Flyer](#) | [2-83 Campus Life Events flyer](#) | [2-84 Grad Fair Flyer](#)

Athletics and Student-Athlete Support

Yuba College's intercollegiate Athletics Program is a vital component of the college's commitment to fostering a sense of belonging among student-athletes. The college offers a variety of sports programs, including men's and women's basketball, softball, soccer, track and field, baseball, and football, all of which are governed by the Constitution of the California College Athletic Association (3C2A). In addition to providing competitive opportunities, the Athletics Program offers support services designed to help student-athletes access higher education and achieve their transfer goals. This holistic approach ensures that student-athletes are supported academically, socially, and athletically, enhancing their overall college experience. [2-85 Athlete Success Retention Rates](#) | [2-86 Student Athlete Success Program](#)

Cultural Enrichment and Identity-Based Activities

The Identity and Engagement Center serves as a focal point for cultural enrichment and identity-based activities at Yuba College. The center hosts monthly cultural heritage celebrations, including Hispanic Heritage Month, Native American & Indigenous Peoples Month, Black History Month, Women's History Month, Asian Pacific Heritage Month, and LGBTQIA+ Pride Month. These events bring together diverse members of the campus community to celebrate and learn about different cultures, fostering an inclusive environment that values diversity and promotes mutual understanding. [2-87 Hispanic Heritage Month 2024](#) | [2-25 Black Heritage Month Activites](#) | [2-88 Cultural Heritage Calendar](#)

Additionally, Yuba College programs or departments organize events such as Undocumented Student Action Week, Disability Awareness Day, Punjabi Week, Veterans Day Celebration, First Generation

College Student Awareness Day, Puente’s Dia de la Familia, and Black Student Success Week. Cultural clubs like the Jakara Movement, Puente Club, Muslim Student Association, and Rainbow Connection further contribute to the vibrant cultural landscape of the campus. These activities provide students with opportunities to engage with their peers, explore their identities, and build a sense of community on campus. [2-89 First Gen Celebration flyer](#) | [2-90 Disability Awareness Day](#) | [2-91 Undocumented Student Action Week](#) | [2-92 Black Student Success Week Email](#) | [2-93 Black Student Success Week flyer](#)

Yuba College’s commitment to fostering a sense of belonging and community among its students is evident through its diverse range of engagement opportunities, cultural enrichment activities, and supportive environments. By providing spaces and events that reflect the varied needs of its student population, the college ensures that all students have the opportunity to connect, engage, and thrive within the college community.

2.9. The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Yuba College is committed to maintaining and improving the quality of its academic and service programs through a rigorous and systematic review process. This commitment is realized through the institution’s five-year Comprehensive Program Review (CPR) and Annual Update (AU) cycle, which are designed to ensure continuous improvement with a focus on equitable student success and institutional effectiveness. By engaging in regular, data-informed reviews, the college ensures that its programs remain responsive to the evolving needs of its diverse student population.

Comprehensive Program Review and Annual Update Cycle

Yuba College’s Comprehensive Program Review (CPR) and Annual Update (AU) cycle serve as the cornerstone of its systematic review process. Every five years, all academic, service area, and administrative units undergo thorough evaluation through a CPR, while Annual Updates allow for ongoing reflection and adjustment. These reviews are integral to the college’s commitment to continuous improvement and ensure programs align with the college’s mission and goals.

The Program Review templates for both instructional programs and service units include specific questions that prompt faculty, classified professionals, and administrators to analyze disaggregated data (where available) on student learning outcomes at the course, program, and institutional levels. This disaggregated data is essential for identifying achievement gaps among different student populations and guiding interventions to promote equity in student outcomes. The data used in these reviews is made publicly available through the Yuba College Student Success and Institutional Effectiveness webpage, fostering transparency and accountability. [2-94 SSIE Webpage Screenshot](#) | [2-95 Program Review Cycle](#) | [2-96 Instr-Area-PR 2024-2025](#) | [2-97 Service Area PR 2024-2025](#)

Dialogue and Integrated Planning

Program Reviews at Yuba College are intended as not merely compliance exercises; they are designed to be catalysts for meaningful dialogue and informed decision-making. The insights gained are meant to be discussed in one-on-one meetings, departmental meetings, and college-wide forums to support continuous improvement. These dialogues, which are happening in some departments, have the potential to influence a wide range of areas, including curriculum development, instructional practices, professional development, student support services, and resource allocation.

The results of Program Reviews directly inform the college’s integrated planning and resource allocation processes, ensuring that institutional priorities are aligned with the needs identified through data-informed assessments. For instance, if a Program Review reveals a need for additional support services for underrepresented students, this finding could lead to the allocation of resources to expand those services. [2-98 Program Review Handbook](#) | [2-99 One Time Funds Email](#)

Curriculum Review Process

The Curriculum Review Process at Yuba College is closely tied to the Comprehensive Program Review cycle. While new courses and course revisions can be submitted for review at any time, mandated curriculum revisions are scheduled to follow the five-year CPR cycle. This alignment ensures that curriculum updates are informed by the data analyzed and insights generated through Program Reviews.

The Curriculum Committee plays a crucial role in this process, conducting a thorough review of all components of the Course Outline of Record (COR), including the Distance Education Addenda, during both a first and a second hearing. This rigorous review process ensures that the curriculum remains current, relevant, and aligned with both industry standards and student needs. Additionally, the Curriculum Committee’s work is informed by ongoing professional development and training to ensure that committee members are well-equipped to evaluate courses and programs effectively.

[2-100 Curriculum Committee Training-2024-2025](#) | [2-101 Mtg Agenda Curriculum 20240816](#) | [2-102 BIOL2 COR](#)

Continuous Improvement and Innovation

Yuba College’s systematic review processes are designed to support continuous improvement and foster innovation across all academic and service programs. By regularly assessing student learning outcomes and service effectiveness, the college identifies opportunities for enhancing the student experience and promoting equitable achievement.

For example, if data from a Program Review indicates that students in a particular demographic are experiencing opportunity gaps in certain courses, the college may implement targeted interventions, such as additional tutoring services or redesigned course content, to address these gaps. These continuous improvement efforts are supported by the college’s commitment to using evidence-based practices to guide decision-making and resource allocation.

One example of this is the Math Calc-1 Bootcamp that was launched in Summer 2024 through the collaboration of MESA, TRiO SSS-STEM, Adult Education, and Math department Faculty. This was in response to evidence that minoritized students were experiencing significant opportunity gaps in the completion of gateway transfer-level Math. [2-103 Math Fact Sheet 2023-2024](#) |

[2-104 Calc1 Bootcamp flyer](#)

Yuba College’s systematic review and assessment processes ensure that all academic and service programs are continuously evaluated and improved to support equitable student achievement. Through its Comprehensive Program Review and Annual Update cycles, the college maintains a strong commitment to institutional effectiveness, transparency, and the continuous enhancement of the student experience.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

- 3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

Yuba College, in collaboration with the Yuba Community College District (YCCD), upholds a comprehensive regulatory framework to ensure the recruitment, retention, and development of highly qualified administrators, faculty, and classified professionals. These personnel are essential for the effective functioning of Yuba College and the achievement of its mission. The college's employment practices are guided by Board Policies (BP) such as BP 1300, BP 3410, BP 3420, and BP 7120, which empower the Chancellor to authorize employment, define job responsibilities, and execute personnel actions, ensuring compliance with all pertinent federal and state laws, regulations, and board policies. [3-1 BPs 1300 3410 4320 7120](#)

Determination of Staffing Needs

Staffing levels at Yuba College are determined through an integrated planning process, which includes annual program review and alignment with the college's mission and strategic goals. For instance, the need for Student Success Specialists was identified during the development of the Educational Master Plan (EMP) and through the work of the Guided Pathways Committee. This process ensures that staffing decisions are data-informed and directly tied to institutional priorities. [3-2 EMP](#) | [3-3 Mtg Mns Guided Pathways 20240430](#)

Faculty Hiring Process

The college follows a comprehensive faculty staffing process outlined in the governance handbook and the collective bargaining agreements with the Faculty Association of Yuba Community College District (FAYCCD) and the Yuba College American Federation of Teachers (YC-AFT). Faculty hiring needs are prioritized annually through a college-led process that draws input from program reviews and various data-informed criteria. These criteria include student demographic needs, college priorities, and vacancies due to retirements or resignations. Once positions are approved for hire, the recruitment process is conducted with support from District Human Resources. [3-4 FAYCCD CBA 2019-2022](#) | [3-5 2024-2027 YC AFT Contract](#) | [3-6 Program Review Questions](#)

Faculty job descriptions are reviewed prior to posting to ensure they align with the level of instruction offered and include essential responsibilities such as teaching, curriculum oversight, and assessment of student learning outcomes. This review is conducted by the responsible dean or educational administrator before the hiring process begins. [3-7 BIOL Faculty Job Description](#) | [3-8 RadTech Faculty Job Description](#) | [3-9 Earth Science Faculty Job Description](#)

Classified Professionals and Administrators Hiring Process

The hiring process for classified professionals and administrators begins with a justification form, where the submitter explains how the position aligns with the college’s mission, staffing plan, and student success initiatives. This form is reviewed by the hiring manager and the College President, followed by a review at the District level by the Vice Chancellors for Finance/Administration and Education and Planning, the Associate Vice Chancellor for Human Resources, and the District Chancellor before approval. [3-10 Hiring Justification Process Form](#)

Hiring Criteria and Verification

Job announcements for all positions, including permanent, interim, and acting roles, are disseminated both internally and externally in accordance with policy and collective bargaining agreements. These announcements emphasize transparent and inclusive recruitment practices. During the hiring process, applicants are initially screened by the Office of Personnel Commission (OPC) to ensure they meet minimum qualifications before being considered by search committees. This process includes the verification of education, training, and experience, particularly for degrees obtained from non-U.S. institutions, ensuring all employees are qualified for their roles. [3-11 YCCD Job Announcement](#)

Employment Equity and Diversity

Yuba College recognizes that employee retention and success are integral to student success. To support this, the OPC has initiated a Three-Year Plan for Dignity, Equity, Community, and Sustainability. This plan prioritizes sustainable strategies and fosters an institutional identity centered on principles of dignity and respect. The college is enhancing its recruitment and retention efforts by embracing employee-centered initiatives that promote equity, diversity, inclusion, accessibility, and anti-racism within the institution.

The District’s current Equal Employment Opportunity (EEO) Plan, adopted by the Board of Trustees in June 2024, tracks and evaluates the college’s record in employment equity and diversity. This EEO Plan was developed through extensive engagement with internal and external communities, reflecting Yuba College’s commitment to maintaining appropriate policies and promoting equity and diversity.

[3-12 EEO Plan 20230914](#)

Yuba College is committed to employing qualified personnel and maintaining appropriate policies and procedures to promote and improve equity, diversity, and mission fulfillment. Through systematic processes for staffing determination, hiring, and evaluation, the college ensures that its workforce is well-equipped to support its educational services and improve student success.

3.2. The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Yuba College is committed to supporting the professional growth of its employees—faculty, staff, and administrators—through mission-aligned professional development opportunities. These programs are coordinated both at the College and District levels, ensuring that all personnel have access to relevant and impactful learning experiences that enhance their ability to contribute to student success and institutional effectiveness.

Faculty Professional Development

Yuba College, in conjunction with the Yuba Community College District (YCCD), allocates eight days within the 175-instructional-day requirement for flex days dedicated to faculty development activities (Title 5, §55724). These flex days are prorated for part-time instructional and non-instructional faculty, offering flexibility in how faculty members engage in professional learning. Activities range from individually planned sessions to large-scale, District-wide in-service days developed through shared governance processes. [3-13 PD Funding PPT](#) | [3-14 Flex Workshops](#)

A key component of faculty professional development is the Teaching Communities initiative, which fosters semester-long learning opportunities centered on Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) principles, as outlined in the Educational Master Plan (EMP). The Cross-Discipline Teaching Community, for example, brings together faculty from various disciplines to explore equity-centered pedagogy. Participants develop projects related to teaching and learning, with all resources archived for ongoing use by their peers. [3-15 Cross Discipline Teaching Community](#) | [3-2 EMP](#)

Additionally, Yuba College offers multiple professional development opportunities focused on online teaching, including Peer Online Course Review (POCR) training, Canvas workshops, accessibility workshops, and training on new technologies that enhance teaching and learning. Full-time faculty also have access to sabbatical opportunities through the most recent Faculty Association of Yuba Community College District (FAYCCD) Collective Bargaining Agreement, as well as a travel and conference fund for individual professional development. Full-time faculty also have access to sabbatical opportunities through the Faculty Association of Yuba Community College District (FAYCCD) Collective Bargaining Agreement, as well as a travel and conference fund for individual professional development. [3-4 FAYCCD CBA 2019-2022](#) | [3-16 Conference Travel Process](#) | [3-17 CVC training resources](#) | [3-18 Course Design Training](#)

Staff and Administrator Professional Development

Professional development for staff and administrators is coordinated through various committees, including the Professional Development Committee, the Flex Workgroup, and LEAD (Leadership, in Equity, Achievement, and Diversity), which collaborate with the Center for Teaching and Learning. These groups organize Professional Development Week activities, held before the Fall and Spring semesters, offering workshops on topics such as Open Educational Resources (OER), technology skills, accessibility, equity, conflict resolution, CPR training, and student success strategies. Additionally, an adjunct professor welcome dinner and information meeting is held each semester to support part-time faculty. [3-19 Professional Development COR](#) | [3-20 August Flex Week Sessions 2023](#) | [3-21 LEAD Committee Agenda 20240513](#) | [3-22 PD Week Fall 2024 LEAD](#)

Yuba College also utilizes Keenan SafeColleges Training to provide mandatory training on topics such as Sexual Harassment Prevention, cybersecurity, athletics, and emergency management, including FEMA trainings. These offerings ensure that employees are equipped with the knowledge and skills necessary to maintain a safe and effective educational environment. [3-23 Keenan SafeColleges Training](#) | [3-24 MtgMn Safety Committee 20240508](#)

For classified employees, the Yuba College Chapter 283 of the California School Employees Association (CSEA) Collective Bargaining Agreement outlines opportunities for education and retraining financial support, as well as funding for professional development. This agreement ensures that classified professionals have access to resources that support their ongoing growth and development.

[3-25 CSEA Contract 2017-2024](#)

Evaluation of Professional Development

Yuba College regularly evaluates its professional development offerings to ensure they meet the needs of employees and support the college's mission. Feedback is gathered through surveys administered after FLEX activities, Convocation, and from participants in various Teaching Communities. This feedback is used to shape future professional development opportunities, ensuring they are responsive to the needs and goals of faculty and staff. Additionally, the effectiveness of these offerings is assessed in relation to their impact on equitable student success and institutional outcomes.

[3-26 PD Ideas Requests Form](#) | [3-27 FLEX Workshop Survey FA24](#)

Yuba College supports its employees through comprehensive professional learning opportunities that are regularly evaluated to ensure alignment with the institution's mission and goals. These opportunities are designed to promote equitable student success and address the ongoing needs of the institution and its employees, reinforcing the college's commitment to continuous improvement.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Yuba College, as part of the Yuba Community College District (YCCD), is committed to the regular and systematic evaluation of all employees to ensure they meet professional responsibilities and support the college's mission of fostering student success and institutional effectiveness. Evaluation processes are clearly defined, negotiated where applicable, and designed to promote continuous professional growth and accountability.

Faculty Evaluation Process

- The evaluation processes for full and part-time faculty are negotiated and outlined in the collective bargaining agreements. These processes are aligned with relevant Board Policies and Administrative Procedures accessible through BoardDocs. [3-28 OPC Website Evaluations](#) | [3-4 FAYCCD CBA 2019-2022](#) | [3-5 2024-2027 YC AFT Contract](#) [3-29 BP7150 Evaluations](#) | [3-30 AP7215 Academic Employees](#)
- **Full-Time, Contract Faculty:** Full-time, contract faculty undergo annual evaluations four the first four years of their employment with the district during the fall semester, with the possibility of extending to the spring semester based on the evaluation committee's recommendations. These evaluations include in-class and out-of-class observations conducted by both the Chair (immediate supervisor) and three peer evaluators. Evaluations are comprehensive, encompassing different modalities of instruction, including online courses. Recommendations for professional development are provided to support continuous improvement and alignment with institutional goals when appropriate. If the faculty member is granted tenure, they are then evaluated every third year thereafter by the Chair (immediate supervisor) and one peer evaluator. [3-31 FAYCCD Eval Forms](#)
- **Non-Tenured Faculty:** Full-time, non-tenured faculty are evaluated in the same way as Full-time contract faculty with the same schedule and timelines. These evaluations involve both in-class and out-of-class observations, similar to those for full-time, contract faculty.
- **Part-Time Faculty:** Part-time faculty are evaluated once per semester for the first three terms of service, and then every sixth term thereafter. The evaluation process includes observations by a faculty peer and/or the appropriate administrator, as well as student feedback. A self-

evaluation component was recently added to the process to encourage reflective practice among part-time faculty. [3-32 YCAFT Eval Forms](#)

Evaluation of Classified Professionals and Administrators

The evaluation processes for classified professionals and administrators are structured to ensure alignment with their professional responsibilities and the college's mission.

- **Classified Professionals:** Evaluations of classified staff are conducted by their direct supervisors in accordance with the guidelines outlined in the collective bargaining agreement (CBA). For probationary staff, evaluations occur at least once within the first six months of employment, followed by annual evaluations thereafter. If performance improvements are necessary, a collaborative performance improvement plan is developed in consultation with the Office of People and Culture. [3-33 CSEA Performance Appraisal](#) | [3-25 CSEA Contract 2017-2024](#)
- **Administrators:** Administrators, including College Presidents, are evaluated by their direct supervisors, with the Chancellor being evaluated by the Board of Trustees. Evaluations for administrators follow the procedures outlined in AP 7151, ensuring that their performance is aligned with institutional goals and expectations. Similar to classified professionals, new administrators are evaluated within their first six months of employment and then annually. [3-34 Administrator Performance Eval](#) | [3-35 AP7151 Eval of College President](#)

Training and Support for Evaluators

To ensure that evaluations are conducted effectively and consistently, Yuba College provides annual training on evaluation and performance management for supervisors. These trainings are held during the Administrative Team Retreats and are designed to equip supervisors with the skills and knowledge necessary to conduct meaningful evaluations that support employee development and mission fulfillment. [3-36 AdminTeam Retreat Agenda](#) | [3-37 Evaluation Training](#)

Monitoring and Accountability

The Office of People and Culture, in coordination with the Chancellor and College Presidents, monitors the progress of evaluations to ensure they are completed in a timely manner and that they meet the institution's standards for effectiveness and alignment with professional responsibilities. This monitoring process ensures that evaluations contribute to the continuous improvement of employee performance and institutional effectiveness. [3-38 Faculty Eval Tracker](#) | [3-39 Faculty Eval Monitoring Rpt](#)

Yuba College is committed to the regular and systematic evaluation of its employees to ensure they fulfill their professional responsibilities and contribute to the college's mission and goals. Through well-defined processes, ongoing training, and careful monitoring, the college ensures that all employees receive the support and guidance necessary for continuous professional growth and success.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Yuba College and the Yuba Community College District (YCCD) are committed to managing fiscal resources in alignment with the institution's mission to support educational services and

promote equitable student success. The College ensures financial stability and integrity through a structured and transparent budgeting process that prioritizes the needs of students and aligns with institutional goals.

Fiscal Resource Management and Allocation

- The YCCD Board Policies and Administrative Procedures provide the foundation for the development and management of the annual budget, ensuring that fiscal resources are allocated effectively across Yuba College, Woodland Community College, and the District Office. Key policies, including BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management, guide the allocation and management of resources to ensure that they support the mission and strategic priorities of the College and the District.
[3-40 BP 6200 Budget Prep](#) | [3-41 BP 6250 Budget Mngmnt](#) | [3-42 BP 6300 Fiscal Mngmnt](#)
- **Budget Preparation and Allocation:** The District’s unrestricted general fund budget is primarily allocated based on approved general fund positions, with any remaining balances distributed through recommendations from the Vice Chancellor of Finance and Administrative Services to the Chancellor’s Cabinet. A Resource Allocation Model Working Group is currently developing a District Resource Allocation Model (RAM) that will provide a more equitable distribution of general funds to the Colleges. [3-43 YCCD Resource Allocation Model Handbook Draft](#) | [3-44 RAM Working Group Charter](#)
- **Financial Reporting and Compliance:** The District adheres to established policies, governmental accounting principles, and generally accepted accounting principles (GAAP) in managing resources. The District’s financial integrity is confirmed annually through an independent audit, with the auditor’s opinion affirming the District’s stewardship of public funds. [3-45 Final Audit Report 2022-23](#)

Budget Overview and Resource Distribution

For the 2023-2024 fiscal year, the District adopted an unrestricted general fund budget of \$79.3 million. The budget was allocated as follows:

- **Personnel Costs:** 76% (\$60 million) of the budget was allocated to personnel costs, reflecting the College’s commitment to supporting its workforce as a key resource in achieving its mission.
- **Supplies and Materials:** 1% (\$717,507) was allocated to supplies and materials.
- **Operating Activities:** 9% (\$7.2 million) was dedicated to other operating activities, ensuring the smooth functioning of educational and operational services.
- **Capital Outlay:** 0.3% (\$260,734) was allocated to capital outlay for maintaining and enhancing physical resources.
- **Reserves and One-Time Funds:** The budget also included allocations for one-time funds, such as \$500,000 for the Yuba College Student Services Building furniture, \$500,000 for enrollment efficiencies, and \$200,000 for innovation funds. The District maintained a minimum reserve balance of \$18.3 million [3-46 Budget Handbook 2023-24](#)

Yuba College General Fund Budget and Expenditures

Yuba College received \$31.9 million of the District's unrestricted general funds for the 2023-2024 fiscal year, distributed as follows:

- **Personnel Costs:** 92% (\$29.4 million) was allocated to personnel costs, reflecting the College's focus on sustaining a qualified and effective workforce.
- **Supplies and Materials:** 1.34% (\$426,434) was allocated to supplies and materials necessary for instructional and operational needs.
- **Operating Activities:** 5.81% (\$1,851,233) was allocated to other operating activities, supporting essential services and programs.
- **Capital Outlay:** 0.59% (\$187,600) was allocated for capital expenditures, maintaining the College's physical resources.

Categorical and Restricted Funds

In addition to unrestricted general funds, Yuba College relies on restricted categorical funds to support critical student services and academic programs. These funds are essential for maintaining operations in programs such as Financial Aid, EOP&S, CalWORKS, NextUp, DSPS, and TRiO. The District allocates these categorical funds to the Colleges, ensuring that each program has the necessary resources to achieve its objectives. The College also utilizes Perkins and Strong Workforce Program funds to improve our career-technical education programs, integrate academic and career-technical instruction, serve special populations, meet gender and equity needs, and increase social mobility.

[3-47 BFAP FinancialAid Annual Rpt 2022-23](#) | [3-48 EOPS Final Expenditure 2022-23](#) | [3-49 CARE Final Expenditures 2022-23](#) | [3-50 UB GAN 23-24](#) | [3-51 SSS STEM GAN 23-24](#) | [3-52 Perkins Rpt](#) | [3-53 SWF RadTech](#) | [3-54 SWF Admin of Justice](#)

Grants and External Funding

Grants play a vital role in enhancing Yuba College's ability to develop, maintain, and expand educational services. The College has secured grants to support various initiatives, including:

- **TRiO Programs:** A series of grants have enabled the expansion of targeted services for first-generation and low-income students, focused on improving retention and completion rates.
- **Open Educational Resources (OER)/Zero Textbook Cost (ZTC) Initiatives:** A \$655,000 grant has been instrumental in expanding the availability of OER materials, reducing the financial burden on students and supporting equitable access to education.
- **Watershed Management Program:** A grant from the Yuba Water Agency has enabled the creation of a Watershed Management Program, addressing critical local workforce needs in environmental management. [3-50 UB GAN 23-24](#) | [3-55 SSS GAN 23-24](#) | [3-51 SSS STEM GAN 23-24](#) | [3-56 Yuba Water Agency Grant](#)

Yuba College effectively manages and allocates its fiscal resources in alignment with its mission and strategic goals. Through a combination of sound financial management, transparent budgeting processes, and the strategic use of grants and categorical funds, the College ensures that its resources are used to promote equitable student success and institutional effectiveness.

3.5. The institution’s mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

The Yuba Community College District (YCCD) places a strong emphasis on aligning its financial planning with the institution’s mission and goals. By ensuring that financial resources are allocated to support the strategic priorities of the District and its Colleges, YCCD demonstrates a commitment to transparency, inclusivity, and effective stewardship of public funds.

Resource Allocation and Budget Development Process

The District’s current resource allocation process is designed to align with YCCD’s mission of fostering student success and equitable access to education. The process begins with the setting of the budget for ongoing District-wide positions and allows individual College’s discretion over the allocations provided by the District for unrestricted, non-personnel funds. Decisions regarding the allocation of new resources from the General Fund and Categorical Funding are made within the Chancellor’s Cabinet and are reviewed by the District Consultation and Coordination Council (DC3) during the evaluation of the District’s tentative and adopted budget.

- **Resource Allocation Model (RAM) Development:** DC3 has initiated a Resource Allocation Model (RAM) working group, with final recommendations expected for presentation in the 2024-2025 fiscal year. The RAM working group includes representation from faculty, staff, and students, ensuring a broad, inclusive approach to resource allocation. The new model aims to align resource allocation with the District’s student-centered funding formula, emphasizing equity and the needs of the student population. [3-44 RAM Working Group Charter](#) | [3-43 YCCD Resource Allocation Model Handbook Draft](#) | [3-57 RAM Modeling 23-24](#)

Transparency and Stakeholder Engagement

YCCD is committed to transparency and inclusivity in financial planning and decision-making. The District ensures that stakeholders have access to key financial information through several channels:

- **Accessible Documentation:** Meeting minutes, financial documents, and budget-related discussions are made available on the District’s website. Stakeholders can access these resources easily, ensuring transparency in the decision-making process. [3-58 Finance Audit Mtg Agenda 20240703](#) | [3-59 Fiscal Services Website](#)
- **Open Meetings and Public Participation:** The DC3, Board Finance and Audit Committee, and Governing Board meetings are open to the public, with remote participation options available via Zoom. This openness ensures that stakeholders are kept informed and can participate in the financial planning process. [3-60 Finance Audit Committee Mtg Dates 2024](#) | [3-61 Finance Audit Committee Agenda Item 6.02 20240131](#)
- **Regular Budget Updates:** The District disseminates regular budget updates through channels such as the Chancellor’s newsletters and Zoom series. These updates ensure that faculty, staff, and other stakeholders are informed of budget developments and upcoming financial decisions. [3-62 Chancellors Special Topics Zoom Series](#)

Proactive Financial Planning

To address potential fiscal challenges, particularly those related to enrollment declines, YCCD enlisted the assistance of the Fiscal Crisis Management Assistance Team (FCMAT). The DC3 formed a FCMAT Working Group, composed of a wide range of stakeholders, to evaluate FCMAT's recommendations and implement strategies to enhance financial stability. [3-63 DC3 FCMAT Report Final](#)

Each year, the District establishes Full-Time Equivalent Students (FTES) targets and efficiency goals reviewed by DC3. This process is documented in a planning memo that serves as a resource for Colleges as they develop class schedules and plan for resource needs.

[3-64 YCCD Annual Planning Memo 2024-25](#)

Yuba College Budget Development Process

At Yuba College, the budget development process is deeply rooted in the institution's mission and strategic goals. The process incorporates input from program review, collaboration with employees and budget managers, and governance review. This comprehensive approach ensures that financial planning is aligned with the needs and priorities of the College.

- **Program Review Integration:** The basis of Yuba College's budget development process is program review, which includes a dedicated resource request form allowing employees to identify and justify program and area needs. [3-65 Resource Request form 2024-25](#) | [3-66 Program Review Handbook](#)
- **Innovation Grant Process:** Yuba College maintains an annual innovation grant process to support initiatives that improve services to students and the community. The YC innovation rubric ensures that requests are aligned with institutional goals, are student success-driven, and focus on innovation, potential impact, sustainability, and measurability. [3-67 Innovation Grant Rubric](#) | [3-68 Innovation Awards Process](#)
- **Budget and Grant Resource Development Committee (BGRDC):** This committee, embedded in Yuba College's participatory governance structure, includes faculty, staff, students, and administrators. The BGRDC provides recommendations on budgeting and grant development processes to the College President through the College Council, ensuring that financial planning is inclusive and aligned with the College's mission. [3-69 MtgMn Budget Grant Committee 20240320](#) | [3-70 BGRDC Charter](#)

Yuba College's financial planning processes are transparent, inclusive, and aligned with the institution's mission and goals. By integrating stakeholder input, adhering to sound financial practices, and maintaining a focus on student success and equity, the College ensures that its financial resources are used effectively to support its strategic priorities and fulfill its mission.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Yuba College, and the Yuba Community College District (YCCD), ensures the responsible use of its financial resources through a comprehensive system of internal controls and continuous monitoring.

These practices are guided by established Board Policies and Administrative Procedures, which align with state and federal regulations to uphold fiscal responsibility, transparency, and accountability.

Internal Controls and Financial Management

The District's financial integrity is upheld through strict adherence to internal control mechanisms as outlined in Board Policies, including BP 6300 (Fiscal Management), BP 6320 (Investments), BP 6330 (Purchasing), BP 6340 (Bids and Contracts), and BP 6400 (Audits). These policies ensure that financial resources are managed in accordance with California regulations, the California Community Colleges Chancellor's Office requirements, and federal Department of Education regulations. Specifically, BP 6300 emphasizes the importance of maintaining internal controls to manage the District's financial resources responsibly, ensuring that all financial activities are conducted with transparency and accountability. [3-71 BP6300 Fiscal Mngment](#) | [3-72 BP6320 Investments](#) | [3-73 BP6330 Purchasing](#) | [3-74 BP6430 Bids Contracts](#) | [3-75 BP6400 Audits](#)

The District's internal controls include a structured separation of duties, clear fiscal responsibilities, and staff accountability across all departments. For example, the purchasing process requires adherence to approval limits for requisitions and invoices, with a purchasing requisition generated through the Colleague system. Departments are required to complete a Confirmation of Review Cover Page to approve purchases or Agreements for Services, ensuring that all expenditures align with budgetary constraints and institutional priorities. These controls are supported by regular training sessions, which help staff understand and comply with purchasing procedures and fiscal deadlines. [3-76 Approval Limits 2023-24](#) | [3-77 Confirmation of Review](#) | [3-78 Purchasing Training 2023](#) | [3-79 Year End Purchasing Deadlines 2024](#) | [3-80 AFS5301 Smp](#)

Timely and Dependable Financial Information

Yuba College and YCCD ensure that timely, accurate, and reliable financial information is available to support sound decision-making. Financial reports and budget updates are regularly discussed in key governance bodies, including the District Consultation and Coordination Council (DC3), the Board's Finance and Audit Committee, and the Governing Board. These discussions are supplemented by updates provided through the Chancellor's newsletters and Chancellor's Zoom series, which help to keep all stakeholders informed about the institution's fiscal health and financial decisions. [3-60 Finance Audit Committee Mtg Dates 2024](#) | [3-61 Finance Audit Committee Agenda Item 6.02 20240131](#) | [3-81 Fiannce Aduit Committee Agenda 20240131](#) | [3-82 Chancellors Newsletter 202401](#)

External Audits and Compliance

The District's financial management practices are subject to regular evaluation by an independent external auditor, as mandated by BP 6400 (Audits). These audits assess the effectiveness of internal controls and compliance with financial regulations. Over the past three years, the District has consistently received positive compliance opinions regarding its internal controls and financial reporting. However, a notable finding in the 2022-2023 audit identified deficiencies in the hiring and termination processes within the Human Resources department, highlighting the need for improved controls in this area. [3-75 BP6400 Audits](#)

The District responded promptly to the audit findings by committing to revise its policies and procedures to enhance internal controls. The Human Resources leadership is actively addressing the identified deficiencies to prevent similar issues in the future, demonstrating the District's dedication to continuous improvement and fiscal integrity. [3-45 Final Audit Report 2022-23](#)

Yuba College is committed to enhancing mission fulfillment through the responsible management of its financial resources. The College and District have established rigorous processes and procedures to ensure the integrity of financial practices, regularly evaluating fiscal outcomes to strengthen financial management and promote institutional effectiveness. By maintaining robust internal controls and responding proactively to audit findings, Yuba College ensures that its financial resources are used efficiently and effectively to support its educational mission.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Yuba College, in conjunction with the Yuba Community College District (YCCD), is committed to maintaining both short-term and long-term financial solvency through rigorous monitoring, evaluation, and adjustment of its institutional budgets and cash management strategies. The District employs a strategic approach to financial planning that aligns with its mission and goals, ensuring that resources are allocated efficiently to support educational services and institutional priorities.

Budget Preparation and Cash Flow Management

The District’s budget preparation process, as outlined in Board Policy 6250, includes continuous monitoring and evaluation of financial health. Monthly cash flow analyses are conducted to ensure the institution’s readiness for risk management and to address unexpected financial events. These monthly financial reports provide critical insights into the District’s cash position, enabling proactive adjustments to maintain fiscal stability. [3-41 BP 6250 Budget Mngmnt](#)

Strategic Planning for Financial Stability

YCCD prioritizes financial stability by strategically planning for both short-term and long-term financial needs. The District and College adhere to Governmental Accounting Standards Board (GASB) standards, ensuring that one-time funds are matched with one-time expenses, and ongoing revenues are aligned with ongoing costs. This approach allows the institution to manage its resources effectively while preparing for future obligations and economic shifts.

For example, during the COVID-19 pandemic, YCCD faced a significant decline in Full-Time Equivalent Student (FTES) enrollment, with a decrease of over 20%. The most substantial drop occurred in the 2020 fiscal year, with a 14.4% reduction in enrollment. However, through strategic initiatives such as the implementation of the Educational Master Plan, expansion of dual enrollment, and increased student outreach and engagement, the College has successfully reversed this trend. In the 2023-24 academic year, District-wide FTES increased by 6.8%, with Yuba College reporting an 8.2% increase. The District anticipates further growth, projecting a 7% gain for the 2024-25 academic year, with Yuba College expected to achieve an 11% year-over-year increase.

Long-Term Financial Planning and Debt Management

The District is committed to ensuring that repayment plans for locally accrued debts do not adversely impact its ability to meet current and future financial obligations. As part of its long-term financial strategy, the District has implemented a robust Other Postemployment Benefits (OPEB) funding plan, which includes an irrevocable trust fund. Currently, approximately \$21.7 million has been set aside in this trust, addressing an OPEB liability of \$48.2 million as identified in the latest actuarial study. Additionally, the District has established a Pension Stabilization Section 115 trust fund with the

Public Agency Retirement System (PARS), allocating approximately \$3.5 million to meet future pension obligations (CalPERS and CalSTRS).

Reserve Policies and Financial Ratings

In alignment with the State Chancellor’s Office recommendations, the District recently updated BP 6250 to maintain a reserve equal to two months of general fund operating expenditures. This reserve balance was successfully achieved in the Fiscal Years 2022-23 and 2023-24, demonstrating the District’s commitment to financial prudence and stability. [3-41 BP 6250 Budget Mngmnt](#)

The District’s strong financial management practices are further evidenced by its bond ratings. YCCD has attained an A rating with a stable fiscal outlook from Standards and Poor’s (S&P) and an AAA rating with a stable outlook from Fitch. These ratings underscore the District’s solid financial standing and its commitment to prudent debt management. [3-83 S&P YCCD Rating 2023](#)

Yuba College, in collaboration with YCCD, ensures financial solvency through clear financial planning processes, strategic management of resources, and consideration of long-range financial priorities and obligations. By maintaining a focus on both immediate and future financial needs, the District and College are well-positioned to support the institution’s mission and sustain educational services for the long term.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers courses, student services, and/or learning support.

Yuba College, in partnership with the Yuba Community College District (YCCD), is committed to ensuring that its physical resources effectively support and sustain educational services and operational functions. Through comprehensive planning, regular evaluation, and a focus on safety and accessibility, the College aims to maintain facilities that align with its mission and meet the needs of students, faculty, staff, and the broader community.

Facilities Master Plan (FMP)

YCCD is developing a Facilities Master Plan (FMP) encompassing both Yuba College and Woodland Community College, and all campuses and sites therein, that guides long-term planning for facilities improvements over 5, 10, and 25-year horizons. This will incorporate data from space utilization studies, and feedback from College and District forums with both internal and external stakeholders. An executive committee, composed of College and District leadership, provides oversight for the planning process, ensuring that the FMP aligns with institutional goals and strategic priorities.

The FMP Committee, which includes representatives from faculty, staff, and administration from each College and the District, plays a key role in guiding the development of the FMP. This committee provides critical feedback as data is gathered, reviewed, and integrated into the FMP, ensuring that the plan is comprehensive and responsive to the needs of the College and District.

[3-84 FMP Faculty Staff Survey](#) | [3-85 FMP Student Survey](#)

Safety and Maintenance Initiatives

Yuba College is proactive in addressing safety concerns and maintaining its facilities. The College’s Safety Committee conducts monthly reviews of all accident and incident reports, with a particular focus on facility-related issues. Recently, the Safety Committee gathered campus-wide feedback

on necessary sidewalk repairs to enhance safety and accessibility. This feedback was provided to the District’s Director of Maintenance and Operations to inform planning and prioritization of improvement projects. [3-86 Safety Committee Sidewalk Repairs](#)

The College utilizes the NetFacilities Work Order system, allowing employees to submit work orders for facility or structural safety concerns. Additionally, the College offers an online general concern or complaint system, enabling students, staff, and community members to report facilities issues. These concerns are assigned to the Assistant Director for Maintenance and Operations for prompt resolution.

Major Facility Projects

Yuba College has undertaken significant projects to upgrade its physical infrastructure. A notable project nearing completion is the \$2.75 million campus-wide Fire Alarm System Upgrade. This project includes replacement of smoke and strobe devices, installation of new control panels, and integration of building-to-building fiber optic cabling. The system also features emergency messaging speakers both inside and outside buildings, with pre-recorded messages in English, Spanish, and Punjabi, ensuring effective communication during emergencies. [3-87 Yuba College Contact Us Form](#)

Campus Safety and Risk Management Program

YCCD is in the process of developing a new Campus Safety and Risk Management Program to replace the former commissioned, sworn police-officer-based safety program. This new program aims to create a safe, inclusive environment where students, employees, and community members feel a sense of safety, inclusion, and belonging. The program will incorporate best practices in campus safety, focusing on non-traditional approaches that align with the College’s commitment to equity and inclusion. [3-88 YCCD Saftey Risk Mngmnt Plan 20240208](#)

Yuba College is dedicated to maintaining and enhancing its physical resources to support educational services and operational functions. Through comprehensive planning, a focus on safety, and regular evaluation of facility use and effectiveness, the College ensures that its physical environment aligns with its mission and supports the success of its students and the broader College community.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Yuba College, in collaboration with the Yuba Community College District (YCCD), is dedicated to ensuring that its technology resources effectively support and sustain educational services and operational functions. Through strategic planning, continuous evaluation, and a robust cybersecurity framework, the College aligns its technology initiatives with its mission and goals to enhance student success and institutional effectiveness.

Planning and Evaluation

YCCD Information Technology Services (ITS) works closely with Yuba College to address its comprehensive technology needs while ensuring that service delivery remains standardized and effective across the District. Guided by the District’s Strategic Plan and the College’s Educational Master Plan (EMP), ITS incorporates inputs from program reviews and meetings with College leadership to align technology planning with institutional goals.

The ITS team plays a pivotal role in advancing Yuba College's mission by overseeing the development, implementation, and maintenance of all technology resources. The prioritized IT initiatives for 2021-2024 were developed based on strategic objectives outlined in the College's and District's planning documents, with input from participatory governance. Key projects include the final launch of Student Self-Service features such as student planning, degree progress tracking, academic advising, and faculty tools. Additionally, Yuba College's participation in the California Virtual Campus Online Education Initiative (CVC-OEI) has been supported by ITS through the implementation of Single Sign-On (SSO) Proxy, Canvas Trust Agreement & API Integration, eTranscripts California, Ellucian Ethos, and SuperGlue. [3-89 IT Update DCAS 20240502](#)

To ensure that technology services meet the needs of the College and District, ITS has adopted the IT Infrastructure Library (ITIL) service management framework and utilizes TeamDynamix as the standardized software for IT service management. This combination facilitates prompt routing of service requests and allows ITS to identify trends in service needs, enabling proactive improvements. The District Technology Committee (DTECH) is now annually reviewing program review submissions to identify and prioritize IT needs. Additionally, ITS leadership attends participatory governance meetings, when possible, to gather feedback on IT services so that annual infrastructure reviews align with the College's strategic objectives to the best extent possible. [3-90 MtgMn YCAS 20230907](#) | [3-91 TeamDynamix Screenshot](#) | [3-92 DTECH Agenda 20240311](#)

In 2023, the District conducted a program review for District services, including IT. Insights from a District-wide survey highlighted the need for improvements in helpdesk services, leading to a redesign that should enhance service availability and support levels for both students and employees. [3-93 2023 ITS Program Review](#)

Cybersecurity, Data Security, and Communication

YCCD employs a comprehensive, multi-layered approach to cybersecurity, incorporating industry best practices, Software as a Service (SaaS) vendor offerings, and tools provided by the California Community Colleges Technology Center. The District adheres to stringent security configurations, utilizing templates from the Center for Information Security (CIS), including Active Directory Group Policy Templates, Network Infrastructure Configuration Templates, and the CIS Top 18 Security Controls. [3-94 CCC Technology Center](#) | [3-95 The 18 CIS Critical Security Controls](#)

Wireless access is provided at all Yuba College locations, with users required to accept the YCCD Wireless Access Agreement every 90 days. All users of the College's Learning Management System (LMS), Canvas, must agree to the Acceptable Use Policy. The District has recently migrated to Microsoft Single Sign-On through the MyApps portal, which includes a Terms of Use page and Privacy Statement. Multi-factor authentication (MFA) is required for login through MyApps, except when connecting directly from the YCCD network. [3-96 Wifi Access Article](#) | [3-97 Wifi Access Article Agreement](#) | [3-98 Terms Of Use](#)

To ensure comprehensive support, Yuba College has prioritized funding for 24/7 phone, text, and email support for Canvas users, including students, faculty, and administrators. The IT team communicates system changes and updates via email and through an online knowledge base. Technology support is available through live phone assistance or video conferencing during regular business hours, with after-hours support provided by Black Belt Help. [3-99 MultiFactor Auth Email](#) | [3-91 TeamDynamix Screenshot](#)

The IT leadership team also conducts IT Update and Cybersecurity Awareness training sessions during faculty Flex activities and upon request. Additionally, phishing training is provided using Microsoft Defender Attack Simulation Training, offering immediate feedback to employees and students when they encounter simulated phishing attacks. [3-100 IT Update Convocation 2023](#) | [3-101 Why Cybersecurity Matters Slides](#)

Yuba College, in partnership with YCCD, is committed to the ongoing implementation, enhancement, and security of its technology resources. Through strategic planning, continuous evaluation, and proactive cybersecurity measures, the College ensures that its technology infrastructure effectively supports its mission and promotes student success.

3.10 The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Yuba College, in partnership with the Yuba Community College District (YCCD), has implemented comprehensive strategies to mitigate various risks, including financial, environmental, and technological emergencies, as well as unforeseen circumstances. These strategies are integral to ensuring the safety, security, and continuity of operations across the District.

Safety and Emergency Preparedness

At both the College and District levels, there has been an increased focus on safety and emergency preparedness. Yuba College’s Safety Committee has established clear procedures for handling various types of emergencies. This includes offering numerous training opportunities, such as violence mitigation training, CPR and first-aid certification for all employees, and opioid overdose reversal training. Regular unannounced drills are conducted to ensure preparedness.

[3-102 Emergency Operations Flip Chart](#) | [3-103 Fire Drill Spring 2024](#) | [3-104 ViolenceMitigation PDP Spring 2024](#) | [3-105 OverdoseReversal Flex Week2023](#)

The College has also strengthened its implementation of the Catapult system, which provides real-time text and email updates during safety incidents on campus. This system is tested regularly, and both employees and students are encouraged to enroll to receive these critical notifications.

[3-106 Catapult Email](#) | [3-107 Emergency Notifications Email](#)

Financial Risk Management

YCCD maintains robust financial management practices to mitigate financial risks. Routine reviews of budget-to-expenditure ratios are conducted, with monthly financial statements and cash flow reports presented to the Board of Trustees and the Board’s Finance and Audit Subcommittee. The District recently implemented a Board policy that mandates a two-month reserve of operational expenditures in the fund balance. This reserve serves as a financial safeguard to address emergencies effectively.

Environmental and Security Risk Management

To address environmental risks, YCCD has established protocols for responding to natural disasters and pandemics. However, a recent safety and security assessment conducted by Tactical Training Academy (TTA) revealed significant gaps in the District’s safety program. In response, the District is implementing recommendations to enhance security measures. These include increasing security coverage, strengthening partnerships with local police departments, emphasizing emergency preparedness, and adopting a community-oriented policing model. [3-108 Yuba CCD PD Assessment](#)

At the February 8, 2024, Board of Trustees meeting, a new District safety program was approved, which reflects these enhancements and aligns with best practices from neighboring institutions.

Technological Risk Management and Data Security

Data security is a top priority for YCCD, with robust backup and recovery procedures in place. These procedures include maintaining multiple copies of critical data stored on various media and in different locations, including cloud-based solutions. The District's network infrastructure is reinforced with redundant connectivity to each of the five District locations, provided through the California Education Network Initiative Corporation (CENIC). The primary data center is equipped with a backup generator, tested weekly, to ensure continuity during power outages.

The District employs a layered approach to network security, including the use of SolarWinds Network Configuration Manager for configuration backups and network automation. The connectivity of District servers and file storage resources is further strengthened with redundant fiber paths and LAN switches, providing a resilient network infrastructure.

Data Protection and Business Continuity

A crucial component of YCCD's risk management strategy is the safeguarding of sensitive data, including student and employee information. The District adheres to data-related policies and procedures outlined in Board Policy and Administrative Procedure 3310 (Records Retention and Destruction) and Board Policy and Administrative Procedure 5040 (Student Records, Directory Information, and Privacy). [3-109 AP3310](#) | [3-110 BP3310](#) | [3-111 AP 5040](#) | [3-112 BP5040](#)

The District has developed comprehensive Backup and Recovery Procedures based on the 4-3-2 backup strategy, ensuring at least four copies of critical data are stored on three different media, with two offsite copies. Additionally, the District has implemented 30-day immutable backups to prevent alterations and protect against ransomware attacks. All production environments are housed at the Marysville Data Center, with backups stored both locally and at the Woodland Data Center, approximately 45 miles away. The District is also exploring the use of Amazon S3 Glacier storage for an additional layer of data protection [3-113 YCCD Backup Recovery Procedures](#)

Furthermore, YCCD has migrated all traditional file servers to cloud-based storage using Microsoft 365 Educational licensing, with SharePoint for departmental storage and OneDrive for computer backup and document retention. These enterprise-level, cloud-hosted solutions enhance business continuity capabilities and secure access to third-party applications through Microsoft's Single Sign-On (MyApps) portal. [3-114 SharePoint Admin Screenshot](#) | [3-115 MyApps Screenshot](#)

Yuba College, in collaboration with YCCD, is committed to effective risk management and contingency planning. By implementing comprehensive strategies to address financial, environmental, and technological emergencies, the College ensures the safety, security, and continuity of its operations, aligning with its mission to provide a safe and supportive educational environment.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1 The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Yuba College and Yuba Community College District are steadfast in their commitment to upholding the principles of academic freedom, academic integrity, and freedom of inquiry for both faculty and students. These principles are essential to fostering an environment where intellectual exploration and the exchange of diverse ideas are encouraged and protected.

Commitment to Academic Freedom and Freedom of Inquiry

The District and College's commitment to academic freedom is explicitly outlined in Board Policy 4030, which asserts that "academic employees must be free to teach and students free to learn." This policy ensures faculty and students have access to a broad range of ideas, materials, and perspectives. It also emphasizes the responsibility of academic employees to encourage exploration of varying viewpoints and respect students' rights to form, hold, and express their own opinions and beliefs. [4-1 BP4030](#)

This policy is communicated to all stakeholders, including through presentations to new students in dual enrollment programs and the current draft Dual Enrollment Handbook. The college ensures that these principles are understood and respected by all members of the academic community.

[4-2 FAYCCD CBA 2019-2022](#) | [4-3 Dual Enrollment Handbook](#) | [4-4 Middle College Slides](#)

Support for Academic Integrity

Yuba College places a strong emphasis on academic integrity, ensuring that students understand their responsibilities and the consequences of violations. The Student Code of Conduct clearly outlines expectations regarding academic honesty, including the prohibition of cheating, plagiarism, and other forms of academic dishonesty. The AP 5520 policy provides a structured process for addressing violations, guaranteeing that all cases are handled promptly and equitably.

[4-5 Student Code of Conduct](#) | [4-6 AP5520](#)

To ensure transparency and accountability, the college regularly communicates these standards to students through various channels, including syllabi, student orientations, and handbooks. The process for addressing academic dishonesty is documented and accessible, ensuring that students are aware of the potential consequences and the procedures that will be followed in the event of a violation.

Freedom of Expression

Yuba College also upholds the rights of students and faculty to freedom of expression, as outlined in AP Policy 3900. This policy allows students to exercise their rights of free expression within the guidelines of time, place, and manner regulations, ensuring that their voices can be heard while maintaining an orderly and safe campus environment. [4-7 AP3900](#)

4.2 Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution’s character.

Yuba Community College District (YCCD) and Yuba College have established decision-making processes that ensure broad participation from faculty, staff, students, and administrators. These structures are designed to support collaborative, participatory governance and align decision-making with the institution’s mission and goals.

Documented Decision-Making Processes

The decision-making processes at YCCD are guided by Board Policy 2510 and corresponding Administrative Procedures, which outline participation in local decision-making. These policies, along with the Yuba Community College District (YCCD) Handbook, provide a comprehensive framework for governance and are regularly updated to reflect best practices and legal requirements. The handbook, which is accessible on the District website and distributed widely, serves as a vital resource for understanding the roles, responsibilities, and processes that guide decision-making across the District. [4-8 BP 2510](#) | [4-9 AP 2510](#) | [4-10 YCCD District Handbook 2024-25](#)

Each committee within the District, including those at Yuba College, operates under a specific charter that details the committee’s charge, membership, and decision-making procedures. All committee-related documents, including agendas, minutes, resources, and meeting materials, are housed on BoardDocs, a publicly accessible meeting management software system. This transparency ensures that stakeholders can access governance documents and stay informed about decision-making processes. [4-11 College Council Charter](#) | [4-12 DC3 Charter](#) | [4-13 BoardDocs Website Link](#)

Promoting Effective Participation

YCCD is committed to fostering a participatory governance culture that encourages meaningful involvement from all constituent groups. To enhance understanding of state laws, regulations, and best practices in governance, the District hosted a Collegiality in Action Workshop on November 30, 2023, during the fall Board Retreat. This workshop, facilitated by the President of the Academic Senate for California Community Colleges and the CEO of the Community College League of California, provided a platform for faculty, administrators, and Board members to engage in dialogue and deepen their understanding of their respective roles in participatory governance. [4-14 Board Retreat Agenda 20231130](#) | [4-15 Collegiality in Action](#)

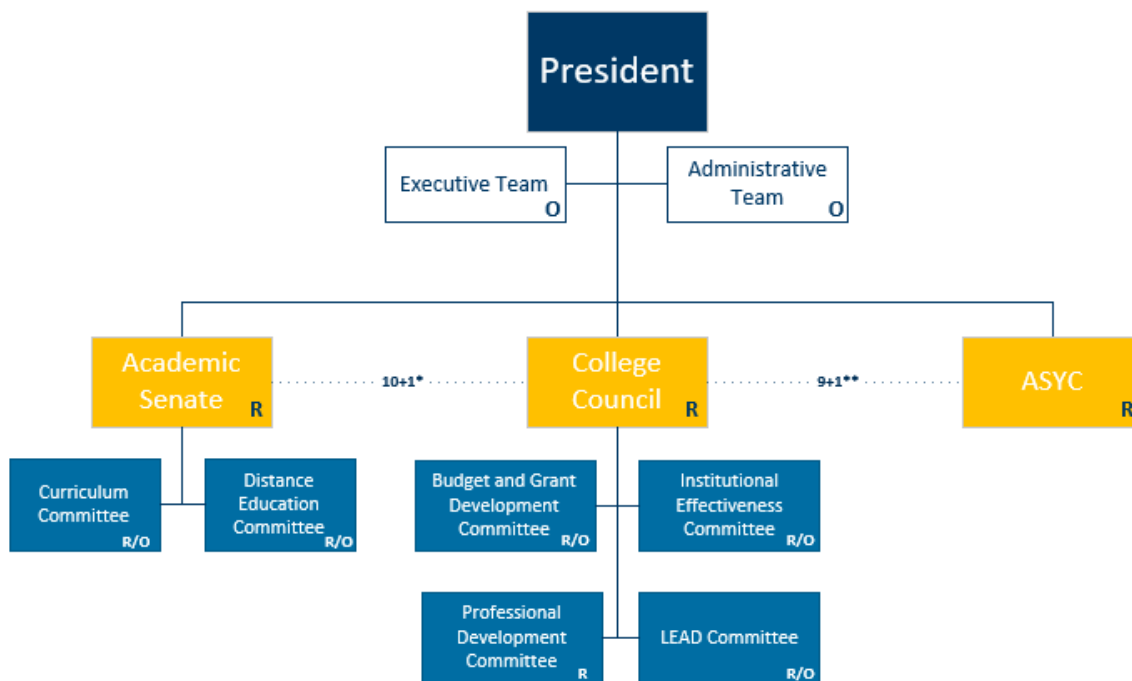
Equity-Focused Policy Development

During the 2022-23 academic year, YCCD undertook an initiative to make its Chapter 4000 and 5000 Administrative Procedures more equity-focused, clear, and accessible. This effort included forming a working group of faculty and administrators who developed guidelines and equity-focused questions for the revision of these procedures. The new process, which includes a stronger emphasis on student input, is being piloted during the 2023-24 academic year. This approach reflects the District’s commitment to ensuring that policies do not inadvertently create barriers and are aligned with equity principles. [4-16 AP BP Equity Focused Questions](#) | [4-17 YCCD Strategic Plan 2021-2030](#)

Yuba College Governance Model

Yuba College operates a governance model provides a robust framework for decision-making. The Yuba College Academic Senate (YCAS), College Council, and Associated Students of Yuba College are central to this model, offering recommendations to the Yuba College President on matters of

significance. Each committee within this model maintains a charter that outlines its roles, responsibilities, and membership, ensuring clarity and consistency in governance.



* In areas identified in the "10+1" the participatory governance process shall include substantive engagement of the Yuba College Academic Senate as outlined in AP 2510.
 ** In areas identified in the "9+1" the participatory governance process shall include substantive engagement of the Associated Students of Yuba College (ASYC) as outlined in AP 2510.
 For more information, review AP 2510: <https://bit.ly/yccdap2510>

In January 2023, YCAS and the Yuba College President hosted a Collegiality in Action session to provide governance training and support for faculty and staff. Additionally, YCAS developed a 10+1 training for all Yuba College employees to reinforce the College’s commitment to participative governance and to clarify roles and expectations within the governance structure. [4-18 Collegiality in Action Email](#) | [4-15 Collegiality in Action](#) | [4-16 AP BP Equity Focused Questions](#)

Yuba College and YCCD have established and clearly communicated decision-making structures that ensure broad stakeholder participation. These structures are regularly reviewed and updated to promote transparency, equity, and alignment with the institution’s mission, ensuring that all voices are heard and considered in the governance process.

4.3 The institution’s decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.

Yuba Community College District (YCCD) and Yuba College are committed to decision-making structures that foster collaboration, transparency, and accountability. These structures ensure decisions align with the mission, support innovation, and prioritize equitable student outcomes.

District Decision-Making Structures

At the District level, YCCD employs a participatory decision-making framework that includes key bodies such as the District Consultation and Coordination Council (DC3) and the District, College, and Academic Senate (DCAS) Leadership Committee. These bodies are instrumental in managing and advancing projects aligned with the District's strategic priorities. The roles, responsibilities, and processes of these decision-making structures are clearly documented in Board Policy and Administrative Procedure 2510 – Participation in Local Decision-Making and the YCCD District Handbook. [4-8 BP 2510](#) | [4-9 AP 2510](#) | [4-10 YCCD District Handbook 2024-25](#)

These governance structures have been pivotal in supporting significant District initiatives, including the development of the 2021-2030 YCCD Strategic Plan and the implementation of recommendations from the Fiscal Crisis and Management Assistance Team (FCMAT) study. Currently, these structures are also guiding the development of the Resource Allocation Model (RAM) and the YCCD Facilities Master Plan (FMP). The District's decision-making processes are designed to be inclusive, with opportunities for broad-based feedback through governance meetings, town halls, Flex activities, and community forums. This approach is designed to foster a culture of collaboration and ensure that decisions are well-informed and aligned with the District's mission. [4-17 YCCD Strategic Plan 2021-2030](#) | [4-18 Collegiality in Action Email](#) | [4-19 DC3 FCMAT Working Group Rpt](#) | [4-20 YCCD FMP Schedule](#) | [4-21 YCCD Resource Allocation Model Handbook Draft](#)

District governance committees regularly review their charters, establish annual goals that align with the District's strategic plan, and assess their effectiveness through surveys. Recent improvements based on survey feedback include the introduction of annual committee training/orientation, earlier publication of agendas to allow better preparation, and the creation of a calendar for annual Board Policy and Administrative Procedure review. [4-22 MtgMn DCAS 20230907](#) | [4-23 DCAS Goals Operating Plan 2023-24](#) | [4-24 DCAS Effectiveness Rpt 20220519](#)

Operationally, the Chancellor's Cabinet meets weekly to prioritize and monitor key District initiatives, address operational issues, and identify emerging challenges. This body plays a crucial role in ensuring coordination across the District to achieve its mission. The Cabinet also holds an annual retreat focused on strategic planning and team building. [4-25 Chancellor Cabinet Retreat 20230918](#)

An example of effective decision-making that led to improved student outcomes is the Chancellor's Cabinet's decision to participate in the third cohort of the Degrees When Due initiative. This initiative resulted in the implementation of auto-awarding degrees and certificates, which increased District completion rates by over thirty percent. [4-26 BOT Pres BWD Update 202207](#)

College Decision-Making Structures

At Yuba College, the decision-making and governance model underwent a significant revision starting in 2020, with the new structure fully implemented by 2023. This project was part of a broader evaluation and continuous improvement effort, supported in part by an Institutional Effectiveness Partnership Initiative (IEPI) Grant. The completion of the updated governance handbook is in progress for the 2024-2025 year. [4-27 IEPI Grant Agreement](#)

The new governance structure at Yuba College includes detailed committee charters outlining each group's focus and membership. A tri-chair system has been introduced whenever possible, ensuring broad input and leadership from administration, classified professionals, and faculty. This inclusive structure has strengthened collaborative planning, particularly in developing the 2022-2025

Educational Master Plan (EMP) and budgeting processes. Through this governance model, the College has established a budget process that allows workgroups focusing on EMP initiatives to request funding to support their efforts. [4-11 College Council Charter](#) | [4-28 EMP 2022-25](#) | [4-29 EMP Budget Process](#)

The Yuba College Administrative Team meets weekly to support recommendations from the participative governance structure and to address operational issues, monitor enrollments, budget processes, and legal and regulatory changes. Additionally, the Admin Team meets quarterly for retreats designed to foster professional development and continuous improvement. [4-30 Admin Team Retreat Agenda 202407](#) | [4-31 Admin Team Mtg Agenda 20240722](#) | [4-32 Admin team Accreditation Overview2023020](#)

Yuba College and YCCD effectively utilize decision-making structures to create a collaborative environment that prioritizes student success and institutional innovation. These structures are designed to ensure that decisions are made transparently, inclusively, and consistently, advancing the mission and strategic goals of the College and District.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The Yuba Community College District (YCCD) Governing Board is fully committed to upholding its responsibilities for ensuring the academic quality, integrity, and effectiveness of Yuba College’s academic and student services programs. The Board is also responsible for maintaining the financial stability of the institution and advancing the achievement of its mission. These commitments are codified in Board Policy 2200: Board Duties and Responsibilities, which delineates the Board’s authority and accountability. [4-33 BP 2200](#)

Oversight of Academic Quality and Institutional Effectiveness

As a collective body, the YCCD Governing Board regularly evaluates student success outcomes, reviews financial data, and monitors progress on institutional goals as outlined in key planning documents, including the YCCD Strategic Plan and the College Educational Master Plans. The Board systematically reviews reports on enrollment trends, distance education outcomes, Board Policy revisions, campus safety, and facilities planning. To ensure all actions are mission-driven, each Board agenda item includes the prompt: “How does this action achieve the District/College Mission, Vision, and Values, and support student learning?” [4-34 BOT Agenda Item Self Evaluations 202311](#)

Committees and Focused Study

The Board’s work is supported by its standing committees, as articulated in Board Policy 2220: Committees of the Board. These committees, which include the Finance & Audit Committee, the Facilities Committee, and the Policy & Student Success Committee, conduct focused studies on specific areas of Board responsibility. The committees’ findings and recommendations are reported to the full Board for consideration. For example, the Finance & Audit Committee regularly reviews and approves monthly expenditures and provides recommendations on budget adoption and other fiscal matters critical to the District’s overall financial health. Additionally, the Board occasionally forms ad hoc committees to address specific issues that require targeted attention.

[4-34 BOT Agenda Item Self Evaluations 202311](#)

Board Engagement and Continuous Improvement

To ensure continuous improvement and deepen their understanding of governance roles and responsibilities, the YCCD Governing Board regularly engages in study sessions and retreats. For instance, on November 30, 2023, the Board participated in Collegiality in Action training, a program designed to promote effective participation in governance. This session, facilitated by leaders from the Academic Senate for California Community Colleges and the Community College League of California, provided a comprehensive overview of state law, regulations, and best practices in participatory governance. [4-14 Board Retreat Agenda 20231130](#)

Another example of the Board's commitment to continuous improvement was the November 9, 2023, study session. During this session, the Board reviewed progress on the District's scorecard metrics, enrollment data, and the College's continuous improvement plans related to student access and success. With the development of the California Community College Chancellor's Office Vision 2030 and the Governor's CCC Roadmap for the Future, the Student Success and Institutional Effectiveness research presentation calendar was updated to provide three annual Board presentations:

- **Access:** Evaluation of the student experience from interest in College enrollment through completion of first College-level course (Connection & Entry) - October/November
- **Completion:** Evaluation of student progression from entry into a program of study through program completion. (Progress & Completion) - March/April
- **Summative Comprehensive Report & YCCD Scorecard Review** - July/August

These sessions are aligned with ACCJC requirements, which mandate regular review of disaggregated data to evaluate program effectiveness and inform plans for innovation and continuous improvement. [4-35 Governors Roadmap CCC 202205](#) | [4-36 BOT Agenda BOT Agenda Item 4.01 20231109](#)

Policy Review and Accountability

Board Policy 2410: Board Policies and Administrative Procedures establishes that the Chancellor is responsible for conducting a comprehensive review of all Board Policies every five years and reporting the outcomes to the Board. This policy ensures that the Board's policies are regularly assessed for their effectiveness in fulfilling the District's mission. The YCCD Board Policy & Administrative Procedure Handbook outlines the review cycle and ensures that policies remain current and aligned with institutional goals. [4-37 BP2410](#) | [4-38 BP AP Handbook 20240603](#)

Board Self-Evaluation and Goal Setting

The YCCD Board is committed to continuous self-improvement. It sets annual goals and conducts a self-evaluation process as outlined in Board Policy 2745: Board Self-Evaluation. This process includes reflective dialogue on how to enhance the effectiveness of Board governance practices. For two years, YCCD had an interim Chancellor who served while the recruitment for a permanent chancellor was conducted. During the interim period, the Board missed setting goals for one fiscal year. However, the Board conducted a 360 evaluation in 2021 and adopted goals in 2022. In June of 2023, Dr. Pan started with YCCD in the permanent chancellor role. Under the leadership of Dr. Pan, the Board adopted the 2023-24 goals at the September 14, 2023, Regular Board Meeting, and completed the 2022-23 Board Self-Evaluation in October 2023. [4-39 BP 2745](#)

The YCCD Governing Board takes its responsibility for the overall quality and stability of the institution seriously. Through regular monitoring of institutional progress, financial health, and adherence to governance best practices, the Board ensures that Yuba College remains focused on its mission and continues to serve its students and community effectively.

4.5 The governing board selects the institution’s chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Yuba Community College District (YCCD) Board of Trustees adheres to well-defined policies for selecting and evaluating the District Chancellor and College President. The Board delegates authority to the Chancellor to implement Board policies, ensuring effective operations and the fulfillment of the institution’s mission.

Selection and Evaluation of the Chancellor

The YCCD Board of Trustees holds the ultimate authority for selecting and evaluating the Chancellor. The selection process is guided by Title 5 of the California Code of Regulations, the California Education Code, and specific Board policies, including Board Policy 2431: Chancellor Selections and Board Policy 2432: Chancellor Succession. These policies ensure a transparent and comprehensive selection process that aligns with the District’s mission and strategic goals. [4-40 BP2431](#) | [4-41 BP2432](#)

Board Policy 2435: Evaluation of the Chancellor mandates an annual evaluation of the Chancellor, which is based on criteria outlined in the Chancellor’s job description and performance goals developed in accordance with Board Policy 2436. The Chancellor’s contract details the procedures for setting performance objectives, scheduling evaluation dates, and conducting the evaluation process, culminating in a written evaluation by the Board. In 2023, following the hiring of the new Chancellor, Dr. Pan, the Board demonstrated its commitment to supporting the new leadership by establishing a Chancellor Onboarding Taskforce to set performance goals. These goals were formally adopted during the November 30, 2023, Board Retreat, where an initial evaluation of the Chancellor was also conducted. [4-42 BP 2430](#) | [4-43 Chancellors Goals 2023-2024](#) | [4-44 Chancellor Employment Agreement](#)

Selection and Evaluation of the College President

Board Policy 2440: Selection and Evaluation of College Presidents grants the Chancellor the responsibility for establishing processes for selecting and evaluating College President, who serves as the chief executive officer (CEOs) of Yuba College. Administrative Procedure 7122: Hiring the College President outlines the recruitment and selection processes, ensuring that the District attracts highly qualified individuals capable of fostering College effectiveness and advancing institutional goals. [4-45 BP 2440](#) | [4-46 AP7122](#)

The Chancellor delegates the responsibility and authority to the College President to implement District policies at their College campuses and centers. Administrative Procedure 7151: Evaluation of the College Presidents details the timeline and procedures for the annual evaluation of College Presidents. These evaluations are conducted by the Chancellor, who reviews the performance and leadership effectiveness of each President in meeting the College’s goals and advancing the mission. [4-47 AP 7151](#)

Authority to Implement Policies, Ensure Effective Operations, and Fulfill the Mission

Board Policy 2200: Board Duties and Responsibilities clearly outlines the Board’s role in establishing policies that define the institutional mission, set ethical and legal standards for College operations, and ensure the effective governance of the District. The policy emphasizes the Board’s responsibility for hiring and evaluating the Chancellor, delegating authority to the Chancellor to lead the District, and monitoring institutional performance, educational quality, and fiscal stability. [4-33 BP 2200](#)

Board Policy 2436: Delegation of Authority to the Chancellor formalizes the powers delegated to the Chancellor, including the responsibility to provide regular reports to the Board on the District’s operations and progress. Board Policy 2351: Reports to the Board further specifies the reporting requirements, ensuring that the Chancellor, College President, and other key District entities provide the Board with monthly updates and annual reports on various aspects of institutional performance, including those from the YCCD Foundation, Citizen Bond Oversight Committee, Auxiliary Services, and Campus Safety and Security. [4-48-BP 2436](#) | [4-49 BP2351](#)

The Board’s commitment to regular assessment and continuous improvement is reinforced by Administrative Procedure 3225: Institutional Effectiveness. This procedure emphasizes the importance of using quantitative and qualitative data to assess and improve District, College, and Board goals. The Board regularly evaluates student success outcomes, reviews financial data, and monitors progress toward institutional objectives. [4-50 AP 3225](#)

The YCCD Board of Trustees is dedicated to the effective selection and evaluation of the District’s chief executive officers, ensuring they have the full authority to implement Board policies and lead the institution in fulfilling its mission. Through structured policies and regular evaluations, the Board supports leadership that drives operational effectiveness and mission fulfillment.

4.6 The governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Yuba Community College District (YCCD) Board of Trustees is composed of seven members elected to four-year terms by voters from defined trustee areas. Additionally, the Board includes two Student Trustees, elected by the students at Yuba College and Woodland Community College for one-year terms, who provide advisory votes on action items and participate in all Board meetings, except for closed sessions.

Board Independence and Policy-Making Role

The Board of Trustees plays a crucial role in policymaking, ensuring that institutional quality, fiscal sustainability, and alignment with the mission are prioritized. Meeting minutes and other documentation reflect the Board’s rigorous approach to policy discussions, where decisions are made with a focus on the institution’s long-term stability and effectiveness.

The Board maintains its independence as a governing body by adhering to established policies governing meeting processes, carefully reviewing materials in advance of meetings, and seeking additional information when necessary. The Board encourages public input through open-session comments at meetings and complies with open-meeting laws, allowing the community to express their views on District or College operations and educational quality. Trustees also engage directly with

community members and employees through various forms of communication, including phone calls, emails, and letters.

Board Norms and Protocols

The YCCD Trustee Handbook, updated in March 2022, outlines the Board Norms and Protocols, which guide Board behavior and promote adherence to ethical standards and effective governance. These norms include team and meeting norms, board protocols, Brown Act requirements, parliamentary procedures, and rules governing debate. These guidelines ensure that Board members understand their roles, engage constructively in discussions, and maintain a unified focus on the District's mission.

[4-51 Trustee Handbook](#)

New Board members undergo a comprehensive orientation to familiarize themselves with their responsibilities and the Board's policies and procedures. Trustees also participate in ongoing professional development, attending statewide and national conferences to stay informed about best practices in governance. [4-52 Trustee Orientation Timeline](#) | [4-53 new Trustee resources](#)

Regular Review and Updates of Board Policies

The Board requires a comprehensive review of Board Policies every five years. This review is conducted by the YCCD Board Policy and Student Success Committee and the full Board, ensuring that policies are current and effective in fulfilling the District's mission. The Board's commitment to regular policy review is documented in Board Policy 2410. [4-54 BP Review Calendar](#) | [4-37 BP2410](#)

Operating as a Collective Entity

The Board of Trustees has recently experienced challenges in operating as a collective entity and upholding its commitment to effective governance and adopted board norms. Because of this, extensive work has been done in the past three years to revisit and strengthen board agendas, retreats, expectations, and policies.

Several Board Policies outline the protocols used to ensure the Board acts as a collective entity including Board Policies 2205, Standards of Good Practice, and 2715, Code of Ethics. This expectation is also documented in the YCCD Board Handbook which codifies meeting norms, rules governing debate, and board protocols.

Board Policy 2205, Standards of Good Practice states:

Although representing their own area of residence, Yuba Community College District Trustees are elected to a Board of Trustees which governs a multi-campus community College District. It is, therefore, incumbent on each Trustee to exhibit interest, loyalty and concern for all Yuba Community College District Colleges and facilities, and not just for the College situated in the Trustee's area of residence.

The policy further documents the expectation that the Board is responsible for creating and maintaining a spirit of cooperation with the CEO, board members must engage in training and continuous improvement, and members must come to each meeting prepared to debate issues fully and openly. To facilitate this, Board members receive all materials well in advance of meetings and are expected to come to Board meetings prepared for discussion. [4-55 BP 2205](#) | [4-56 BP 2715](#) |

[4-51 Trustee Handbook](#)

Agenda Item 1.04 “YCCD Board Effective Governance” is posted on the monthly Board agenda, serving as a reminder of trustee accountability. Under Item 1.04, Board Norms, Board Goals and Evaluation, and Board Policy Education and Orientation provide specific information that help guide individual trustee behavior and interactions among trustees. [4-57 BOT Agenda Item 1.04 20240808](#)

Fiduciary Responsibility and Ethical Conduct

The Board adheres to policies that ensure Trustees conduct themselves in an ethical and legal manner. BP 2710: Conflict of Interest requires Trustees to disclose any financial interests and abstain from voting on related matters. Trustees also file Statements of Economic Interests, ensuring transparency in their financial dealings. [4-58 BP2710](#)

BP 2715: Code of Ethics/Standards of Practice outlines the expected behavior of Trustees, including their role as stewards of District resources, their commitment to ethical and legal standards, and their responsibility to manage controversy and confidentiality appropriately. The policy includes a Trustee Censure process for addressing behavior that violates the code, ensuring accountability within the Board. In response to challenges in effective governance, the Board engaged in ethics training and reviewed this policy during the January 18, 2024, Board Retreat, which focused on self-governance, evaluation, and best practices. [4-56 BP 2715](#) | [4-59 BOT Retreat Agenda 20240118](#) | [4-60 BOT Retreat Presentation 20240118](#)

Board Self-Evaluation and Continuous Improvement

The Board’s commitment to continuous improvement is reinforced through its self-evaluation process, as outlined in BP 2745: Board Self-Evaluation. This policy mandates an annual self-assessment, where the Board identifies strengths and areas for improvement. The results of this evaluation inform the Board’s goals and training for the upcoming year, ensuring that Trustees are continually enhancing their governance practices. [4-39 BP 2745](#) | [4-57 BOT Agenda Item 1.04 20240808](#) | [4-61 BOT Agenda Item 20230914](#)

In recent years, the Board has dedicated portions of its retreats and study sessions to professional development, including ACCJC Accreditation Training and Collegiality in Action Training. These sessions have been particularly important in improving the Board’s ability to function effectively as a unified entity, especially following the hiring of a new Chancellor in June 2023. The January 18, 2024, Special Board Meeting, for instance, was devoted to Board self-governance and included review of the Board’s self-evaluation, clarification of meeting norms, and discussions on how to function more effectively as a collective body. [4-14 Board Retreat Agenda 20231130](#) | [4-15 Collegiality in Action](#) | [4-60 BOT Retreat Presentation 20240118](#) | [4-62 ACCJC BOT Training Agenda 4.01 20230613](#)

Through ongoing training, self-evaluation, and adherence to established norms and protocols, the YCCD Board of Trustees continues to work to improve its ability to function as an effective, unified governing body. These efforts are aimed at ensuring that the Board can remain focused on promoting the institution’s values and mission, fulfilling its fiduciary responsibilities, and supporting the success of Yuba College and its students.

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	https://yc.yccd.edu/about/accreditation/ YC ACCJC Screenshot
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	Standard 1.1 – Development and Ongoing Review of Mission, Vision, and Objective Statements as Part of Educational Master Plan (EMP) Process BP 3250 AP 3250
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	BOT Agenda 20221013 Yuba College EMP Presentation - Board Approval of 2022 EMP with New Mission, Vision, and Objective Statements
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	Standard 1.2 – Describes the process by which the College develops institutional goals on a 3-year cycle through the Educational Master Plan development with stakeholder engagement.
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	1-1 EMP 2-18 EMP Scorecard ACCJC Annual Report Submission

Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution’s practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education’s standards for clock-to-credit hour conversions, if applicable (ER 10) <p>(See Commission Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p>BP 4100 AP 4100 AP 4020 AP 4022 BP 4025 AP 4025</p>
<p>ii. Documentation that the institution’s transfer of credit policies includes the following:</p> <ul style="list-style-type: none"> • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<p>BP 4050 AP 4050 BP 4235 AP 4235 BP 5120 AP 5120</p>
<p>iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p>	<p>BP 5010 AP 5010 AP 5011 BP 5052 AP 5052 BP 5055 AP 5055</p>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<p>AP 5530</p>

Required Item	Documentation
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: <ul style="list-style-type: none"> • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards 	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution’s policies and/or practices for the release of student records	YC FERPA & Release of Student Information BP 5035 AP 5035 AP 5040 BP 5040
viii. Documentation that the institution’s policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	BP 4021 AP 4021
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution’s implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	PPA Federal Student Aid 3-45 Final Audit Report 2022-23
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution’s: <ul style="list-style-type: none"> • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education	FERPA Flyer FERPA Zoom Guidelines BP 5040 AP 5040

Required Item	Documentation
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its College-level curriculum	AP 4222
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	AP 4235 BP 4235
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	2-69 Timely Telehealth Agreement for Services NetTutor Agreement for Services Harmony Health Agreement for Services
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	4-1 BP4030

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	BP 7120 AP 7120 AP 7121 AP 7122
ii. Employee handbooks or similar documents that communicate expectations to employees	AP 3050 AP 3158 AP 6810 Academic-Employee-Handbook.pdf
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	Final Audit Report 20210630 Final Audit Report 20220630 3-45 Final Audit Report 2022-23
iv. Practices for resource allocation and budget development (including budget allocation model for multi-College Districts/systems)	3-43 YCCD Resource Allocation Model Handbook Draft Budget Development
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	3-40 BP 6200 Budget Prep 3-41 BP 6250 Budget Mngmnt AP 6300 BP 6300
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	BP 3720 AP 3720 AP 3721 BP 3725 AP 3725 BP 6450 AP 6450
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Cohort Default Rate History
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	Yuba College has no contractual relationships with non-accredited organizations.
ix. Written code of professional ethics for all personnel including consequences for violations	AP 3050 AP 7360 AP 7365

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	AP 2431 BP 2435 AP 7122 4-47 AP 7151
ii. Documentation or certification that the institution’s CEO does not serve as the chair of the governing board (ER 4)	BP 2010 BP 2100 BP 2210 BP 2305
iii. Governing board policies/procedures/bylaws related to Board Ethics	4-56 BP 2715
iv. Governing board policies/procedures/bylaws related to conflict of interest	4-58 BP2710

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
i. Documentation of the institution’s appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D	https://yc.yccd.edu/about/accreditation/2024-self-evaluation-report/ YC 2024 ISER Webpage - Public Comments
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	YC Homepage (Click “About” on the top menu) YC ACCJC Screenshot

D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 3
Educational Mission	Page 16
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page 15
Course, Program, and Degree Offerings	Pages 55-61
Student Learning Outcomes of Programs and Degrees	Pages 16-17
Academic Calendar and Program Length	Pages 6-8
Academic Freedom Statement	Pages 15-16
Available Student Financial Aid	Pages 26-28
Available Learning Resources	Pages 18-22
Names and Degrees of Administrators and Faculty	Page 192
Names of Governing Board Members	Page 12
Requirements	
Admissions	Pages 22-23
Student Tuition, Fees, and Other Financial Obligations	Pages 25-26
Degrees, Certificates, Graduation and Transfer	Pages 46-55
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Page 31
Nondiscrimination	Page 16
Acceptance and Transfer of Credits	Page 49
Transcripts	Page 45
Grievance and Complaint Procedures	Page 30
Sexual Harassment	Page 30
Refund of Fees	Page 26
Locations or Publications Where Other Policies May be Found	
	N/A

E. Appendix 2: Organizational Structure

[Yuba Community College District Organizational Chart 2024-25](#)

[YC President's Direct Reports 2024-25](#)

[YC Instruction Organizational Chart 2024-25](#)

[YC VPSS Organizational Chart 2024-25](#)

F. Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Yuba College Sutter County Center
3301 E Onstott Road
Yuba City, CA 95991