



2018

Institutional Self-Evaluation Report of Educational
Quality and Institutional Effectiveness in Support of
Reaffirmation of Accreditation

Yuba College

**Institutional Self-Evaluation Report
in Support of Reaffirmation of Accreditation**

Submitted by:

Yuba College
2088 North Beale Rd
Marysville, CA 95901

Submitted to:

Accreditation Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Submitted August 2018

**INSTITUTIONAL SELF-EVALUATION
REPORT – CERTIFICATION**

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

From: Dr. G. H. Javaheripour, President
Yuba College
2088 North Beale Rd
Marysville, CA 95901

This Institutional Self-Evaluation Report is submitted to the Accrediting Commission for Community and Junior Colleges for assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community and I believe the Institutional Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



Dr. G. H. Javaheripour, President



Michael Pasquale, Governing Board President



Dr. Sonja Lolland, Accreditation Liaison Officer



Dr. Elena Flacks, Faculty Senate President



Paul Cluck, Associated Students of Yuba College President

TABLE OF CONTENTS

Acronym Key	6
Introduction	7
Student Demographic, Enrollment, and Achievement Trends.....	10
Institution-Set Standards	24
Organization of the Self-Evaluation Process	25
Organizational Information	29
Certification of Continued Institutional Compliance with Eligibility Requirements	30
Certification of Continued Institutional Compliance with Commission Policies	34
District-College Functional Map.....	52
Institutional Analysis	53
STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS AND INTEGRITY	
70	
Standard IA: Mission.....	71
Standard IB: Assuring Academic Quality and Institutional Effectiveness.....	82
Standard IC: Institutional Integrity.....	111
STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES	
131	
Standard IIA: Instructional Programs.....	132
Standard IIB: Library and Learning Support Services	174
Standard IIC: Student Support Services	184
STANDARD III: RESOURCES	
203	
Standard III.A. Human Resources.....	204
Standard III.B. Physical Resources	237
Standard III.C. Technology Resources.....	249
Standard III.D. Financial Resources.....	259
STANDARD IV: LEADERSHIP AND GOVERNANCE	
292	
Standard IV.A. Decision-Making Roles and Processes	293
Standard IV.B. Chief Executive Officer.....	312
Standard IV.C. Governing Board	325
Standard IV.D. Multi-College Districts or Systems	346
Changes and Plans Arising Out of the Self-Evaluation Process	360
Quality Focus Essay	364

EMBLEM KEY



Standard I.A, B, C



Evidence - Standard I.A, B, C



Standard II.A, B, C



Evidence - Standard II.A, B, C



Standard III.A, B, C



Evidence - Standard III.A, B, C



Standard IV.A, B, C



Evidence - Standard IV.A, B, C



Changes & Plans



Student Outcomes



Distance Education

ACRONYM KEY

AP	Administrative Procedure
ASR	Administrative Services Review
ASYC	Associated Students of Yuba College
BP	Board Policy
BRR	Budgetary Resource Requests
BSI	Basic Skills Initiative
CC	Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CCSSE	Community College Survey of Student Engagement
CEAC	College Effectiveness and Accreditation Committee
CENIC	Corporation for Education Network Initiatives in California
COR	Committee Objective Report
CSAR	Committee Self-Assessment Reports
CSC	College Success Center
CSEA	California School Employees Association
CSLO	Course Student Learning Outcomes
DC3	District Consultation and Coordination Council
DCAS	District College Academic Senate
DSET	District Services Executive Team
EMP	Education Master Plan
FAYCCD	Faculty Association Yuba Community College District
FMP	Facilities Master Plan
GASB	Governmental Accounting Standards Board
IEPI	Institutional Effectiveness Partnership Initiative
IER	Institutional Effectiveness Report
IP	Integrated Planning
ISLO	Institutional Student Learning Outcomes
NAS	Needs Assessment Survey
PPA	Program Participation Agreement
PR	Program Review
PSLO	Program Student Learning Outcomes
SAO	Service Area Outcomes
SDP	Staff Development Plan
SENSE	Survey of Entering Student Engagement
SLA	Service Level Agreement
TMP	Technology Master Plan
VRC	Veteran Resource Center
WCC	Woodland Community College
WLDC	Writing and Language Development Center
YC	Yuba College
YC-AFT	Yuba College American Federation of Teachers
YCCD	Yuba Community College District

INTRODUCTION

The Yuba Community College District (YCCD) spans eight counties and nearly 4,200 square miles in rural north-central California. YCCD became a multi-college district in 2008 and includes two colleges, centers in Clear Lake and Sutter County, and outreach operations in Williams and on Beale Air Force Base. A seven-member Board of Trustees and two student trustees govern the District. YCCD has a rich, ninety-year history. During the 1974-75 academic year, the district expanded to serve students in eight northern California counties including: Butte, Colusa, Glenn, Lake, Placer, Sutter, Yolo, and Yuba. The large district includes portions of the Sierra foothills, Central Valley, and Coastal Range—distinct regions with unique opportunities and challenges.

Yuba College's (YC) main campus is located at 2088 North Beale Road in Marysville, and the College operates the Sutter County Campus located at 3301 E. Onstott Road in Yuba City and Beale Air Force Outreach Center located at 17849 16th Street, Room 117 on Beale Air Force Base. The new district office opened in 2017 and is located at 425 Plumas Street, Suite 200 in Yuba City.

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

During the 2001-02 academic year, YC reached its peak enrollment of over 16,600 students. In 2006, voters approved Measure J to update and expand the College's buildings and infrastructure. Several buildings, including Liberal Arts, the Theater, and Learning Resource Center, were renovated. A new building for the Allied Health and Public Safety programs was constructed and opened its doors for classes in the fall of 2011.

In addition to the main campus, YC historically operated three educational sites: Clear Lake Campus, Sutter County Center, and the Beale Air Force Base Outreach Center. The Sutter County Campus opened for classes in the fall of 2012 and is eight miles from the main campus. The Sutter facility is 55,000 square feet and contains 18 classrooms, including two lecture halls, two computer labs, and a science lab. The Sutter County Campus serves the surrounding community and the majority of students feed from River Valley High School and Yuba City High School. Currently, 11 degrees and certificates can be completed entirely at the Sutter Center. A variety of courses continues to be offered at the Beale Air Force Base Outreach Center, primarily in the late afternoon and evenings. This site has been experiencing declining enrollments over the last five years.

Currently, YC offers 11 academic programs leading to certificates and/or degrees without full-time faculty. Many of Yuba College's career technical programs maintain programmatic accreditation.

- Auto Tech - National Automotive Technician's Education Foundation (NATEF)
- Child Development Center - National Association for the Education of Young Children (NAEYC)
- Early Childhood Education - California Community College Early Childhood Educators (CCCECE)
- Emergency Medical Technician – Sierra-Sacramento Valley Emergency Medical Services Agency (S-SV EMS) & National Registry of Emergency Medical Technicians (NREMT)
- Fire Academy. - State Fire Marshall's Office
- Human Services- Consortium of Addiction Programs and Professionals (CCAPP)
- Income Tax Preparation - California Tax Education Council (CTEC)
- Income Tax Preparation (Continuing Education) - Internal Revenue Service
- Nursing - California Board of Registered Nursing (BRN)
- PC 832 - Peace Officers Standards and Training (POST) and Standards and Training in Corrections (STC)
- Police Academy – Peace Officers Standards and Training (POST)
- Probation Officer Core, Correctional Officer Core, & Juvenile Officer Core - Standards and Training in Corrections (STC)
- Psych Tech. - California Board of Licensed Vocational Nursing and Psychiatric Technician
- Rad Tech- Joint Review Committee on Education in Radiologic Technology (JRCERT) and California Department of Health Services Radiation Health Branch
- Vet Tech - American Veterinary Medical Association (AVMA)

The major developments for YC since the last accreditation cycle was the 2016-17 realignment of the Lake County Campus with Woodland Community College and acceptance into the California Guided Pathways Initiative. In addition, Bachelor's degrees in Early Childhood Education will be offered on the Yuba College Marysville campus beginning in fall 2018 via an agreement with California State University, Sacramento.

Today with the realignment, YC enrollment is just under 9,500 students. The majority of students state that their educational goal is to transfer, obtain an AA/AS degree without transfer, or obtain a vocational certificate. Most students are studying part-time, in the 18-24 age group, and 60 percent are female. Student headcount for YC has remained flat or declined for all age groups except for 0-17. Full-time Equivalent Students (FTES) has declined 24 percent from 2008-09 to 2014-15.

The regional population of both Sutter and Yuba counties are projected to continue to grow, but at a very slow rate (less than 1 percent compound annual growth rate). Only two communities in the College's service area, Linda and Plumas Lake, are expected to grow above the County and State Averages. In the YC effective service area, the portion of the White population is expected to decrease by 2.4 percent between 2016 and 2021 while other racial groups are projected to increase. The proportions of Hispanic, Black, and Asian will continue to increase in the key service areas for YC.

The Yuba County median household income declined from 2010 to 2014 and only increased by 0.28 in Sutter County for the same period. Seventeen percent of Yuba County families and 14 percent of Sutter families lived at or below the poverty level in 2014. These proportions are higher than poverty levels statewide. In 2016, Plumas Lake reported the highest median household income of \$94,734. Projections of household income to 2021 forecast that incomes will increase in all areas except Beale AFB, Live Oak, Loma Rica, and Marysville.

The Yuba and Sutter County regional area (Yuba City Metropolitan Statistical Area) has suffered high unemployment rates in comparison to state averages. Household poverty rates are above state averages and educational attainment is below state averages. Historically, almost half of the employment opportunities in the two-county region have been in public sector occupations. The second most common employment industry has been trade, transportation, and utilities. Farming and education (private) and health services industries are also very large historic industries for employment.

Yuba County is heavily dependent on the public sector. With 5,800 workers, government agencies account for 39 percent of total civilian wage and salary jobs. Professions with the highest growth are projected to be personal care aides, retail sales, nursing, food preparation, construction, customer service, and accounting and business. Professions requiring a degree and some college with growth include: nursing, heavy tractor-trailer truck drivers, medical and nurse assistants, medical records technician, and computer support specialists. YC finds itself in a position to support these in-demand areas.



STUDENT DEMOGRAPHIC, ENROLLMENT, AND ACHIEVEMENT TRENDS

Student Age—Credit Students

Figure 1 and Table 1 present trends in the age of students enrolled exclusively in credit courses at YC. In the 2016-17 academic year, approximately 62% of these students fall in the traditional college-going age group of 18-24 with the next most highly represented group being 25-29-year-olds at over 12%.

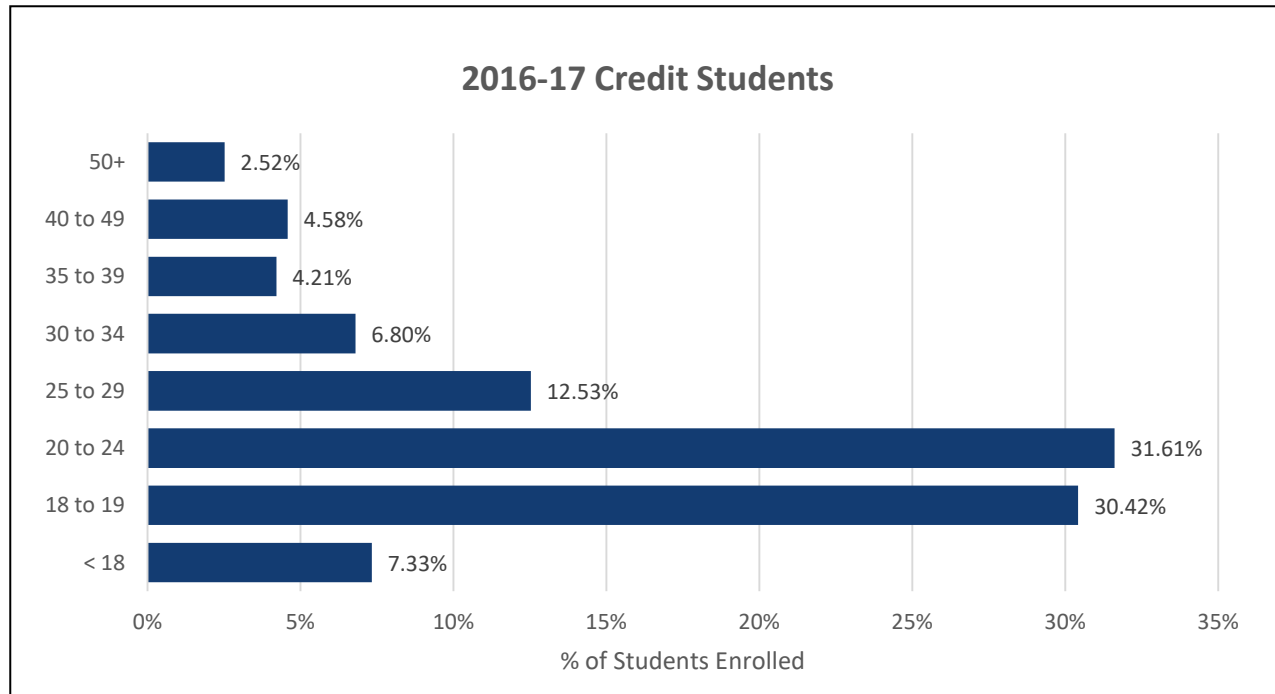


Figure 1

Table 1

Credit Students					
Age Groups	2012-13	2013-14	2014-15	2015-16	2016-17
< 18	4.12%	5.31%	6.19%	7.01%	7.33%
18 to 19	28.55%	28.55%	30.08%	29.24%	30.42%
20 to 24	32.32%	32.06%	32.20%	31.64%	31.61%
25 to 29	12.79%	12.69%	11.95%	12.42%	12.53%
30 to 34	6.72%	6.82%	6.57%	6.39%	6.80%
35 to 39	5.02%	4.45%	4.13%	4.47%	4.21%
40 to 49	6.62%	6.11%	5.51%	5.50%	4.58%
50+	3.85%	4.02%	3.36%	3.33%	2.52%
Unknown	0.01%	0.00%	0.01%	0.00%	0.00%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%

Student Age—Noncredit Students

Figure 2 and Table 2 present trends in the age of students enrolled in at least one noncredit course at YC. Similar to the students enrolled exclusively in credit coursework, 18-24-year-olds represent the majority of these students at around 56% in 2016-17 and 25-29-year-olds are the second most highly represented group. However, in contrast to the credit student population, the three highest age groups including students 35 years and up each account for over 5% of the population.

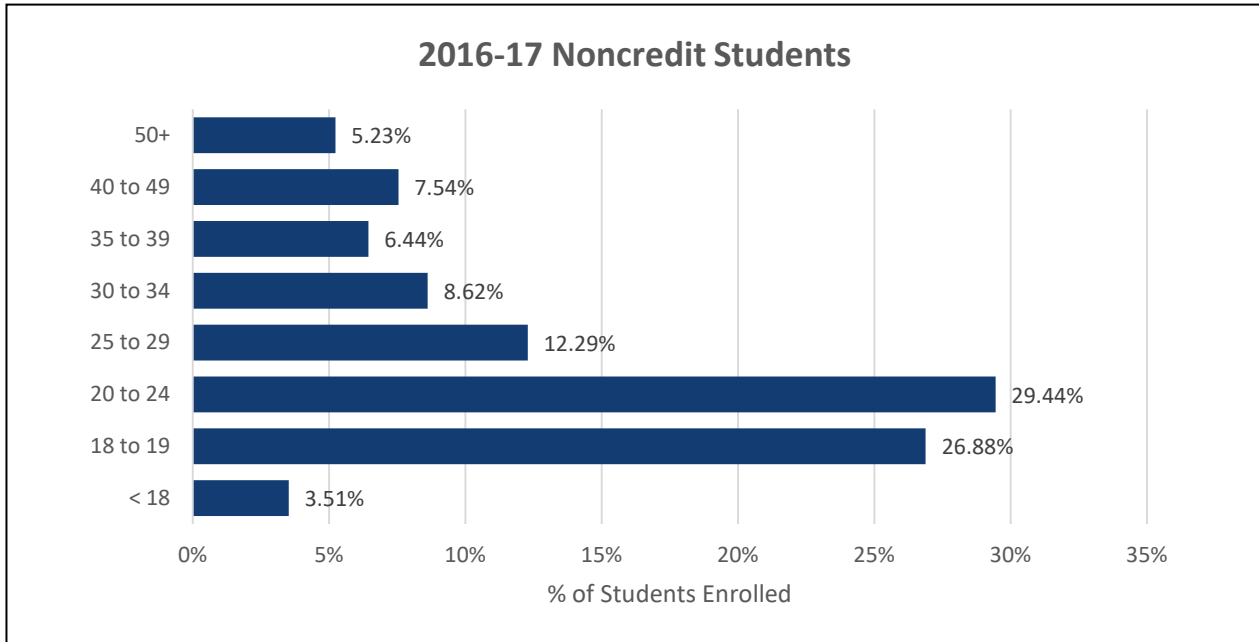


Figure 2

Table 2

Noncredit Students					
Age Groups	2012-13	2013-14	2014-15	2015-16	2016-17
< 18	3.62%	3.02%	2.94%	2.73%	3.51%
18 to 19	23.69%	24.55%	26.31%	23.67%	26.88%
20 to 24	27.92%	28.32%	30.62%	28.88%	29.44%
25 to 29	13.56%	13.26%	12.75%	14.83%	12.29%
30 to 34	8.41%	7.97%	6.95%	7.94%	8.62%
35 to 39	6.40%	7.63%	6.34%	7.79%	6.44%
40 to 49	10.06%	9.55%	9.13%	8.38%	7.54%
50+	6.15%	5.36%	4.77%	5.78%	5.23%
Unknown	0.20%	0.34%	0.19%	0.00%	0.05%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%

Student Gender

Student gender enrollment trends at YC are presented in Table 3 and Figure 3. Female students account for just over 60% of the overall student population.

Table 3

Unduplicated Headcount by Gender					
Gender	2012-13	2013-14	2014-15	2015-16	2016-17
Female	59.11%	59.46%	60.20%	60.80%	60.52%
Male	40.69%	40.33%	39.62%	38.87%	39.12%
Unknown	0.20%	0.21%	0.18%	0.32%	0.36%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%

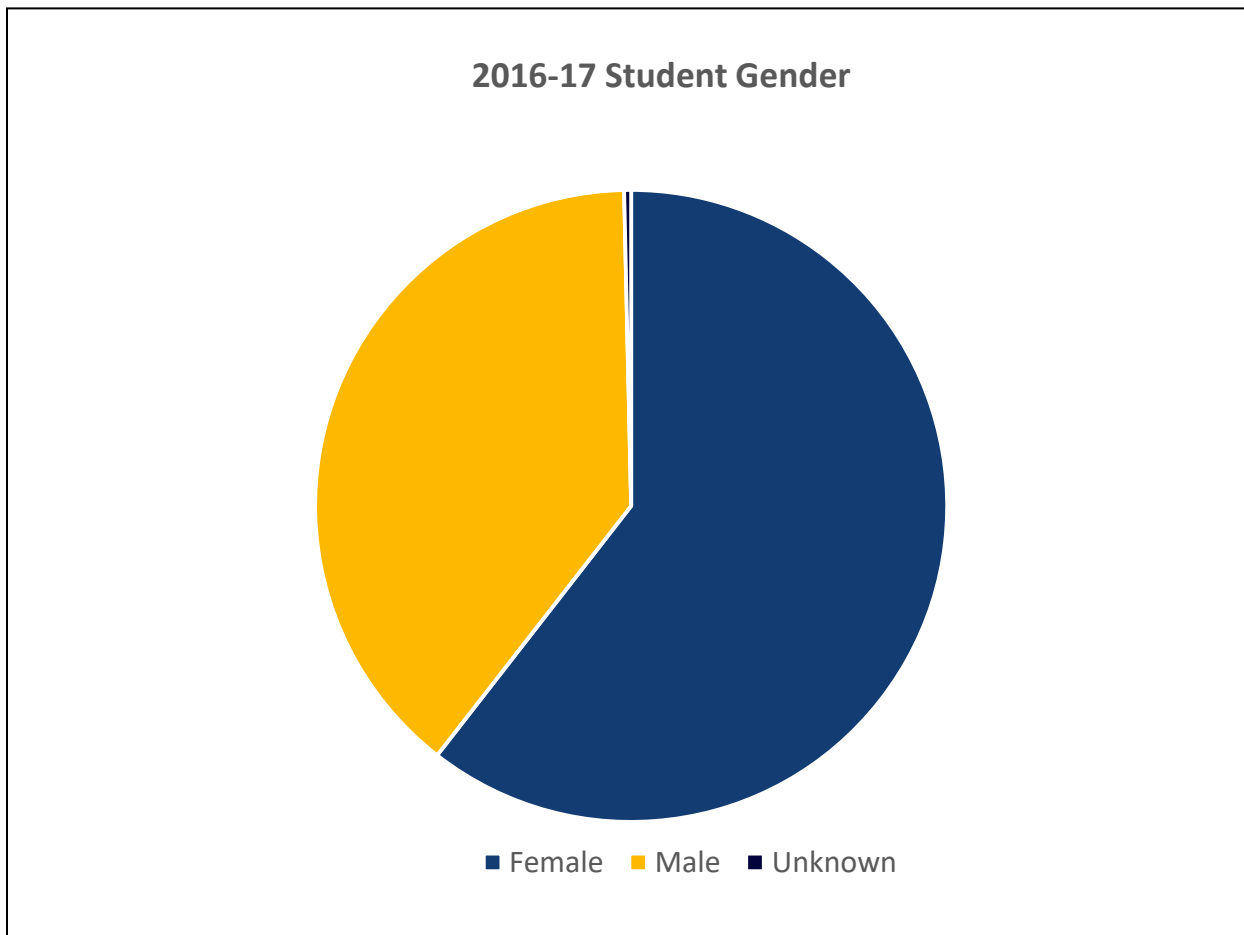


Figure 3

Student Race and Ethnicity

Trends in student race and ethnicity data are presented in Table 4 and Figure 4. The increase in representation of the local Hispanic/Latinx population led to the College meeting eligibility requirements for designation as a Hispanic Serving Institution (HSI) in 2012-13.

Table 4

Unduplicated Student Headcount by Race/Ethnicity							
Race/Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian	1.36%	1.12%	0.94%	0.97%	1.11%	1.07%	0.91%
Asian	10.62%	10.70%	10.43%	11.50%	12.62%	13.23%	14.72%
Black or African American	3.98%	3.86%	3.92%	4.06%	3.71%	3.44%	3.32%
Hawaiian/Pacific Islander	0.57%	0.61%	0.49%	0.41%	0.37%	0.46%	0.41%
Hispanic/Latinx	22.55%	24.85%	26.95%	28.12%	30.12%	31.77%	33.63%
Two or More Races	6.06%	7.43%	7.88%	8.00%	8.00%	7.89%	7.59%
White	49.63%	47.17%	45.52%	43.46%	41.64%	40.09%	37.88%
Unknown	5.24%	4.26%	3.88%	3.47%	2.42%	2.04%	1.56%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

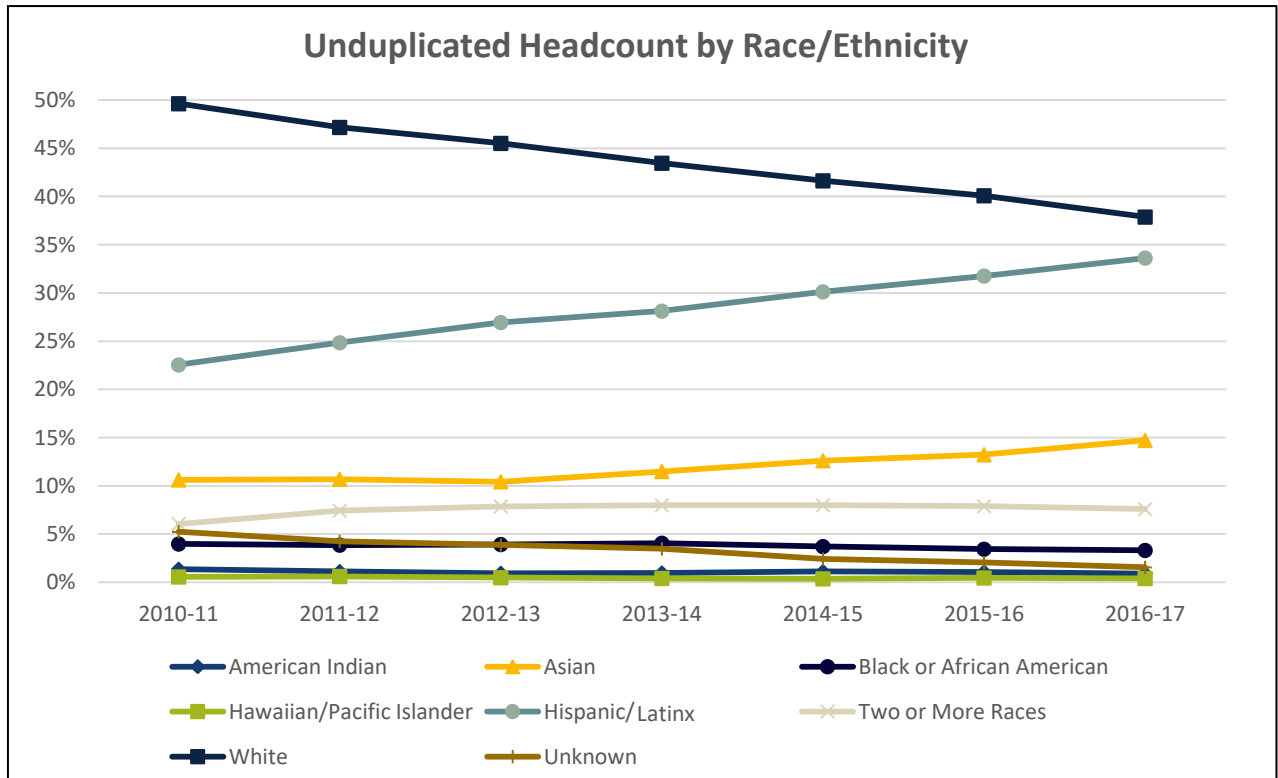


Figure 4

Face-to-Face Student Geographical Distribution

The original county of residence for enrolled students in the 2016-17 academic year is presented in Table 5. Nearly 74% of students reside within the local counties of Sutter and Yuba.

Table 5

County	% of Students
Sutter	42.3%
Yuba	31.5%
Yolo	5.4%
Lake	4.8%
Sacramento	3.6%
Butte	2.8%
Colusa	2.4%
Placer	2.0%
Nevada	0.8%
Unknown CA County	0.7%
Solano	0.6%
Other-Outside CA	0.6%
Shasta	0.2%
Alameda	0.2%
Contra Costa	0.1%
San Joaquin	0.1%
El Dorado	0.1%
Santa Clara	0.1%
Lassen	0.1%
Stanislaus	0.1%
San Francisco	0.1%
Plumas	0.1%
Fresno	0.1%
Siskiyou	0.1%
Kern	0.1%
Mendocino	0.1%
Glenn	0.1%
Orange	0.1%
Los Angeles	0.1%
Tehama	0.1%
Riverside	0.1%
San Diego	0.1%
Santa Cruz	0.1%
Del Norte	0.1%
Grand Total	100.0%

First-Generation College Student Enrollment

Figure 5 and Table 6 present the first-generation status of enrolled students at YC.

Table 6

First-Generation College Student					
Status	2012-13	2013-14	2014-15	2015-16	2016-17
First Generation College Student	35.54%	42.62%	46.37%	48.39%	50.78%
Not First Generation	23.50%	28.47%	31.71%	33.23%	34.11%
Data not available	36.52%	23.45%	16.21%	12.38%	9.16%
Unknown/NA	4.44%	5.46%	5.71%	6.00%	5.94%

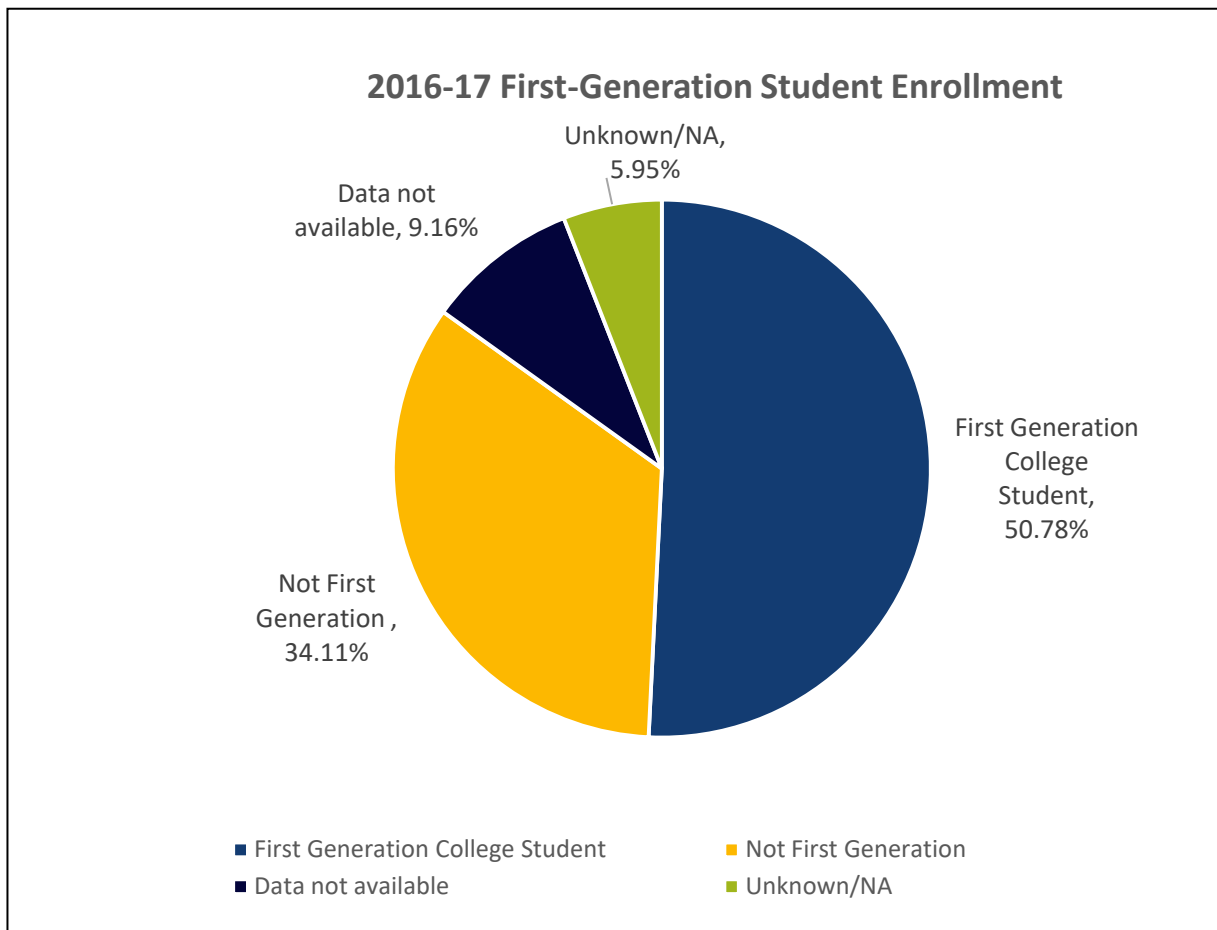


Figure 5

Initial Enrollment in Math and English Coursework

Trends in student enrollment in math and English coursework at YC are presented in Figures 6 and 7.

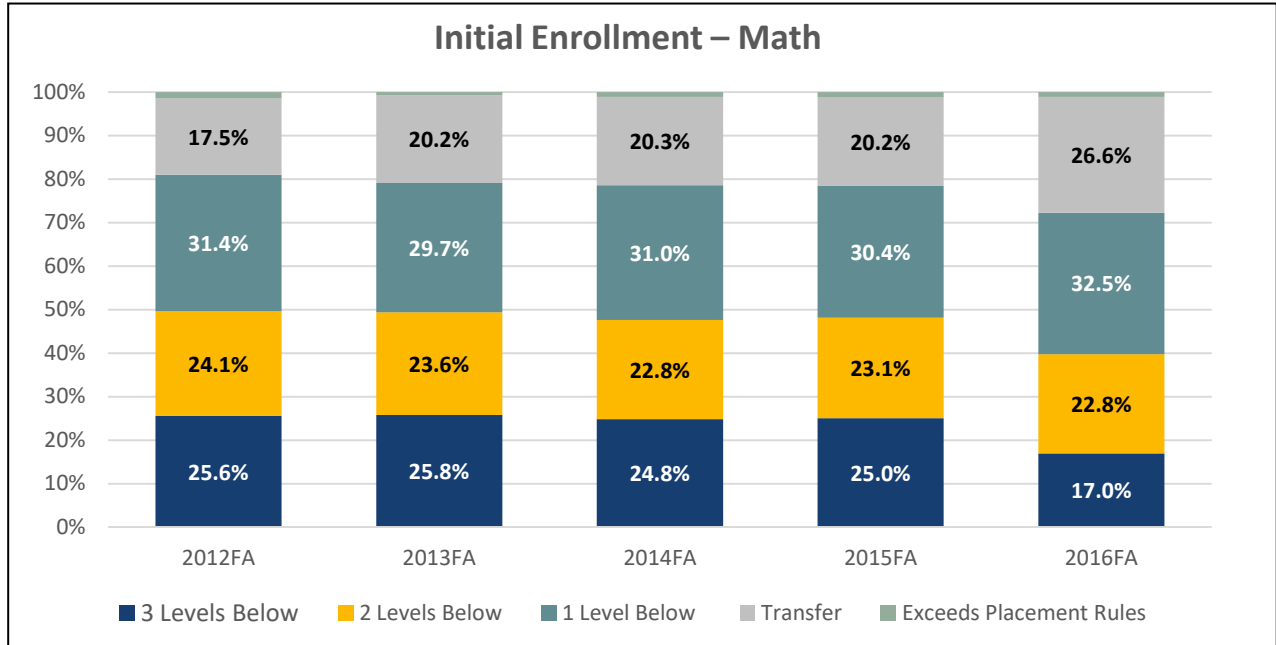


Figure 6

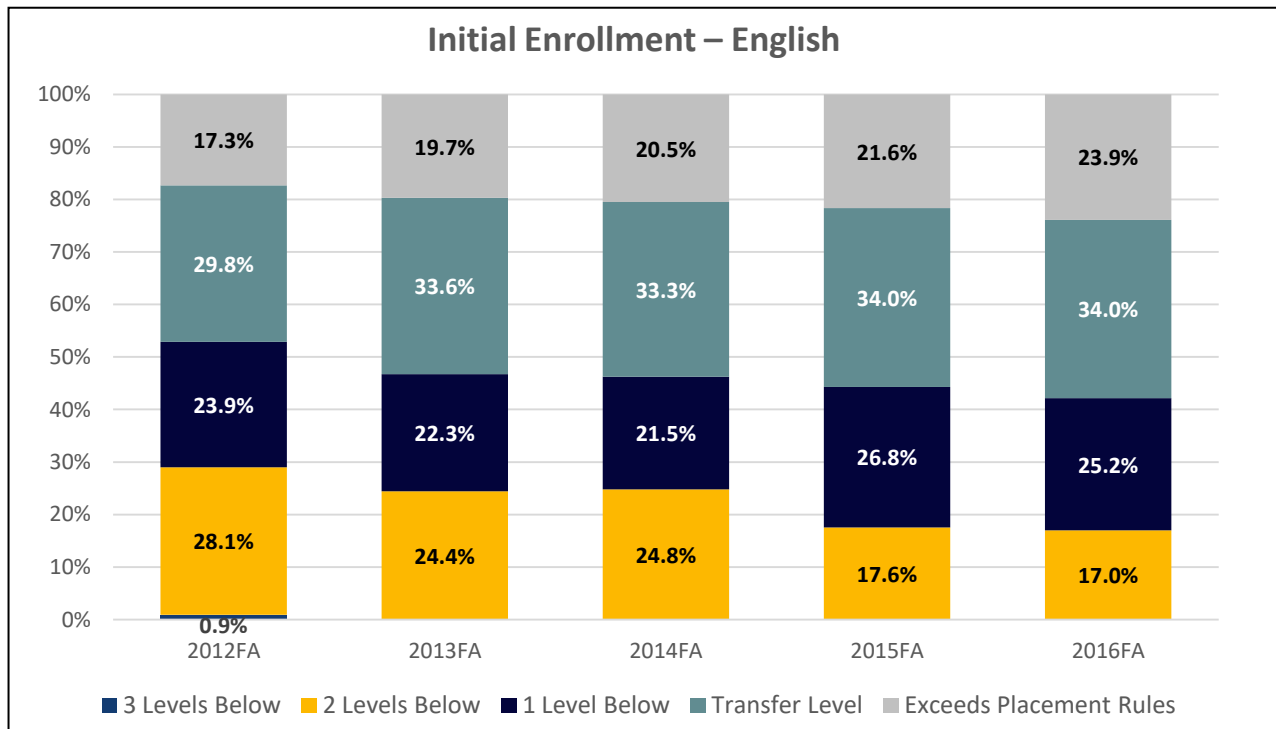


Figure 7

Student Educational Goals

Table 7 and Figure 8 present trends in the stated educational goal of enrolled students.

Table 7

Educational Goal	2012-13	2013-14	2014-15	2015-16	2016-17
Transfer w/ or w/o Degree	50.1%	52.2%	56.4%	57.4%	61.2%
AA/AS w/o Transfer	25.4%	24.4%	22.7%	20.5%	18.6%
Job/Career Skills/Req/Cert	12.4%	11.4%	9.9%	10.2%	9.2%
Undecided	6.3%	6.5%	6.2%	6.3%	6.2%
Foundational Skills	5.9%	5.4%	4.7%	5.6%	4.8%
Uncollected	0.0%	0.0%	0.0%	0.0%	0.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

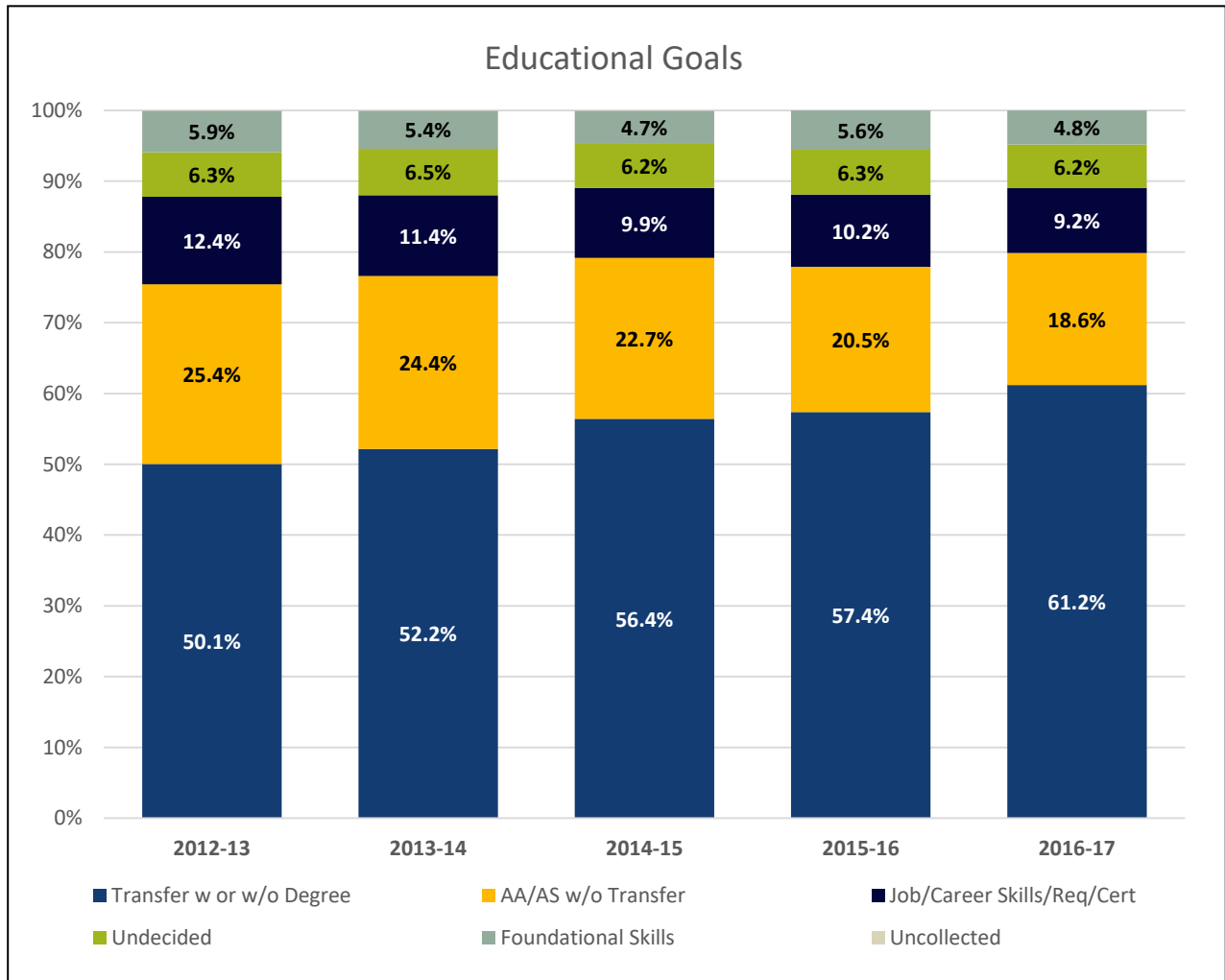


Figure 8

Enrolled Unit Load by Quarter

Fall and spring semester enrollment trends in full-time, part-time, and noncredit-only units are displayed in Tables 8 and 9 and Figure 9.

Table 8

Part-Time Vs. Full-Time by Major Term				
Row Labels	Part-Time	Full-Time	Non Credit Only	Grand Total
Fall 2012	4,311	2,867	124	7,302
Spring 2013	4,483	2,842	116	7,441
Fall 2013	4,124	2,703	144	6,971
Spring 2014	4,331	2,418	152	6,901
Fall 2014	3,852	2,769	140	6,761
Spring 2015	4,074	2,500	182	6,756
Fall 2015	4,279	2,587	172	7,038
Spring 2016	4,354	2,465	141	6,960
Fall 2016	4,062	2,245	277	6,584
Spring 2017	4,227	2,069	141	6,437

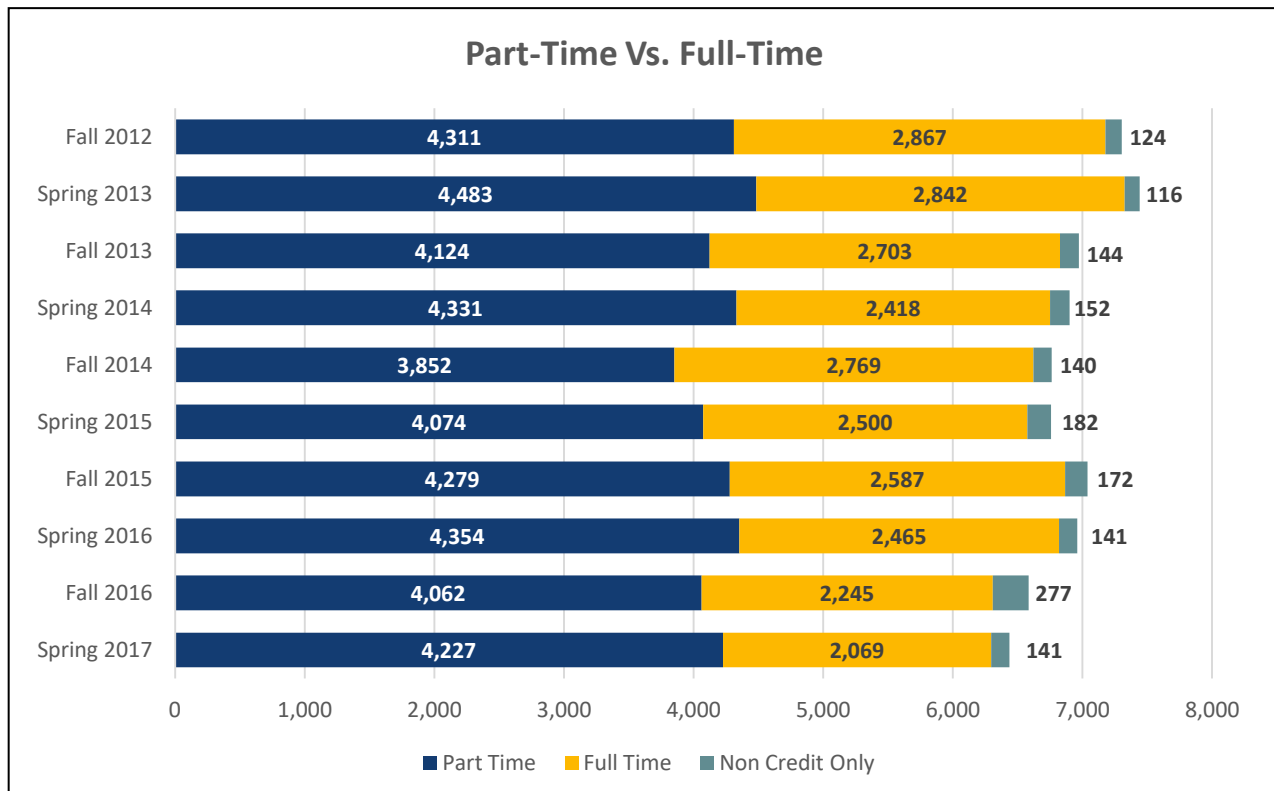


Figure 9

Full-Time Equivalent Students (FTES) by Subject

Table 9

Subject	2012-13	2013-14	2014-15	2015-16	2016-17	5-Yr Trend	5-Yr Avg
ACCT-Accounting	93.97	95.19	89.59	91.33	89.35		91.89
AG-Agriculture	8.90	7.60	10.20	7.80	7.30		8.36
AJ-Administration of Justice	117.79	118.03	146.65	135.39	164.81		136.53
ANTHR-Anthropology	31.79	44.16	45.52	49.91	25.27		39.33
ART-Art	172.08	129.59	114.04	89.08	91.86		119.33
ASIAN-Asian-American Studies		1.00	1.80	2.30	1.30		1.28
ASTRO-Astronomy	7.80	13.20	9.30	18.85	16.91		13.21
AUTO-Automotive Technology	98.73	96.97	102.52	77.63	59.73		87.12
BCA-Business Computer Applications	105.07	101.70	107.66	94.96	65.20		94.92
BIOL-Biology	368.72	376.37	374.57	387.42	356.01		372.62
CHEM-Chemistry	96.00	82.91	94.63	111.05	114.65		99.85
COSMSC-Computer Science	53.53	40.31	43.61	50.30	45.69		46.69
COSMT-Cosmetology	129.32	130.23	116.63	134.86	129.81		128.17
COUNS-Counseling	95.90	91.78	119.18	147.55	120.62		115.01
CUL-Culinary Arts	97.35	84.95	89.51	77.55	72.35		84.34
CWEE-Cooperative Work Exp. Educ.	14.93	8.80	7.77	7.58	2.67		8.35
DRAFT-Drafting Technology	8.70	6.33	6.13	5.27	5.57		6.40
ECE-Early Childhood Education	158.84	160.08	171.18	169.52	135.92		159.11
ECOL-Ecology	33.40	35.41	31.23	36.41	30.31		33.35
ECON-Economics	82.42	71.47	72.84	53.39	25.69		61.16
EDUC-Education	4.11	5.91	8.40	3.83	3.00		5.05
EMT-Emergency Medical Technician	19.48	23.98	25.46	18.41	24.30		22.33
ENGL-English	591.30	556.08	577.84	584.48	524.46		566.83
ENGR-Engineering	10.63	9.34	7.60	12.13	2.63		8.47
ESL-English as a Second Language	43.88	54.14	53.09	63.54	50.55		53.04
FCS-Family & Consumer Science	20.22	11.70	12.91	12.51	6.70		12.81
FIRTC-Fire Technology	74.55	26.18	1.87	29.63	24.35		31.32
FRNCH-French				4.93	3.73		1.73
GEOG-Geography	23.81	14.44	9.70	13.62	10.30		14.37
GEOL-Geology	15.80	6.8	11.44	12.39	10.62		11.41
GNBUS-General Business	52.04	58.30	49.45	53.94	43.24		51.39
HIST-History	158.85	175.83	171.25	180.33	170.17		171.29
HLTH-Health Education	159.81	136.24	148.77	159.52	174.19		155.71
HUMAN-Humanities	84.82	75.81	72.29	61.84	47.70		68.49
HUSEV-Human Services	49.95	61.98	53.38	50.39	33.51		49.84
INTRN - Internship	2.03	1.20	1.73	0.43	0.27		1.13
LEARN-Learning Assistance	148.49	114.23	107.83	113.18	122.85		121.32
LIBSC-Library Science	3.27	2.37	2.60	2.42	3.87		2.90
MATH-Math	631.61	621.74	621.87	634.63	584.57		618.89
MCOMM-Mass Communications	48.44	32.70	36.29	32.32	29.13		35.78
MFGT-Manufacturing Technology	2.83	5.33	8.00	10.17	12.13		7.69
MGMT-Management and Supervision	8.60	18.21	20.47	13.40	7.20		13.58
MUSIC-Music	70.61	56.79	72.22	91.62	83.92		75.03
NURS-Nursing	228.76	225.43	232.27	258.23	248.90		238.72
OA-Office Administration	63.65	74.35	65.36	46.52	44.15		58.80
PE-Physical Education	305.71	227.25	218.62	204.91	225.09		236.32
PHIL-Philosophy	76.51	76.65	69.93	63.28	42.92		65.86
PHYS-Physics	29.00	26.60	23.20	22.30	15.30		23.28
PHYSC-Physical Science	3.90	18.20	15.70	17.60	16.60		14.40
PLSCI-Plant Science	22.00	19.40	20.30	13.80	16.80		18.46
POLSC-Political Science	63.30	61.57	65.97	63.15	58.30		62.46
PSYCH-Psychology	207.66	212.58	222.98	196.35	166.79		201.27
PSYCT-Psychiatric Technician	23.13	13.77	26.45	17.73	9.08		18.03
RADT-Radiologic Technology	95.88	43.66	44.49	36.82	30.52		50.28
SIGN-Sign Language	22.40	30.80	27.31	34.80	39.04		30.87
SOCIL-Sociology	103.52	92.51	93.43	91.83	83.52		92.96
SPAN-Spanish	88.70	73.15	72.81	69.60	60.17		72.88
SPECH-Speech	104.73	105.31	96.40	103.62	98.72		101.76
STAT-Statistics	71.99	82.99	86.27	101.00	104.12		89.27
THART-Theatre Arts	18.98	15.00	14.58	23.45	29.60		20.32
VETT-Veterinary Technology	70.40	76.40	70.83	76.33	80.30		74.85
WELD-Welding	77.87	76.35	59.28	66.57	63.46		68.71

Unduplicated Headcount by Course Section Modality

Table 10 and Figure 10 represent the number of students in an academic year who enrolled in course sections that were exclusively face-to-face (F2F), exclusively online, or a combination of the two.

Table 10

YEAR	F2F ONLY	COMBO	DE ONLY	TOTAL
2012-13	6,755	2,138	1,658	10,551
2013-14	6,404	2,136	1,536	10,076
2014-15	6,102	2,303	1,436	9,841
2015-16	6,278	2,523	1,635	10,436
2016-17	5,827	2,357	1,587	9,771

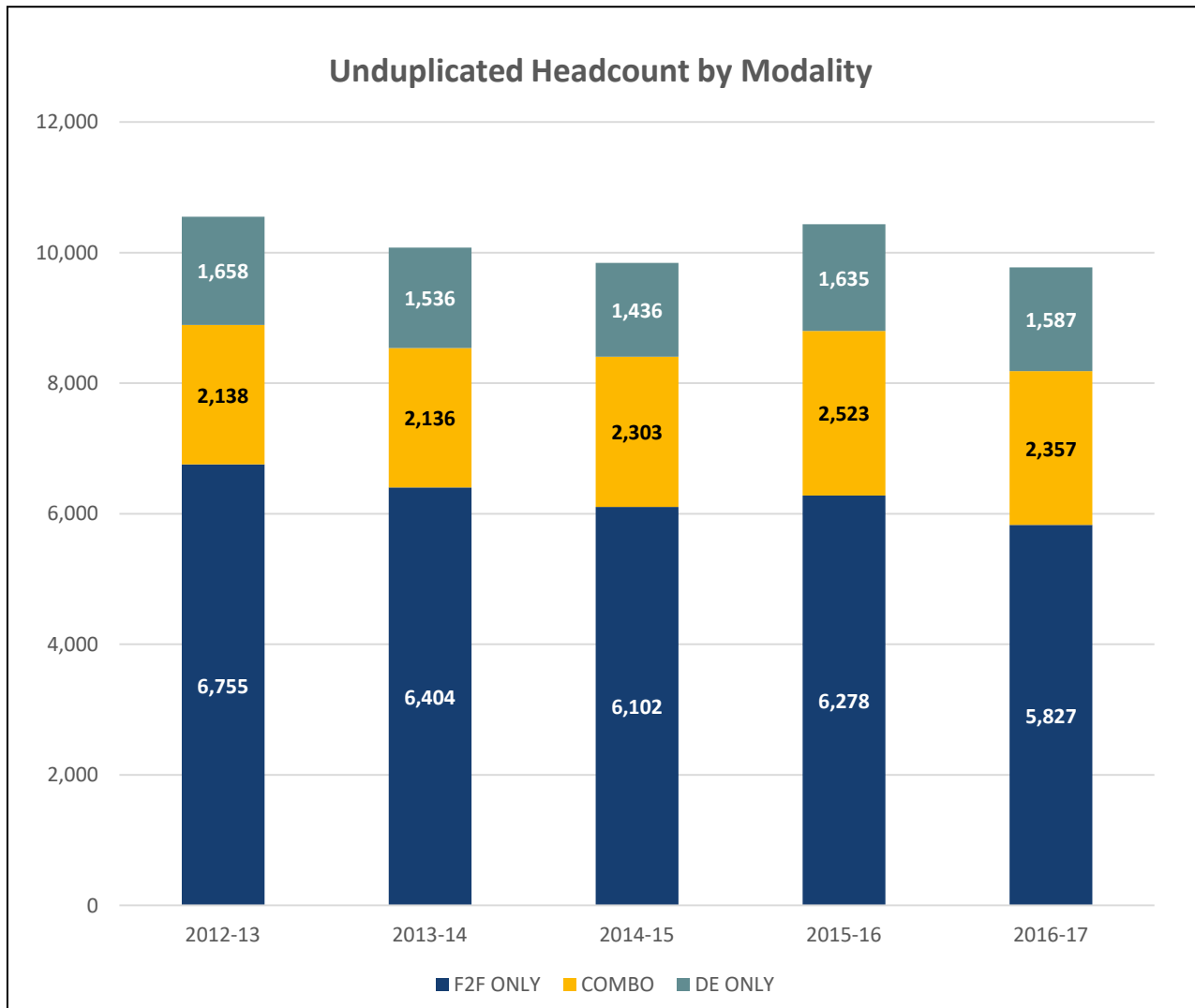


Figure 10

Course Success Rates in Face-to-Face and Distance Education

Tables 11-13 display the trends in course success rates in Distance Education (DE) and F2F sections. The information is presented by gender and student race or ethnicity.

Table 11

	2012-13			2013-14			2014-15			2015-16			2016-17		
	N	DE	F2F	N	DE	F2F	N	DE	F2F	N	DE	F2F	N	DE	F2F
Female	27,823	62.7%	71.7%	24,983	62.5%	72.8%	24,922	67.0%	72.6%	25,823	69.8%	73.7%	23,109	69.4%	74.9%
Male	19,684	58.4%	67.0%	17,360	59.9%	67.9%	17,444	66.4%	69.8%	17,360	66.8%	69.2%	15,679	68.4%	71.8%
Not Reported	32	100.0%	62.5%	28	91.7%	72.1%	44	88.9%	68.6%	86	77.8%	76.5%	83	81.8%	72.2%
Overall	47,539	61.5%	69.6%	42,371	61.8%	70.6%	42,410	66.9%	71.3%	43,269	69.0%	71.8%	38,871	69.1%	73.6%

Table 12

	2012-13			2013-14			2014-15			2015-16			2016-17		
	N	DE	F2F	N	DE	F2F	N	DE	F2F	N	DE	F2F	N	DE	F2F
American Indian	478	57.5%	68.9%	411	63.3%	76.1%	488	50.6%	70.6%	432	73.6%	70.7%	317	69.5%	70.2%
Asian	5,428	69.7%	73.0%	5,027	72.1%	75.9%	5,227	75.4%	75.3%	5,402	79.8%	79.3%	5,582	79.7%	80.9%
Black or African American	1,827	33.7%	63.2%	1,814	45.0%	62.5%	1,664	59.5%	65.5%	1,540	48.5%	61.1%	1,256	48.5%	60.3%
Hawaiian/Pacific Islander	265	69.2%	77.9%	176	60.6%	72.7%	153	76.3%	79.1%	178	68.4%	72.9%	129	70.0%	75.8%
Hispanic/Latinx	13,030	56.9%	67.9%	12,020	55.7%	68.0%	12,987	63.0%	68.8%	14,301	65.1%	68.4%	13,538	64.4%	71.0%
Two or More Races	3,879	53.2%	65.9%	3,450	58.0%	69.4%	3,320	59.7%	69.4%	3,419	67.8%	72.6%	3,152	66.9%	69.6%
Unknown	1,768	61.3%	71.2%	1,437	68.4%	68.3%	1,055	70.4%	70.8%	885	66.1%	76.8%	543	63.5%	73.2%
White	20,864	66.2%	70.9%	18,036	64.7%	72.1%	17,516	68.9%	73.0%	17,112	70.2%	73.0%	14,354	70.6%	75.5%
Overall	47,539	61.5%	69.6%	42,371	61.8%	70.6%	42,410	66.9%	71.3%	43,269	69.0%	71.8%	38,871	69.1%	73.6%

Course Success Rates in Face-to-Face and Distance Education

Table 13

	2012-13			2013-14			2014-15			2015-16			2016-17		
	N	DE	F2F	N	DE	F2F	N	DE	F2F	N	DE	F2F	N	DE	F2F
ACCT	656	58.2%	64.3%	650	65.6%	71.0%	694	63.6%	72.0%	691	58.5%	75.5%	640	71.1%	75.1%
AG	91	40.7%		78	48.7%		105	49.5%		80	57.5%		74	58.1%	
AI	1,052		77.6%	1,074		79.1%	1,132		82.5%	1,110		82.9%	1,351		87.6%
ANTHR	322	64.8%	80.6%	378	61.2%	83.6%	499	63.6%	85.4%	469	65.7%	82.8%	332	66.1%	74.4%
ART	840		74.8%	764		77.9%	738		79.4%	621		79.7%	570		80.4%
ASIAN				11		90.9%	18		88.9%	24		79.2%	13		61.5%
ASTRO	81		72.8%	132		56.1%	93	58.3%	61.4%	179	57.8%	45.7%	168	44.4%	56.4%
AUTO	510		68.4%	512		76.0%	535		73.5%	413		69.0%	301		72.8%
BCA	1,343	70.3%	77.0%	1,177	62.0%	76.0%	1,123	64.6%	79.6%	981	69.7%	79.2%	652	69.8%	75.8%
BIOL	1,813	56.3%	63.9%	1,823	52.9%	67.5%	1,826	69.9%	62.4%	1,978	69.9%	66.6%	1,800	72.5%	69.2%
CHEM	360		63.9%	310		61.6%	337		57.9%	390		56.9%	430		60.9%
COSMSC	391	34.5%	58.3%	316	47.3%	57.8%	347	51.8%	72.7%	403	52.2%	68.0%	344	58.0%	67.6%
COSMT	431		96.5%	336		86.0%	348		81.0%	406		77.6%	387		78.3%
COUNS	1,419	66.4%	83.2%	986	70.1%	74.9%	1,262	74.0%	79.8%	1,779	74.0%	77.0%	1,469	68.8%	79.1%
CUJ	566		66.6%	469		66.3%	512		70.3%	461		65.3%	486		72.6%
CWEE	175		85.1%	107		74.8%	81		80.2%	80		82.5%	47		72.3%
DRAFT	56		74.4%	47		83.0%	44		61.4%	37		64.9%	40		90.0%
ECE	1,810	57.3%	73.7%	1,612	57.9%	78.1%	1,688	59.0%	79.5%	1,677	59.6%	78.1%	1,411	65.8%	81.1%
ECOL	344	72.3%	64.4%	338	63.8%	69.9%	290	60.3%	47.8%	369	48.9%	63.5%	308	56.0%	82.6%
ECON	838	53.4%	80.7%	721	67.6%	80.6%	701	76.8%	87.9%	709	81.8%	86.8%	263		89.7%
EDUC	177	54.4%	80.8%	87	60.0%	72.7%	156	68.7%	92.7%	38	66.7%	87.0%	18		72.2%
EMT	70		75.7%	93		75.3%	86		65.1%	63		68.3%	81		61.7%
ENGL	4,670	52.7%	63.3%	4,365	57.9%	64.9%	4,549	64.5%	67.1%	4,696	63.4%	66.4%	4,271	62.6%	68.0%
ENGR	74		79.7%	59		67.8%	53		98.1%	81		85.2%	21		81.0%
EVL	391		57.5%	426		64.3%	434		55.1%	541		63.6%	442		55.9%
FCS	168	86.9%		143	81.7%	67.9%	121	91.4%	68.8%	118	92.5%	84.2%	82	76.9%	76.7%
FIRTC	122		93.4%	45		75.6%	23		100%	115		74.8%	73		75.3%
FRNCH										36		66.7%	28		85.7%
GEOG	238		63.4%	141		68.1%	99		78.8%	110		75.5%	135		68.1%
GEOL	104		67.3%	34		88.2%	96		71.9%	105		77.1%	97		78.4%
GNBUS	518	66.1%	75.7%	614	70.9%	76.6%	490	74.8%	80.3%	534	74.7%	76.7%	423	78.7%	81.1%
HIST	1,623	63.2%	66.1%	1,679	65.9%	62.7%	1,746	74.6%	68.3%	1,724	73.1%	74.5%	1,708	75.4%	75.0%
HLTH	1,707	62.3%	69.1%	1,456	69.2%	71.7%	1,473	73.9%	65.4%	1,572	81.1%	67.5%	1,708	80.5%	68.9%
HUMAN	795	54.7%	67.3%	802	72.7%	68.9%	764	82.1%	69.2%	598	77.1%	69.6%	501	72.6%	76.4%
HUSEV	703	49.2%	71.0%	799	26.9%	85.1%	617	37.3%	82.7%	612	27.3%	81.7%	379	51.4%	83.1%
LEARN	1,505		66.0%	392		64.0%	336		57.7%	292		62.0%	168		64.3%
LIBSC	109	54.1%		88	50.0%		61	52.5%		74	76.8%	40.0%	112	69.6%	
MATH	5,092	39.6%	47.9%	4,860	35.4%	51.2%	4,926	36.3%	51.8%	5,137	30.5%	53.4%	4,649	38.0%	53.7%
MCOM	470	67.2%	68.0%	302	77.2%	67.6%	334	75.9%	64.5%	357	80.8%	67.1%	364	80.9%	85.7%
MFGT	20		60.0%	32		65.6%	48		72.9%	62		66.1%	75		73.3%
MGMT	87	51.7%	79.3%	151	47.1%	71.2%	214	65.8%	64.7%	145	64.5%	81.6%	74	50.0%	70.0%
MUSIC	704		76.8%	579		71.5%	691	82.1%	82.5%	955	73.5%	83.1%	839	72.6%	80.5%
NURS	1,253	74.4%	91.5%	1,119	77.9%	90.2%	1,057	73.4%	90.6%	1,335	75.1%	92.2%	1,295	78.6%	93.6%
OA	666	52.1%	66.9%	716	56.7%	78.1%	493	65.0%	68.7%	347	73.5%	79.5%	322	77.7%	83.6%
PE	3,329	50.0%	79.2%	2,377	54.5%	83.1%	2,356	56.4%	85.6%	2,050	61.0%	87.3%	2,175	62.1%	86.4%
PHIL	752		71.0%	765		67.2%	710	85.9%	73.2%	646	86.1%	72.1%	446	83.7%	76.7%
PHYS	222		82.0%	211		79.1%	164		70.1%	157		65.6%	101		62.4%
PHYSC	41		80.5%	183		82.0%	161		88.2%	178		72.5%	168		79.2%
PLSCI	189	64.5%	50.8%	147	68.4%	75.0%	136	70.2%	77.5%	85	58.3%	83.7%	107	50.0%	86.2%
POLSC	585	78.9%	73.4%	544	70.4%	74.9%	676	69.4%	77.6%	665	67.2%	71.6%	552	70.0%	83.0%
PSYCH	1,950	68.2%	72.6%	2,127	62.3%	72.9%	2,175	72.9%	66.3%	2,133	78.1%	74.1%	1,674	62.3%	74.0%
PSYCT	178		87.1%	91		86.8%	199		82.9%	127		90.6%	86		68.6%
RADT	490	99.3%	96.9%	153	94.7%	100%	150		96.7%	160	100%	100%	148		95.9%
SIGN	168		75.6%	228		80.3%	194		79.9%	248		63.7%	301		72.8%
SOCIL	1,039	56.3%	67.1%	950	56.6%	75.7%	924	55.6%	78.0%	929	60.9%	73.5%	830	64.3%	76.7%
SPAN	756		74.9%	621		76.2%	568		79.9%	560		83.2%	496		87.5%
SPECH	1,034		84.8%	1,072		84.2%	970		86.1%	1,004		86.1%	986		87.1%
STAT	436		66.7%	456		62.1%	532		69.9%	574	36.4%	68.0%	621	41.3%	72.7%
THART	149		87.2%	127		88.2%	100		79.0%	185		69.7%	185		83.8%
VETT	729	62.5%	84.0%	760	65.9%	88.2%	667	70.5%	92.2%	665	77.2%	92.9%	676	81.8%	94.3%
WELD	419		68.5%	448		68.1%	345		73.9%	340		59.1%	362		64.6%

Yuba College Student Certificate, Degree, and Transfer Attainment

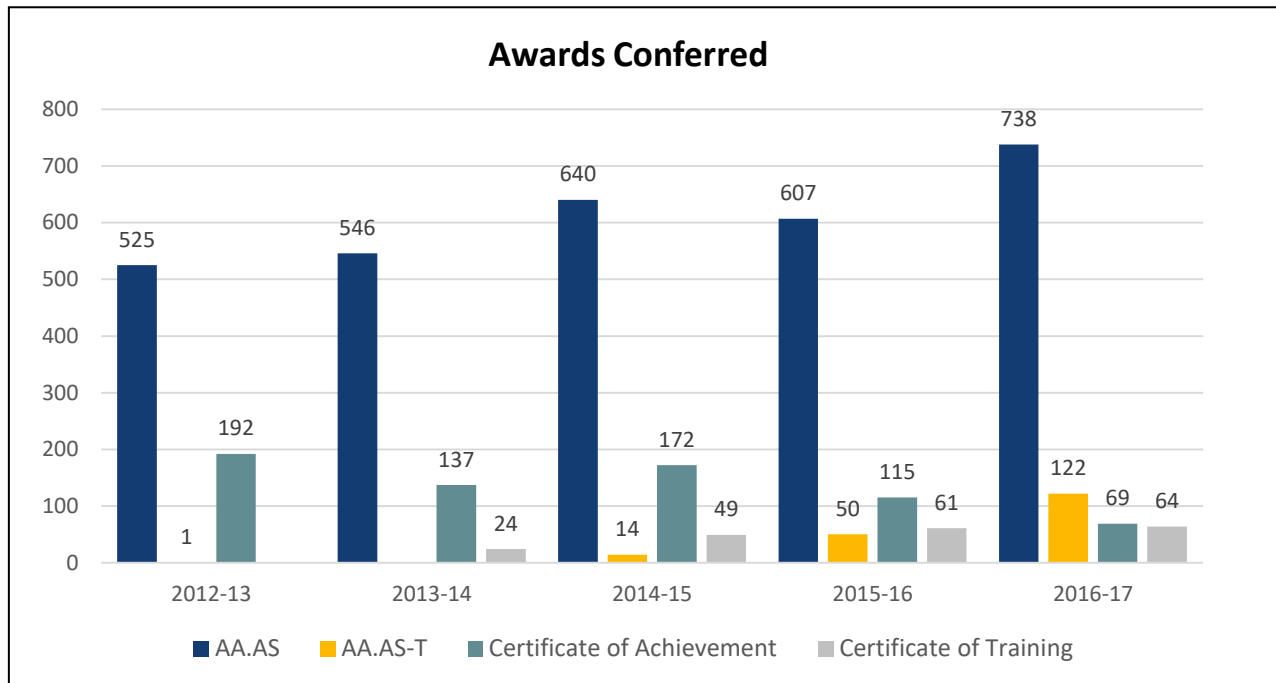


Figure 11

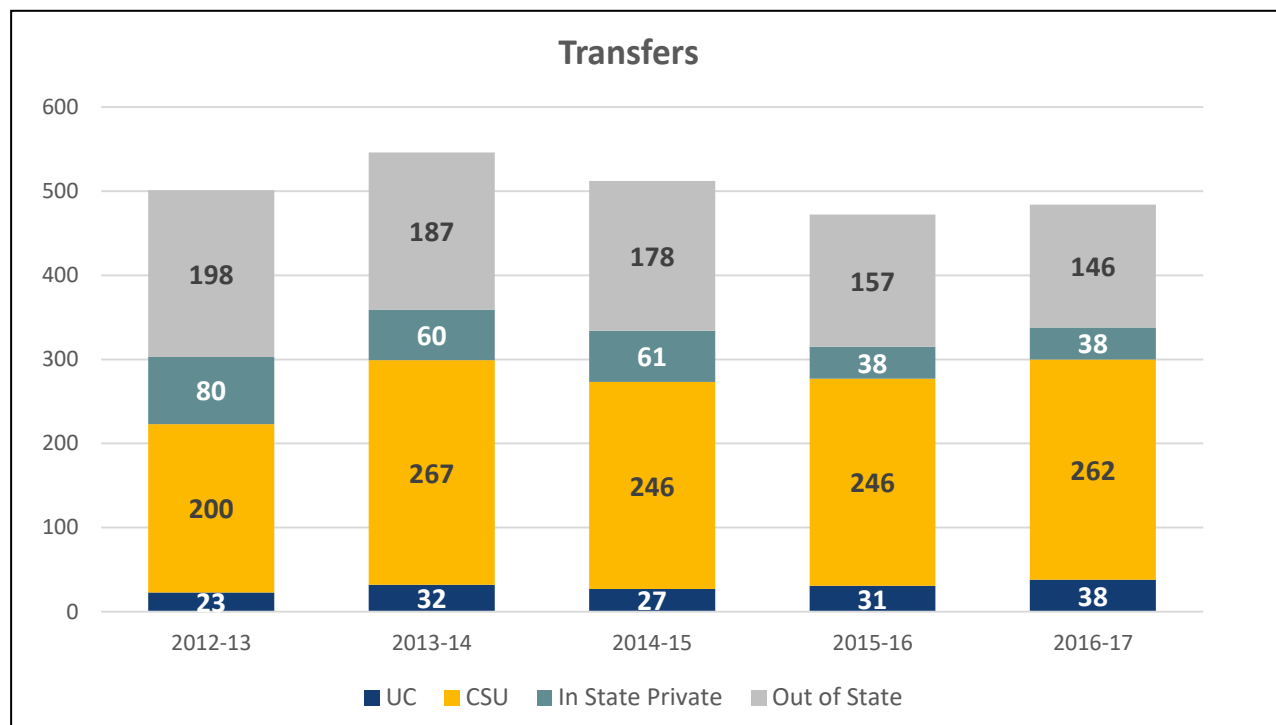


Figure 12

Institution-Set Standards

Table 14

Metric	Definition of Metric	Institution Set Standard*	Stretch Goal**	2016-17 Performance	2015-16 Performance	2014-15 Performance	3-Yr Average
Successful Course Completion Rate	Percentage of credit course enrollments where student earned a P, CR, A, B, C in a given academic year. Academic year defined as 2014-06-01 to 2015-05-31 etc. Removed AU and I from sample	69%	76%	73.2%	71.3%	71.9%	72.1%
Completion of Degrees	Number of degrees awarded during a given academic year (Summer, Fall, Spring)	687	760	860	654	657	724
Completion of Certificates	Number of certificates awarded during a given academic year (07-2014 to 06-2015 etc.)	168	186	133	221	176	177
Transfer to 4 Year University	Number of students that enrolled at a 4 year university in a given academic year.	465	514	484	512	472	489
Licensure Pass Rates							
***Rad Tech	Licensure pass rates are received from the CTE offices for a given academic year. ***Rad Tech cohort test every other year.	92%	100%	94.1%	100.0%	NA	97.1%
Vet Tech National Exam		89%	100%	91.6%	100.0%	92.3%	94.6%
Vet Tech State Exam		89%	99%	100.0%	100.0%	81.3%	93.8%
RN		78%	87%	83.6%	82.1%	82.7%	82.8%
Cosmetology		78%	87%	73.0%	85.0%	89.0%	82.3%
*Job Placement Rate							
Rad Tech	Employment rates taken from Core IV report. *Data for this metric are a year in the rears, so it begins on 2015-16 academic year.	93%	100%	100.0%	94.1%	100.0%	98.0%
Vet Tech		84%	94%	95.0%	83.3%	89.5%	89.3%
RN		88%	98%	98.4%	86.5%	94.7%	93.2%
Cosmetology		55%	61%	71.4%	52.5%	50.0%	58.0%

* Institution Set Standard or Floor is set as 95% of the three-year average (2014-15 to 2016-17) and rounding to the nearest percentage point where appropriate. This standard will be reset after data are finalized for the 2019-20 academic year and every three years after that.

** Stretch Goal is set as 105% of the three-year average (2014-15 to 2016-17) and rounding to the nearest percentage point or down to the maximum of 100% where appropriate. This standard will be reset after data are finalized for the 2019-20 academic year and every three years after that.

ORGANIZATION OF THE SELF-EVALUATION PROCESS WRITING TEAMS

In order to embed accreditation in the ongoing governance process at YC, the College Effectiveness and Accreditation Committee (CEAC) was established in 2012-13. CEAC organized the current self-evaluation process over a several-year period.

In spring 2016, an Accreditation Self-Study Liaison/Faculty Co-Chair was selected for a multi-year release time position starting 2016-17. The coordinator was tasked to collaborate closely with the Accreditation Liaison Officer (ALO) in spearheading the accreditation effort. An organizational change occurred in spring 2017 when the faculty Co-Chair stepped down from this position. In spring 2017, a new Accreditation Self-Study Liaison/Faculty Co-Chair was selected for 2017-19. For over two years, the faculty co-chair and ALO met weekly to oversee the self-evaluation process.

Table 15

Sonja Lolland	Administration	Accreditation Liaison Officer (2016-present)
Brian Jukes	Faculty	Accreditation Self-Study Liaison/Faculty Co- Chair (2016-2017)
Elena Flacks	Faculty	Accreditation Self-Study Liaison/Faculty Co- Chair (2017-2019)

In August 2016, a group of approximately 40 faculty, classified staff, and administrators was recruited to serve on 11 Writing Teams for Standards IA, IB, IC, IIA, IIB, IIC, IIIA, IIIB, IIIC, IIID, and IV. A Standard Lead writer was recruited for each team, in addition to one or two Standard Chairs/Co-chairs. The remaining team participants were carefully selected to include representation from various constituent groups as well as to provide the required expertise relevant to each Standard.

Table 16

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	Role	Standard Lead: Martin Gutierrez
Standard I.A. Mission	Administration	Martin Gutierrez
	Faculty	Kiara Koenig
Standard I.B. Assuring Academic Quality And Institutional Effectiveness	Faculty	Talwinder Chetra
	Faculty	Ruth Tamulonis
	Faculty	Maris Wagener
	Administration	Karsten Stemmann
Standard I.C. Institutional Integrity	Faculty	Jose Munoz
	Faculty	Brian Vizzusi
	Classified	Leanne Landis
	Administration	Carla Tweed

Standard II: Student Learning Programs and Support Services	Role	Standard Co-Leads: Angela Willson and Delmy Spencer
Standard II.A. Instructional Programs	Faculty	Angela Willson (Sub-Standard Co-Chair)
	Faculty	Meridith Selden
	Faculty	Sherry Spina
	Faculty	Kyle Mathis
	Administration	Daren Otten (Sub-Standard Co-Chair)
Standard II.B. Library and Learning Support Services	Faculty	Christopher Noffsinger
	Faculty	Elena Flacks/James Wagner
	Classified	April Nunez
	Classified	Julie Miller
	Administration	Carla Tweed (Sub-Standard Chair)
Standard II.C. Student Support Services	Faculty	Kelly Boren
	Administration	Amandeep Kandola
	Administration	Cristina Sanchez
	Administration	Delmy Spencer (Sub-Standard Chair)
Standard III: Resources	Role	Standard Lead: Roy Martin
Standard III.A. Human Resources	Administration	Pete Villarreal
	Administration	Roy Martin
	Faculty	Ron Turner
Standard III.B. Physical Resources	Administration	Karen Stanis
	Administration	Roy Martin
Standard III.C. Technology Resources	Administration	Kristina Vannucci
	Administration	Roy Martin
Standard III.D. Financial Resources	Administration	Martin Gutierrez
Standard IV: Leadership and Governance	Role	Standard Lead: Greg Kemble and Anabel Toche
Standard IV.A. Decision Making Roles and Processes	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Administration	Anabel Toche
Standard IV.B. Chief Executive Officer	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Administration	Anabel Toche

Standard IV.C. Governing Board	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Administration	Anabel Toche
Standard IV.D. Multi-College Districts or Systems	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Faculty	Anabel Toche
Other Report Sections and Super Readers:	Role	
Introduction, History, Quality Focus Essays, Student Achievement and Institution Set Standards	Faculty	Brian Jukes
	Faculty	Dan Turner
	Faculty	Julie Colombo
	Faculty	Dena Martin
	Faculty	Susan Gabrielle
	Classified	Cassie Leal
	Confidential	Claudette Michel
	Confidential	Zulema Zermeno
	Administration	Erick Burns
	Administration	Daren Otten
	Administration	Sonja Lolland
	Administration	Karen Stanis
Administration	Kristina Vannucci	

In addition to the 11 teams working directly on the self-evaluation, another group consisting of the College President, Vice President, Faculty Accreditation Co-Chair, and the CEAC undertook the task of evaluating the institution from the perspective of the Accreditation Standards. The goal was to uncover possible gaps in performance, establish a plan of action for each, and address to the extent possible all gaps within a proposed timeline. Gap analysis meetings were held in fall 2017, a list of potential gaps was generated, and responsible parties identified to spearhead action plans in his/her area.

In examining gaps, specific areas emerged as good candidates for the multi-year action projects of the Quality Focus Essay (QFE). Using the areas for improvement as a foundation, CEAC decided on the areas for the QFE and subsequently coordinated the composition of the essay, which included participation from the faculty Student Learning Outcomes (SLO) and Distance Education Coordinators. The responsibility for writing initial drafts of each section of the QFE was assigned to the faculty coordinators, together with a CEAC member.

The Writing Teams worked closely with District Services staff in the areas of self-evaluation pertaining to district services. Two District Services / College meetings were held at the District Office in fall 2017, allowing the Writing Team members to ask questions and solicit evidence. Additionally, District Services staff provided some narrative for the standards.

Timeline

A timeline was established at the beginning of the process to steer the accreditation effort, and deadlines for first and second drafts were communicated to all 11 teams. The timeline of the self-evaluation process was included in the accreditation updates to the Board of Trustees.

On October 28, 2016, the Writing Teams received Accrediting Commission for Community and Junior Colleges (ACCJC) training. During fall 2016, teams began to gather evidence and prepare some preliminary material. During spring 2017, the Writing Teams met twice per month to work on their standards. Most of these meetings were attended by the faculty Co-Chair. A first draft of the Institutional Self-Evaluation Report (ISER) was submitted in May 2017. During summer 2017, a group of readers, including President, Vice President, Faculty Accreditation Co-chair, and three additional readers, provided two rounds of feedback to each standard lead, which then incorporated feedback. These readers were selected from full-time and adjunct faculty with a varying range of expertise and longevity on campus. Senior employees were to utilize their institutional memory to ensure the validity and completeness of the text whereas more recently employed staff were asked to look at the document with “fresh eyes,” learn more about the accreditation process, and ascertain the readability of the ISER.

Second drafts were started in fall 2017. Additionally, in fall 2017, 12 shared governance committees were assigned sections of standards for review and feedback to the ALO and Faculty Accreditation Co-Chair. Overall, dozens of editors contributed to the effort, which provided broad stakeholder engagement in the writing and editing process. Feedback was also solicited from the entire College community. Second drafts were finalized by the end of the fall 2017 semester.

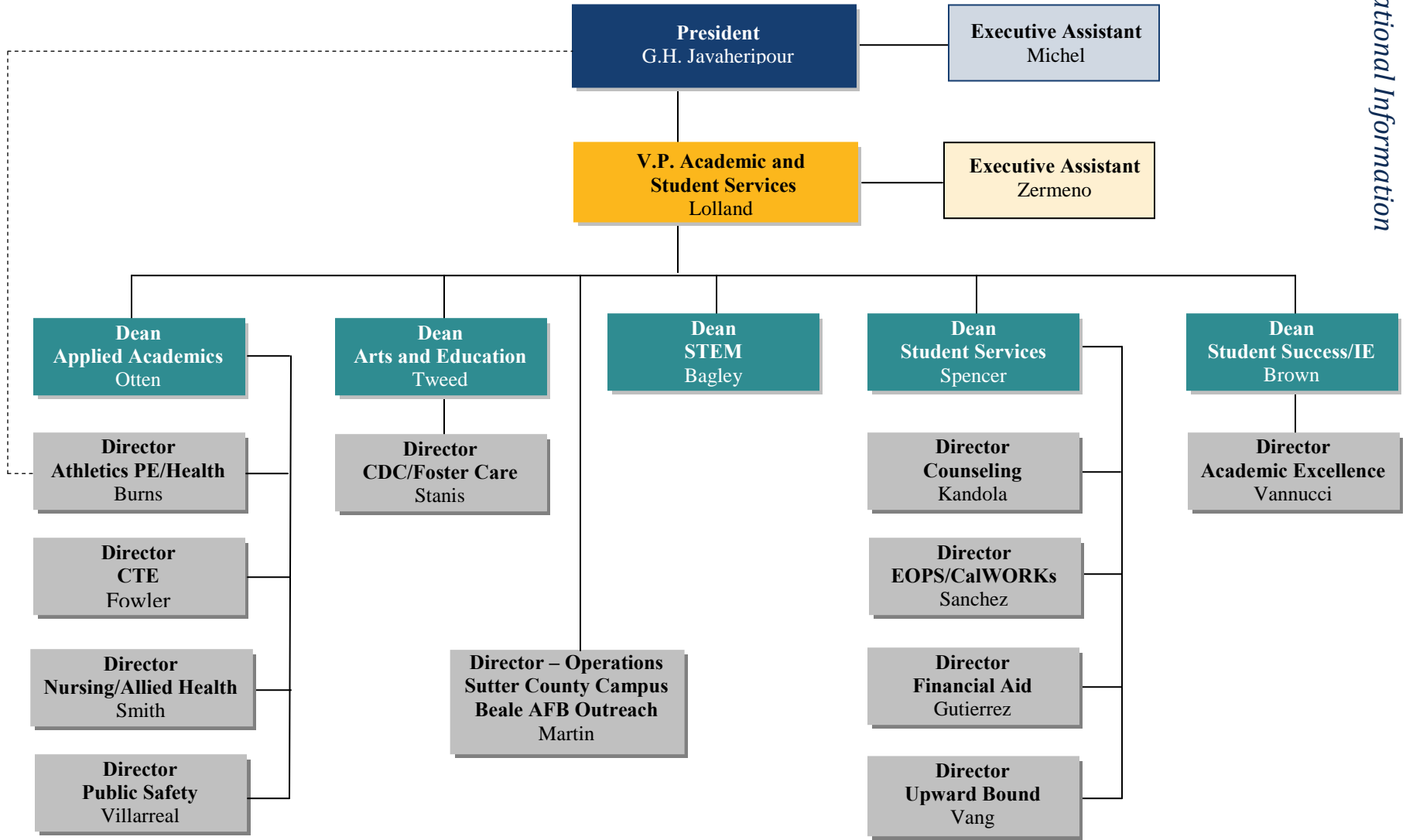
In January 2018, the ALO, the Faculty Accreditation Co-Chair, and the newly hired Dean of Student Success and Institutional Effectiveness continued to revise and refine the draft. In March 2018, the College held two mock team visit trainings. In April 2018, the Accreditation Writing Team, CEAC members and District staff received feedback on the draft document and training on how to prepare for the team visit. In April 2018, the ALO, Faculty Accreditation Co-Chair and accreditation leads also attended Advanced ACCJC training. Early in May 2018, the draft ISER was collated into a single document and was distributed to internal constituency groups for feedback. The executive committees of the Academic Senate, full-time and part-time faculty unions, and classified union were invited to review the draft and give feedback by the end of the month. Both the Academic Senate and College Council approved the ISER in May 2018. The final draft was presented to the Board of Trustees at the June 2018 Board of Trustees meeting and approved at the July meeting.

Board of Trustees Involvement

Throughout the development of the ISER, the Board of Trustees received regular updates about the progress of accreditation. The Board conducted the first reading of the final ISER in June 2018 and approved the report at its July 2018 meeting.

**Yuba College
Organizational Structure
2017-2018**

*Organizational Information
Figure 13*



CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1 Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

YCCD derives its Board of Trustee authority from statute California Education Code 70902 and from its status as the elected community entity holding the institution in trust for the benefits of the public.

YC is a public, two-year community College authorized by the Chancellor's Office of the California Community Colleges to offer educational programs in accordance with the requirements of the Board of Governors of the California Community Colleges and with California Education Code. The degrees and certificates that the College is authorized to award are listed in the Chancellor's Office curriculum inventory [REF INTRO-1 [Chancellor's Office – Yuba College](#)].

YC is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard Suite 204, Novato, California 94949, a regional accrediting body recognized by the U.S. Department of Education [REF INTRO-2 [Yuba College ACCJC](#)]. YC has been continuously accredited by the ACCJC of the Western Association of Schools and Colleges since 1952.

Evidence:

REF INTRO-1 [Chancellor's Office – Yuba College](#)

REF INTRO-2 [Yuba College ACCJC](#)

2 Operational Status

The institution is operational, with students actively pursuing its degree programs.

The College is operational. In 2016-17, the census enrollment for credit courses was 38,765, including 36,688 census enrollments for degree-applicable credit courses, and 3,474 census enrollments at census for noncredit courses [REF INTRO-3 [320 MOAR](#)]. Based on data generated in September 2017, the College awarded 860 associate degrees to 686 students in 2016-2017 [REF INTRO-4 [2016-17 grad list](#)].

Evidence:

REF INTRO-3 [320 MOAR](#)

REF INTRO-4 [2016-17 grad list](#)

REF INTRO-5 [Spring 2018 Schedule of Classes](#)

3 *Degrees*

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

YC currently offers 69 degrees, all of which are two academic years in length. [REF INTRO-6 [2017-2018 YC Catalog - degrees](#)]. The College offered 1,787 sections of 611 degree-applicable courses in 2016-17. The total census enrollment in degree-applicable courses in 2016-17 was 36,688, representing 95% of the entire credit student population [REF INTRO-3 [320 MOAR](#)].

Evidence

REF INTRO-6 [2017-2018 YC Catalog - degrees](#)

REF INTRO-3 [320 MOAR](#)

4 *Chief Executive Officer*

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Yuba College's Chief Executive Officer is Dr. G.H. Javaheripour. Dr. Javaheripour was appointed as the President of the College by the Board of Trustees during the Special Board Meeting on December 18, 2014. The President reports directly to the Chancellor, and his full-time responsibility is to the College. The chief executive officer is not the chair of the governing board: The Board of Trustees elects one of its members to serve as the board president. When there is a change in chief executive officer, the College informs the ACCJC immediately. The President's primary responsibilities to the institution are to ensure implementation of federal, state, and local statutes and regulations as well as Board policies; to efficiently manage fiscal and human resources; and to provide effective leadership to define goals, develop plans, and establish priorities for the institution.

The Chancellor of the YCCD is appointed by and reports to the Board of Trustees. The current Chancellor Dr. Douglas Houston began on July 1, 2011.

Evidence

REF INTRO-7 [Job Flyer College President YC Sept 2014.pdf](#)

REF INTRO-8 [Dr. GH Javaheripour - Biographical Information](#)

5 *Financial Accountability*

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements. Additional financial accountability for eligibility applicants: The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

The YCCD conducts annual fiscal audits by an external certified public accountant. All district funds are audited, including the Foundation and Government Obligation bond funds. The Board of Trustees reviews these audit reports annually in public sessions and discusses management responses to any exception.

The most recent audit, 2015-16, conducted by independent firm Cossolias Wilson Dominguez Leavitt pursuant to the Contracted District Audit Manual prescribed by the State Chancellor's Office, was accepted by the Board of Trustees at its December 8, 2016 meeting. The District files audit reports with the appropriate federal, state, and county offices. YC is not audited as a separate entity. In fiscal year 2016-17, the district operated with a budget of \$56,889,080 (Unrestricted General Fund) and \$24,161,027 (Restricted General Fund).

When audit exceptions are identified, the District implements a plan of corrective action. The College is Title IV eligible and awards more than \$10 million in federal financial aid annually. YC demonstrates compliance with the federal requirements by maintaining a current "Program Participation Agreement" (PPA) with the Department of Education (DOE). On December 19, 2016, YC submitted the recertification application to DOE. On April 14, 2017, YC received a letter from DOE stating that Yuba meets the minimal requirements of institutional eligibility. YC's PPA was approved until December 31, 2022. In addition to the PPA, YC is required to submit the Fiscal Operation Report and Application to Participate (FISAP) to DOE on an annual basis. The latest report was submitted on September 27, 2017.

Evidence

- REF INTRO-9 [Final Budget 2015-2016](#)
REF INTRO-10 [Final Budget 2016-2017](#)
REF INTRO-11 [2017-2018 Adopted Budget](#)
REF INTRO-12 [2015-2016 Audit](#)
REF INTRO-13 [2016-2017 FISAP Report](#)
REF INTRO-14 [Program Participation Agreement](#)

Eligibility Requirements 6-21 are addressed in the responses to the following Standards:

Eligibility Requirement

- ER 6. Mission
ER 7. Governing Board
ER 8. Administrative Capacity
ER 9. Educational Programs
ER 10. Academic Credit
ER 11. Student Learning and Achievement
ER 12. General Education
ER 13. Academic Freedom
ER 14. Faculty
ER 15. Student Support Services
ER 16. Admissions
ER 17. Information and Learning Support Services
ER 18. Financial Resources
ER 19. Institutional Planning and Evaluation
ER 20. Integrity in Communication with the Public
ER 21. Integrity in Relations with the Accrediting Commission

Standards

- I.A.1, I.A.4
IV.C.1, IV.C.4, IV.C.11
III.A.9, III.A.10
II.A.1, II.A.6
II.A.9, II.A.10
I.B.2, I.B.3, II.A.1
II.A.12, II.A.5
I.C.7
III.A.7, III.A.2
II.C.1, II.C.3
II.C.6
II.B.1, II.B.4
III.D.1
I.B.9, I.C.3
I.C.2
I.C.12, I.C.13

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Public Notification

Public Notification of an Evaluation Visit and Third Party Comment (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulation 602.23(b))

The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

- The College invited third party comments on its website beginning June 1, 2018. The invitation of third party comments stated that the College is undergoing accreditation review in fall 2018. Individuals wishing to make comments were directed to the Commission's third-party comment form.
- The public also had the opportunity to make comments orally at numerous Board of Trustee meetings when accreditation update presentations were made.
- Standards and Eligibility Requirements: See Standards I.C.5; I.C.12; I.C.13 and Eligibility Requirement 21.

The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

- The College has not received any notification of third-party comments up to the time of publication of the ISER. Any comments received after publication will be shared with the Commission and the visiting team. The College intends to work with the evaluation team in the event of third party comments.
- Standards and Eligibility Requirements: See Standards I.C.5; I.C.12; I.C.13 and Eligibility Requirement 21.

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

- The College is in compliance with the ACCJC Policy on Rights and Responsibilities of the Commission and Member Institutions. The College has provided due access to the college constituencies and to the community it serves so that third-party comment can be made to improve operations.
- The Yuba College president has communicated with the public, campus community and business community to allow for adequate comment before the Commission deadline of receipt.
- Standards and Eligibility Requirements: See Standards I.C.5; I.C.12; I.C.13; IV.B.4; IV.B.6 and Eligibility Requirement 21.
- The following section discusses the College's compliance with the Commission Policy on the Rights and Responsibilities of the Commission and Member Institutions.

ACCJC POLICY ON RIGHTS AND RESPONSIBILITIES OF THE COMMISSION AND MEMBER INSTITUTIONS

Development and Promulgation of Standards

- The College coordinates its internal accreditation activities through the CEAC, which is a standing committee of Yuba College Council. The preparation for the ISER takes place over a two-year period of time. Participants in the development and preparation of the ISER represent all of the College's constituents.
- The College's president and the accreditation liaison officer have communicated to internal constituencies about the Eligibility Requirements, Accreditation Standards, and Commission policies. Any changes to the Accreditation Standards and requirements for self-evaluation have been communicated by the accreditation liaison officer. Examples of communication include updates to the Board of Trustees, Accreditation Newsletters, and presentations at Convocation. Notifications were sent to the entire campus community on 9/19/2017 and 10/18/2017 to review the drafts of the 2018 ISER. The Accreditation Liaison Officer and Faculty Accreditation Co-Chair presented a summary of the ISER at an all-campus accreditation forum on October 25, 2017 and all public campus meetings where they invited third party comments.

Institutional Records of Accreditation

- The College maintains all correspondence and records on the accreditation history of the institution. Historic accreditation records are housed in the College Library. More recent accreditation records are maintained on the College's website. An accreditation link is included on the College's web page, which is one click away. Information on submitting third party comments is provided on the College's accreditation webpage. External evaluation reports and Commission letters are posted on the website.

Information Collection

- Formal student complaints and grievances are maintained in a database managed by the Office of the Vice President.
- The online complaint system allows for complaints from all constituent groups and the broader community.

Site Visit and Reviews

- The College will review the list of proposed evaluation team members to ensure there are no conflicts of interest.
- The College has provided significant opportunity for communication and input from constituency groups.

Accreditation Decisions

- The College has made the Commission action letter, team report, ISER and other accreditation documentation available on its website and will continue to do so through each accreditation cycle. The College has responded to recommendations with the specified time parameters set by the Commission and will continue to do so.

Third Party Comment

- See compliance as noted above.

Follow-Up

- The College understands its responsibilities if the Commission requires special reports, consultative activities and additional visits. Historically, the College has complied with all such requests in a timely manner.

Special Report and Visit

- The College understands its responsibilities if the Commission requires special reports, evidentiary documents, external audits or additional visits. The College has complied with all previous requests in a timely manner.

STUDENT ACHIEVEMENT

Standards and Performance with Respect to Student Achievement (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(i); 602.17(f); 602.19(a-e))

The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

- The College has established institution-set standards at the College level.
- The institution-set standards were established as part of the participatory governance process.
- Successful course completion is one of the measures of analysis and is also a target under the California Institutional Effectiveness Partnership Initiative (IEPI).
- The College has also set standards of institutional performance for fall-to-fall retention, degrees and certificates awarded, and transfer to four-year colleges and universities.

- Standards and Eligibility Requirements: See Standards I.A.2; I.B.2; I.B.3; I.B.5. and Eligibility Requirement 11.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- Standards and stretch goals were set by the CEAC and College Council. Goal setting is done in alignment with the statewide initiatives through IEPI.
- YC has extended institution-set performance to include employment rates and licensure pass rates. The most recent institution-set standards for program completions were established in March 2017.
- The institution-set standards are reviewed and updated annually.
- Standards and Eligibility Requirements: See Standards I.B.2; I.B.3; II.A.1; II.A.13; II.A.14 and Eligibility Requirement 11.

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

- The College evaluates progress in fulfilling its mission and meeting the district goals and college objectives.
- College Council evaluates and discusses the college's performance on the goals and objectives and makes recommendations to other college committees.
- Student performance metrics are included in Program and Services Review, and questions guide units to consider reasons for underperformance in various areas.
- Standards and Eligibility Requirements: See Standards I.B.2; I.B.3; I.B.5; II.A.1 and Eligibility Requirement 11.

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

- Student performance metrics are included in Program and Services Review.
- Program reviews are evaluated on the extent to which they have aligned with the College's goals and objectives, analyzed student performance, and used the results of learning assessment for programmatic improvement

- Standards and Eligibility Requirements: See Standard I.B.2; I.B.3; I.B.6; II.A.1 and Eligibility Requirement 11.

CREDITS AND DEGREES

Credits, Program Length, and Tuition (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 600.2; 602.16(a)(1) (viii); 602.24(e),(f); 668.2; 668.9)

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

- YC conforms to commonly accepted minimum program length for associate degrees.
- Credit hour practices are administered locally by the College's curriculum committee and enforced by the California Community College's Chancellor's Office.
- YC has established board policies and administrative procedures that address credit hour procedures and calculations and that meet common higher education practices and academic expectations.
- Standards and Eligibility Requirements: See Standards II.A.1; II.A.5; II.A.6.; II.A.9, II.A.10, IIA.11, II.A.12 and Eligibility Requirements 9, 10, and 12.

The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

- The process of writing a new program or revising an existing program via the college's Curriculum Committee (CC) ensures that programs are of an appropriate length. College credit lecture courses require one hour of classroom work under direct faculty supervision and instruction and a minimum of two hours of out-of-class work for one unit of credit. Laboratory courses emphasize in-class instruction and work. One unit of laboratory credit is assigned for three hours of class time under direct faculty supervision, which emphasizes hands-on application of knowledge.
- The College has an established CC that reviews the technical requirements and content of all new and existing courses, certificates and degrees.
- All programs and courses are approved by the CC and the Governing Board.
- Standards and Eligibility Requirements: See Standards II.A.1; II.A.5; II.A.6.; II.A.9, II.A.10, IIA.11, II.A.12 and Eligibility Requirements 9, 10, 11 and 12.

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

- Tuition, known as the enrollment fee, is the same for all degree programs. The only variation in enrollment fees is the additional fee charged to nonresident students.

- Standards and Eligibility Requirements: See Standards I.C.2; I.C.6 and Eligibility Requirement 11.

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

- The College does not offer instruction on a clock hour basis that requires conversion.
- Standards and Eligibility Requirements: See Standard II.A.9.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

- YC conforms to the 60-hour semester credit hours standard.
- All programs and courses are approved by the CC and the Governing Board.
- The College has an established CC that reviews the technical requirements and content in all new and existing courses and programs.
- Standards and Eligibility Requirements: See Standards II.A.1, II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12 and Eligibility Requirement 11.
- The following section discusses the College's compliance with the Commission Policy on Degrees and Credits.

ACCJC Policy on Institutional Degrees and Credits

YC conforms to commonly accepted minimum program length of 60 semester credit hours for an associate degree. YC's policy for determining a credit hour meets commonly accepted academic expectations and the California Code of Regulations: one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work per week for 17 or 18 weeks for one semester (and at least the same for other academic activities, labs, internships, and studio work). A semester hour includes 54 clock hours of instruction. An academic year has 35 weeks of instructional time in credit hours. A full-time student is expected to complete at least 24 semester credit hours in an academic year. The College does not offer clock-hour-based courses.

YC's definitions of a program, a certificate, and an associate degree are the same as those definitions noted in the Commission policy.

Tuition is a uniform rate per unit with additional fees for labs where relevant or appropriate. Otherwise, tuition is consistent.

TRANSFER POLICIES

Transfer Policies (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii))

Transfer policies are appropriately disclosed to students and to the public.

- Transfer of credit policies are published in the catalog [see page 40 of the 2017-18 catalog]. The information in the catalog includes information about regionally accredited institutions, transfer credits on the student transcript, types of credit accepted, and evaluation of credits from institutions outside the United States.
- Standards and Eligibility Requirements: See Standards I.C.2.; II.A.1; II.A.10 and Eligibility Requirement 20.

Policies contain information about the criteria the institution uses to accept credits for transfer.

- The policies listed in the catalog indicate that credits from other institutions will be evaluated for acceptance by YC.
- Standards and Eligibility Requirements: See Standards I.C.2.; II.A.1; II.A.5; and Eligibility Requirement 20.

The institution complies with the Commission Policy on Transfer of Credit.

- YC faculty and counselors and staff use articulation practices and agreements established in the California community college systems.
- The California State Chancellor's Office Course Identification Number System (C-ID) is used to articulate YC courses with the California State University system and streamline transfer between institutions.
- College counselors and evaluators use evaluation systems for coursework taken within institutions of higher education in the United States.
- Standards and Eligibility Requirements: See Standards I.C.2; II.A.1; II.A.5; II.A.10 and Eligibility Requirement 20.
- The following section discusses the College's compliance with the Commission Policy on Transfer of Credit.

ACCJC Policy on Transfer of Credit

The College has established policies for providing effective transfer of credit, as discussed in detail under Standard II.A.10. Policies are included in the catalog [REF INTRO-6 [2017-2018 YC Catalog, page 40](#)]. The College has established articulation agreements with public and private institutions to minimize student difficulties in moving from YC to four-year institutions. The College's Transfer Center also helps students transfer with minimal difficulties.

Students and members of the public are informed about transfer of credit policies and limitations through the catalog and websites as well as through counseling services. The Articulation Officer maintains communication with institutions that routinely receive transfer students. YC faculty, staff, and students also use the website Articulation System Stimulating Inter-institutional Student Transfer (ASSIST.ORG). ASSIST is an online articulation website that shows how credits earned at Yuba College transfer to a University of California or California State University campus. Faculty, staff, and students can get information on how courses apply to general education or major requirements. ASSIST also includes information about how YC courses have been articulated state wide through the course identification numbering system (C-ID).

DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION

Distance Education and Correspondence Education (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(iv), (vi); 602.17(g); 668.38) The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- Policies and procedures for defining and classifying a course as offered by DE are outlined in the Distance Education Handbook [REF INTRO-15 [DE Handbook](#)].
- All course offerings, regardless of delivery mode, follow the same course outline of record.
- Yuba College does not offer correspondence education.
- Administrative Procedure 4105 (Distance Education) establishes a separate course approval process as articulated in Board Policy 4020 (Program, Curriculum and Course Development), and it also articulates certification of course quality standards and instructor contact.
- Data are disaggregated by modes of delivery. The data are analyzed by discipline faculty as part of program review.
- Standards and Eligibility Requirements: See Standards II.A.1; II.A.2; II.A.7; II.B.1; II.C.1 and Eligibility Requirements 9, 15, and 17.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

- All courses approved by the curriculum process that are to be considered as distance education offerings must submit an additional Distance Education Addendum [REF INTRO-16 [DE Addendum](#)]. The Distance Education Committee then evaluates this form to determine if the course meets the necessary standards to be offered as a DE course.
- All course offerings, regardless of delivery mode, follow the same course outline of record.
- Data are disaggregated by delivery mode. The data are analyzed by discipline faculty as part of program review.
- Standards and Eligibility Requirements: See Standards II.A.1, II.A.2, II.A.7, II.B.1, II.C.1 and Eligibility Requirements 9, 15, and 17.

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

- YC verifies student identity with a secure log-in and password. To take a DE course, a student must go through YC's admission process and receive a student ID number. The username and password used to access the course initially are based on the student's ID number and date of birth. All communication with students is through their official YC email or within the approved Learning Management System (Canvas). The Information Technology Services office is responsible for the security of these systems. Faculty are encouraged to report any suspected violations regarding student identity.
- Standards and Eligibility Requirements: See Standards II.A.1; II.A.7; II.B.1; II.C.1; II.C.8 and Eligibility Requirements 9, 15, and 17.

The technology infrastructure is sufficient to maintain and sustain the distance and correspondence education offerings.

- DE departmental resource needs are captured through program review, data analysis and strategic planning.
- The College's infrastructure needs meet the needs of DE courses and programs.
- Standards and Eligibility Requirements: See Standards II.A.1; II.A.7; II.B.1; II.C.1 and Eligibility Requirements 9, 15, and 17.

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

- The College supports DE programs and support services including online and hybrid.
- The College supports professional development to enhance DE instruction.
- Standards and Eligibility Requirements: See Standards II.A.1; II.A.7; II.B.1; II.C.1 and Eligibility Requirements 9, 15, and 17.
- The following section discusses the College's compliance with the Commission Policy on Distance Education and Correspondence Education.

ACCJC Policy on Distance Education and Correspondence Education

All online classes offered at YC are of the same quality and have the same accountability and focus on learning outcomes as F2F classes. All courses approved by the curriculum process that are to be considered as DE offerings must submit an additional Distance Education Course Approval Form.

The Distance Education Committee then evaluates this form to determine if the course meets the necessary standards to be offered as DE course. YC complies with Title 5, Section 55206, which requires “that each proposed or existing course, if delivered by DE, shall be separately viewed and approved according to a district’s certified course approval process.”

CC and Distance Education Committee approvals of new online classes ensure that the following requirements have been met:

- **Course Quality Standards** (Title 5, section 55202)
 - The same standards of course quality are applied to DE courses as are applied to traditional classroom courses.
- **Course Quality Determinations**
 - Determinations and judgments about the quality of the DE course are made with the full involvement of the faculty as defined by the Distance Education Handbook and college curriculum procedures.
- **Instructor Contact** (Title 5, section 55204)

Each section of the course delivered through distance education will include regular effective contact between the instructor and students. To ensure “regular effective contact,” the Distance Education Committee follows a course validation process to assure the faculty who have developed the course has explained “regular effective contact.” The Open Education Initiative Rubric's Section B: "Interaction and Collaboration" is used to determine the effectiveness of the course design and instructor communication plan.

All of YC’s online classes have the same clearly defined SLO as F2F courses, and students are assessed for their achievement.

Faculty performance is evaluated to ensure quality instruction. Students are given access to online services, including an online HELP DESK for using the course management system (CANVAS), student services (e.g., registration, financial aid, orientation), and educational resources (e.g., library research databases and online self-help tutoring resources).

YC verifies student identity with a secure log-in and password. To take a distance education course, a student must go through YC’s admission process and receive a student ID number. The username and password used to access the course initially are based on the student’s ID number and date of birth. Faculty are encouraged to report any suspected violations regarding student identity.

YC is committed to an environment of continuous improvement of the College's programs and services. Through the work of the CEAC, planning, and program review, the College addresses ACCJC recommendations and maintains successful working relationships with federal, state and private agencies by complying with all regulations.

COMPLAINTS AND REPRESENTATION OF ACCREDITED STATUS

Student Complaints (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(ix); 668.43)

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

- Policies for handling student complaints are defined in AP 3430, Prohibition of Harassment,
- AP 3435, Discrimination and Harassment Investigations, AP 4231, Grade Changes, AP 5015, Residence Determination, and AP 5530, Student Rights and Grievances.
- Policies and procedures are published in the catalog [REF INTRO-6 [YC Catalog, page 13](#)]. They are also available online at the web page on student grievances [REF INTRO-17 [Student Complaints](#)].
- Standards and Eligibility Requirements: See Standards I.C.2; II.A.16; II.C.2; II.C.8 and Eligibility Requirement 21.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- The student complaint files are available for the team to review.
- Standards and Eligibility Requirements: See Eligibility Requirement 21.

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

- Records of student discipline and complaint resolution issues are kept confidentially in the Office of the Vice President and electronically in a secured database. Files relating to Office of Civil Rights and Title IX complaints are maintained by the Office of Human Resources.
- Standards and Eligibility Requirements: See Eligibility Requirement 21.

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- Information about ACCJC accreditation is posted on the College website, in addition to relevant contact information.
- Standards and Eligibility Requirements: See Eligibility Requirement 21.

The institution demonstrates compliance with the Commission Policy on Representation of Accreditation Status and Policy on Student and Public Complaints Against Institutions.

- The College lists all the required information from the ACCJC on the College's main accreditation page.
- The College lists all the programmatic accreditors and organizations that license the institution.
- The College lists the contact information for complaints to the California Community College Chancellor's Office.
- Standards and Eligibility Requirements: See Standards I.C.2.; II.A.16; II.C.2; II.C.8 and Eligibility Requirement 21.
- The following sections discuss the College's compliance with the Commission Policy on the Policy on Student and Public Complaints Against Institutions and ACCJC Representation of Accredited Status.

ACCJC Policy on Student and Public Complaints against Institutions

The College and the District provide students and the public with clear guidance regarding the potential types of complaints and grievances, and the institution's policies and procedures for handling complaints. Complaints may be made in person or electronically submitted. The College website includes information about how the public may make complaints to the Commission. Additionally, the public can inquire about complaints through the Contact Us webpage.

Student complaints and grievances are described in Administrative Procedures (APs), which are available online at the District's website under the Governing Board link.

APs related to student grievances and complaints include the following:

- AP 3430, Prohibition of Harassment
- AP 3435, Discrimination and Harassment Investigations
- AP 4231, Grade Changes
- AP 5015, Residence Determination
- AP 5530, Student Rights and Grievances

The procedures for filing a complaint are found under the Students link on the YC website homepage. Under the Students link heading is a link to the Student Grievance web page. The Student Grievance web page explains the purpose of the student grievance and the process to resolve and initiate the grievance process. The College has developed a formal log containing student complaints/grievances that details the date of the complaint/grievance, the name of the

individual filing the complaint/grievance, the nature of the complaint/grievance, the disposition of the complaint/grievance, and the date of the disposition. In addition, the student complaint/grievance website includes an online form for submission of student complaints. Records of student discipline and complaint resolution issues are kept confidentially in the Office of the Vice President.

In addition to posting these policies and procedures on the YC website, students are informed about these policies and procedures in the Yuba College 2017-2018 catalog as follows:

- The Student Complaints and Grievances Procedure, pages 37-38
- Non-Discrimination Statement, page 13
- Sexual harassment policy and complaint procedure, page 38
- Family Educational Rights & Privacy Act (FERPA) Notification, page 39

ACCJC Policy on Representation of Accredited Status

YC has an Accreditation link on its homepage. The link directs the viewer to the College's Accreditation web page, which is one click from the homepage and displays the following statement:

Yuba College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

In addition to the statement regarding the College's accredited status and the contact information for the Commission, there are links on the Accreditation web page to the previous self-evaluations and related site visit materials in 2014, 2013, and 2012. In addition to the self-evaluation links, there is a section that includes related action letters from the Commission and previous Follow-up reports.

The procedures for filing a complaint are found under the Students link on the YC website homepage. Under the Students link heading is a link to the Student Grievance web page. The Student Grievance web page explains the purpose of the student grievance and the process to resolve and initiate the grievance process. The College has developed a formal log containing student complaints/grievances that details the date of the complaint/grievance, the name of the individual filing the complaint/grievance, the nature of the complaint/grievance, the disposition of the complaint/grievance, and the date of the disposition. In addition, the student complaint/grievance website includes an online form for submission of student complaints. Records of student discipline and complaint resolution issues are kept confidentially in the Office of the Vice President.

ADVERTISING AND RECRUITMENT

Institutional Disclosure and Advertising and Recruitment Materials (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(vii); 668.6) The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- YC provides timely and accurate information on its programs, services, locations, and policies to students and the public through various means including:
 - Publication of information on the College website
 - Publication of information in print format (e.g., College catalog, class schedule)
 - Signage and information postings in various campus locations
 - Digital signage (i.e., content on high definition digital monitors) in key campus locations
 - Printed brochures and fliers
 - The College catalog [REF INTRO-6 [YC Catalog](#)] and schedule of classes [REF INTRO-5 [Spring 2018 Schedule of Classes](#)] serve as primary informational tools about the College. The Public Events Office, Catalog work group, Instructional Services and Student Services collaborate to ensure that these publications provide accurate, up-to-date information in a suitable style and format.
- The catalog is revised and reissued regularly for currency and relevance.
- Standards and Eligibility Requirements: See Standards I.C.2; I.C.3; I.C.4; II.C.5 and Eligibility Requirement 21.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- The institution provides required information concerning its accredited status as described above in the section on Student Complaints. YC accurately communicates its ACCJC-accredited status to students and the public through the accreditation web page located on the College website, which is one click away from the home page [REF INTRO-18 [YC Accreditation Website](#)]. Additionally, the YC catalog provides information regarding the College's accreditation status as required by the Commission that is accessible online and in print [REF INTRO-19 [Catalog Accreditation page](#)].
- All accreditation reports, documents, procedures, resources, and information about the Commission are readily available to students, College personnel, and the public.
- Standards and Eligibility Requirements: See Standards I.C.1; I.C.2; I.C.5; II.C.13 and Eligibility Requirement 21.

The institution provides required information concerning its accreditation status as described above in the section on Student Complaints.

- The College lists all the required information from the ACCJC on the College's main accreditation page.
- The College lists all the programmatic accreditors and organizations that license the institution.
- The College lists the contact information for complaints to the California Community College Chancellor's Office.
- Standards and Eligibility Requirements: See Standards I.C.12; I.C.13 and Eligibility Requirement 11.
- The following sections discuss the College's compliance with the Commission Policy on Institution Advertising and Student Recruitment.

ACCJC Policy on Institution Advertising and Student Recruitment

Advertisements, publications, and promotional literature are clear and factually accurate and provide current information about YC. The College catalog is posted on the College website. YC's accredited status is truthfully represented on the website and in the College Catalog, and information on filing complaints with the Commission also is included.

Student recruitment of athletes is conducted by coaches and assistant coaches who are required to take a compliance test each year to verify that they will abide by the constitutional articles and by-laws of the California Community Colleges Athletic Association, the governing body of athletics in the state's community colleges. Coaches, assistant coaches, and athletic support staff also attend an annual in-service training on the rules of recruiting, eligibility, and participation windows. High school outreach is coordinated by the Outreach Department, which is currently housed under the Vice President's Office. The College Counseling Department, which is overseen by the Director of Counseling, also provides outreach to feeder high schools. Recruitment conducted by special programs on campus, such as Extended Opportunity Programs and Services (EOP&S), is carried out by trained employees of the campus.

TITLE IV

Title IV Compliance (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.)

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

- The College's financial statements have received an "un-qualified" audit opinion for each of the last six years. College programs, grant and categorical funded programs and

financial aid programs are included in the audit and have all received positive reviews with no material findings.

- The Financial Aid Office staff conducts compliance review on an annual basis following the US Department of Education's Federal Student Aid Self-Assessment guide. The Financial Aid staff also regularly attend conferences and trainings.
- Standards and Eligibility Requirements: See Standards II.B.1; II.C.2; III.D.10; III.D.15 and Eligibility Requirement 5.

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

- The institution promptly addresses any issues raised and responds to any requests for additional information in a timely manner.
- The Financial Aid Office staff conducts compliance review on an annual basis following the US Department of Education's Federal Student Aid Self-Assessment guide. The Financial Aid staff also regularly attend conferences and trainings.
- Standards and Eligibility Requirements: See Standards III.D.10; III.D.15 and Eligibility Requirement 5.

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

- National Student Loan Data System shows the 2014 three-year official default rate for YC at 21.6 percent. This rate falls within the acceptable range under federal guidelines. According to the Department of Education, institutions with a three-year cohort default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan Program and/or the Federal Pell Grant Program.
- YC demonstrates compliance with the federal requirements by maintaining a current "Program Participation Agreement" (PPA) with the DOE.
- Standards and Eligibility Requirements: See Standards III.D.10; III.D.15 and Eligibility Requirement 5.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

- YC ensures compliance with the Commission Policy on Contractual Relationships and Title IV responsibilities and expectations through systems and processes that execute the oversight directed by the governing board.

- Standards and Eligibility Requirements: See Standards II.B.4; III.D.16 and Eligibility Requirement 5.

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

- YC ensures compliance with the Commission Policy on Contractual Relationships and Title IV responsibilities and expectations through systems and processes that execute the oversight directed by the governing board.
- The College partners with the Sutter Beauty College through a contract that is approved by the YCCD Board of Trustees. The contract complies with all requirements of Administrative Procedure 4610 (Instructional Service Agreements). YC has been offering the Cosmetology program and courses continuously since 1972 and is in compliance with Substantive Change Policy. Sierra Beauty College is accredited through the National Accrediting Commission of Career Arts and Sciences.
- The College’s financial statements have received an “unqualified” audit opinion for each of the last six years.
- Standards and Eligibility Requirements: See Standards III.D.10; III.D.15; III.D.16 and Eligibility Requirement 5.
- Compliance with the ACCJC Policy regarding compliance with Title IV is discussed in the next section.

ACCJC Policy of Institutional Compliance with Title IV

The College is Title IV eligible and awards more than \$10 million in federal financial aid annually. YC demonstrates compliance with the federal requirements by maintaining a current PPA with the DOE. On December 19, 2016, Yuba College submitted the recertification application to DOE. On April 14, 2017, Yuba College received a letter from DOE stating that the College meets the minimal requirements of institutional eligibility. YC’s PPA was approved until December 31, 2022. In addition to the PPA, Yuba College is required to submit the Fiscal Operation Report and Application to Participate (FISAP) to DOE on an annual basis. The latest report was submitted September 27, 2017.

Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. Effective in fall 2013, the YCCD including YC suspended the Federal Student Loan Program. The U.S. Department of Education’s policy would be to revoke a college’s ability to participate in any Federal Financial Aid program, including Pell Grants, FSEOG and Federal Work Study, because of excessive default rates. The decision by the College and its Board of Trustees to suspend the Federal Student Loan Program was made to protect the availability of future Federal Financial Aid. The Board of Trustees has formed a Committee to assess its decision through data analysis for future years. The suspension of the Federal Student Loan Program was the initial step to remedy the institution’s high default rates. The next proactive action to monitor and manage, specifically lower the student loan default rates, was to contract with i3 Group, LLC. YC has maintained the contract open with i3 since November 2013 and has submitted Agreement for Services to the Fiscal Services Departments for subsequent years.

Current invoices from i3 Group, LLC show they are working with the 2015, 2016, and 2017 cohort groups. National Student Loan Data System (NSLDS) shows the 2014 three-year official default rate for YC at 21.6 percent.

Evidence for Introductory Sections

- REF INTRO-1 [Chancellor's Office – Yuba College](#)
- REF INTRO-2 [Yuba College ACCJC](#)
- REF INTRO-3 [320 MOAR](#)
- REF INTRO-4 [2016-17 grad list](#)
- REF INTRO-5 [Spring 2018 Schedule of Classes](#)
- REF INTRO-6 [2017-2018 YC Catalog - degrees](#)
- REF INTRO-7 [Job Flyer College President YC Sept 2014.pdf](#)
- REF INTRO-8 [Dr. GH Javaheripour - Biographical Information](#)
- REF INTRO-9 [Final Budget 2015-2016](#)
- REF INTRO-10 [Final Budget 2016-2017](#)
- REF INTRO-11 [2017-2018 Adopted Budget](#)
- REF INTRO-12 [2015-2016 Audit](#)
- REF INTRO-13 [2016-2017 FISAP Report](#)
- REF INTRO-14 [Program Participation Agreement](#)
- REF INTRO-15 [DE Handbook](#)
- REF INTRO-16 [DE Addendum](#)
- REF INTRO-17 [Student Complaints](#)
- REF INTRO-18 [YC Accreditation Website](#)
- REF INTRO-19 [Catalog Accreditation page](#)

DISTRICT-COLLEGE FUNCTIONAL MAP

The YCCD was founded in 1927 and spans eight counties (Yuba, Sutter, Colusa, Yolo, Lake, Butte, Glenn and Placer) and nearly 4,200 square miles of territory in rural, north-central California. YCCD has one elected Governing Board of seven members. The Board has the responsibility of setting policy and hiring/evaluating the Chancellor for the effective operation of the District.

The District has colleges in Marysville and Woodland, educational centers in Clearlake and Yuba City, and outreach operations at Beale Air Force Base and in the City of Williams. The YCCD comprises three major operational units: YC, Woodland Community College, and the District administrative departments. The District Departments that support overall operations are Information Technology, Education and Planning, Administrative Services, and Human Resources. Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Compliance functions that are statutorily required are also the responsibility of the various District operational units.

Each College has a president who serves as the College's chief executive officer. The president is responsible for the College's institutional effectiveness and operation. As a multi-college district, YCCD is organized to have participatory decision-making processes occur at the college level and then coordinated with the district level for those processes requiring alignment and district-wide implementation. The processes occur through committees and management/leadership groups and are outlined in the College and District handbooks. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of each college.

The YCCD Functional Map delineates roles, responsibilities and decision-making authority among the Colleges and the District. Further, the Functional Map is a mechanism to assess accountability for institutional effectiveness.

Key:

P – Primary Responsibility

S – Secondary Responsibility

SH – Shared Responsibility

Table 17

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity		
<p>The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.</p>		
A. Mission		
	College	District
1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	
3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S
B. Assuring Academic Quality and Institutional Effectiveness		
	College	District
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities	P	
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S
C. Institutional Integrity		
	College	District
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)	P	
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	S	P
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A

Table 18

Standard II: Student Learning Programs and Support Services		
<p>The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.</p>		
A. Instructional Programs		
	College	District
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.	P	S
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	
B. Library and Learning Support Services		
	College	District
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	

<p>4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)</p>	P	S
<p>C. Student Support Services</p>		
	College	District
<p>1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)</p>	P	
<p>2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</p>	P	
<p>3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)</p>	P	S
<p>4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</p>	P	
<p>5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.</p>	P	
<p>6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)</p>	P	S
<p>7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>	P	S
<p>8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>	SH	SH

Table 19

Standard III: Resources		
<p>The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).</p>		
A. Human Resources		
	College	District
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	P	S
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.	S	P
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	SH	SH

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	SH	SH
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	SH	SH
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	SH	SH
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	SH	SH
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
B. Physical Resources		
	College	District
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
C. Technology Resources		
	College	District
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	S	P
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	S	P
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH
D. Financial Resources Planning		
	College	District
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	S	P
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
E. Fiscal Responsibility and Stability		
	College	District
1. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P
3. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P
4. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.		P
5. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.		P
6. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.		P
7. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
F. Liabilities		
	College	District
1. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
2. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.		P

3. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.		P
4. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
5. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
Contractual Agreements		
	College	District
1. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH



Table 20

Standard IV: Leadership and Governance		
<p>The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.</p>		
A. Decision-Making Roles and Processes		
	College	District
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	SH	SH
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH
B. Chief Executive Officer		
	College	District
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:		
a. establishing a collegial process that sets values, goals, and priorities;	P	S
b. ensuring the college sets institutional performance standards for student achievement;	P	S
c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;	P	S
d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;	P	S
e. ensuring that the allocation of resources supports and improves learning and achievement; and	P	S
f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S

6. The CEO works and communicates effectively with the communities served by the institution.	P	S
C. Governing Board		
	College	District
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)		P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.		P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.		P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)		P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.		P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.		P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.		P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.		P

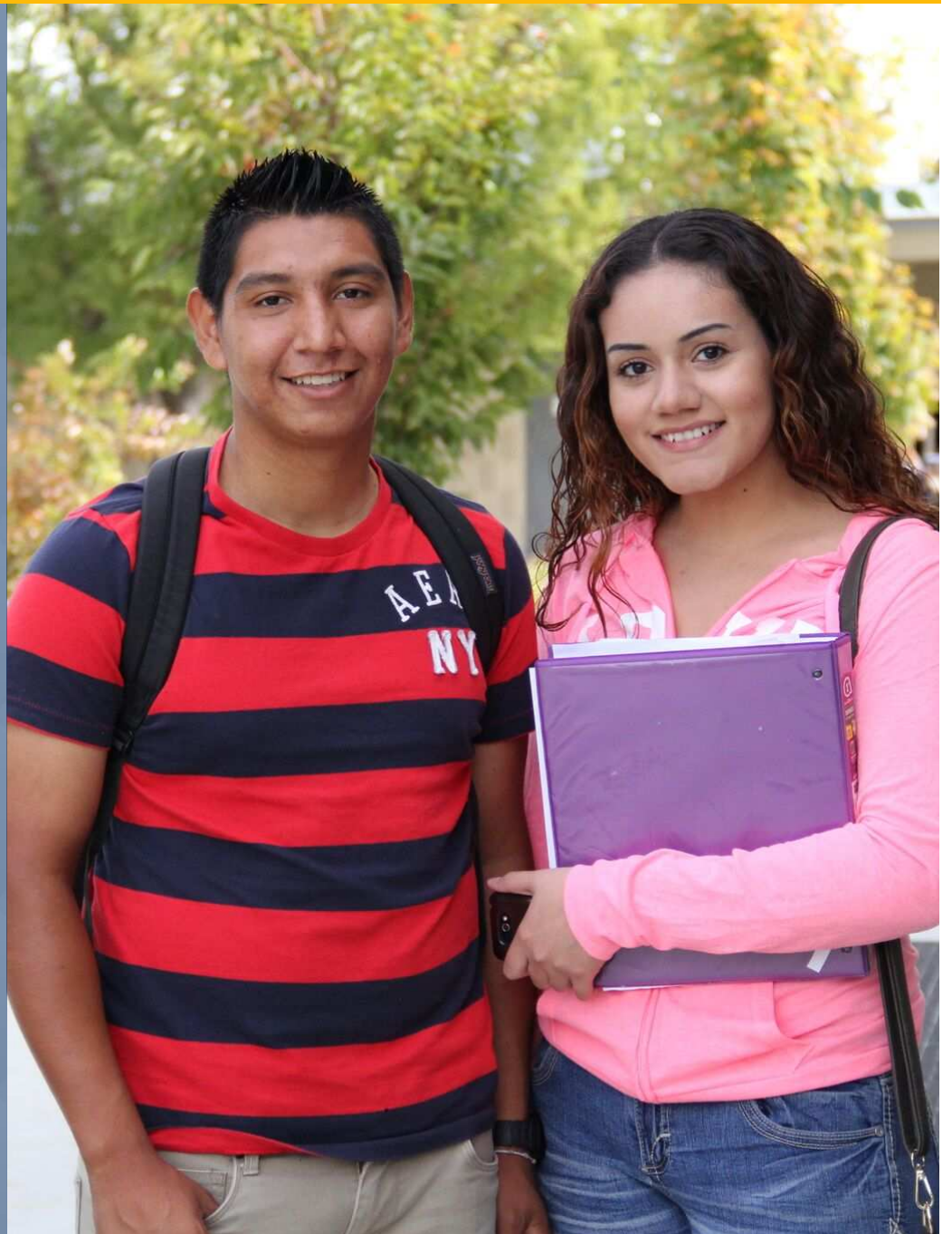
<p>11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)</p>		P
<p>12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.</p>		P
<p>13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.</p>		P
<p>D. Multi-College Districts or Systems</p>		
	College	District
<p>1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.</p>		P
<p>2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.</p>		P
<p>3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.</p>		P
<p>4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.</p>		P

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.		P



2017 Yuba College Commencement

STANDARD I



**Mission, Academic Quality and
Institutional Effectiveness,
and Integrity**

MISSION



I.A.1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Yuba College's (YC) mission, values, and strategic directions demonstrate its commitment to student learning and achievement. In conjunction with District Board Policy (BP) 1200, the College mission guides the planning and actions of all programs and services as evidenced by its placement in the Integrated Planning Process [IA-1 [Board Policy 1200: District Mission](#)]. The recently revised Integrated Planning (IP) Model documents the institution's commitment to student learning and achievement [IA-2 [Integrated Planning Model 25 Aug 2017](#)]. The College is committed to a full institutional effectiveness cycle through implementation and adjustment of plans, assessment and reporting of outcomes, and reflection and dialogue of implications to ensure continual improvement.

The current YC mission statement reads:

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

YC’s corresponding Core Principles are:

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

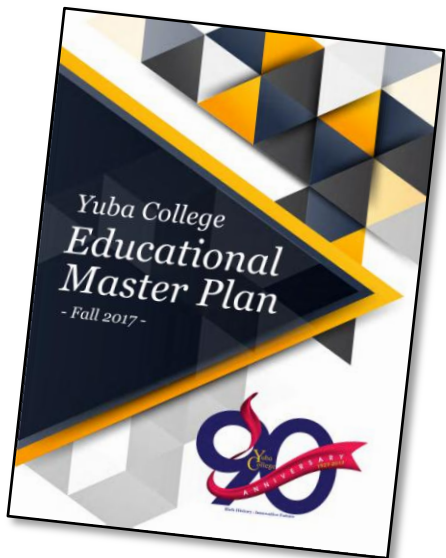
The Yuba Community College District's (YCCD's) mission, as articulated in BP 1200, demonstrates commitment to broad educational purposes, defines the district student population, and clearly states its dedication to student learning and student achievement. It reads:

The mission of the Yuba Community College District is to serve the formal and informal educational needs to the extent possible under the State's legal charge and available funding, providing the environment for students and faculty necessary for the pursuit of knowledge, wisdom, and truth, and the communication of knowledge and its interpretation.

- The mission of the YCCD is to serve the educational needs of a diverse community.
- The primary mission of the YCCD is to provide rigorous, high-quality degree and certificate curricula in lower-division arts and sciences and in vocational and occupational fields, as well as business-focused training for economic development.
- An essential and important function of the District is to provide remedial instruction, English-as-a-second-language instruction, and support services that help students succeed at the postsecondary level.
- Additionally, an essential and important function of the District is to provide adult noncredit educational curricula in areas defined by the State.
- An authorized function is to provide community service courses and programs compatible with the institution's ability to meet its obligations in its primary mission.
- The District may conduct institutional research concerning student learning and retention as is needed to facilitate their educational missions.

Broad Educational Purposes

The current YC mission statement describes the institution's broad educational purposes of preparing a diverse student population to excel in a rapidly changing and interdependent world, empowering students to achieve their educational goals, providing opportunities for lifelong learning, and responding to the diverse educational, cultural, and economic needs of our community [IA-3 [College Council Minutes - Mission Values](#)]. As an open-access institution of higher education within the California Community College System, and as a gateway to the world, YC provides comprehensive quality educational programs.



Intended Student Population

YC's mission identifies its student population by their diversity and potential educational goals. The Educational Master Plan (EMP) [IA-4 [EMP](#)] and Fact Book [IA-5 [Fact-Book Fall-2016](#)] describe the student population in terms of demographic, economic, social, and cultural backgrounds, as well as their educational goals (e.g., lifelong learning, basic skills, career, workforce training, certificates, associate degrees, and transfer). This also includes distance learners, as shown through the Distance Education Committee's objective report [IA-6 [DE COR 2017-2018](#)]. YC's adoption of the Umoja and Puente programs demonstrates a strong focus in improving outcomes for the specific student populations it serves [IA-7 [Umoja and Puente Learning Communities](#)]. All of these are within the YCCD's policy of meeting the educational needs of a diverse community.

Degrees and other Credentials

The mission statement describes the types of degrees and other credentials offered by YC. This is expressed as a commitment to providing "counseling, transfer preparation, associate and transfer degrees, certificates, career and workforce training, basic skills instruction, and opportunities for lifelong learning." The mission also describes the broad categories of instructional programs, reinforced by the institutional Catalog, which outlines the intended outcomes for each individual degree, certificate, or career-specific field [IA-8 [2016-17 Catalog \(see degrees and other credentials\)](#)].

Commitment to Student Learning and Student Achievement

An institutional commitment to student learning and student achievement is evidenced by the matriculation and counseling services students receive, the continuous improvement of student services and academic programs through program reviews, ongoing investment in professional development of staff and faculty, the implementation and evaluation of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), and the implementation and improvement of our distance education (DE) offerings [IA-9 [SLO Handbook](#)]. YC has performed the necessary research to develop the EMP, Student Handbook [IA-10 [2017-18 Student Handbook](#)], Course Catalogs, Curriculum Handbook [IA-11 [Curriculum Handbook](#)], SLO Handbook, Staff Development, Course Outline of Record, and Committee Objective Reports [IA-12 [Staff Development COR](#)] within the past three years. Each of these was created with a commitment to student learning and achievement as a central goal. Committees such as the Student Success and Support Program (SSSP) Committee and Basic Skills Initiative (BSI) are further evidence that the college is committed to student learning and achievement [IA-13 [2016-2017 2016-2017 SSSP Committee Purpose Statement](#), [IA-14 [BSI Committee Charter 2016-2017](#)].

Distance Education

The Distance Education Committee is a subcommittee of the Yuba College Academic Senate. The Distance Education Committee comprises representatives from multiple academic disciplines in order to ensure the alignment of committee goals with the mission of YC as stated above. While there is no direct statement about DE in the mission, there are clear inferences. The first line says, "Yuba College prepares a diverse student population to excel in a rapidly changing, interdependent world." DE students make up, in part, the diverse student population YC serves, and the offering of fully online and instructional television courses is demonstrative of changes in education as a result of "a rapidly changing, interdependent world." Further, YC promises to "respond to the diverse educational, cultural, and economic needs." Online and instructional television courses meet the "diverse educational, cultural, and economic needs" of students who may require alternative forms of education [IA-15 [DE 2017-2018 COR](#)], [IA-16 [Yuba College Mission](#)].

Analysis and Evaluation

The mission statements of YC and YCCD accurately describe the institution's broad educational purposes, intended student population, types of degrees and other credentials offered, and its commitment to student learning. YC's mission specifically states it is inclusive and serves a wide range of student interests and needs. The mission also asserts the institutional commitment to providing quality programs as well as the commitment to student learning and achievement. Continuous improvement to ensure quality programs and excellence in teaching and learning is clearly articulated in YC's mission statement.



I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

YC uses evidence and data to evaluate how effectively it is accomplishing its mission. The Office of Student Success and Institutional Effectiveness provides data and a variety of reports to YC, district stakeholders, and to members of the public. The data inform College planning and decision making, student learning and achievement assessment, evaluation of student success, program and services reviews, as well as government-mandated reporting [IA-17 [Data Definitions for Student Success Measures](#)], [IA-18 [2018-03-23 Minutes - Student Success and DE Report](#)], [IA-19 [IE Report 2015-2016](#), Program Reviews (PRs) [IA-20 [Sociology Program Review](#), YC IP Model [IA-21 [Institutional Planning Model 25 Aug 2017](#)], the ASPEN report [IA-22 [ASPEN Institute Feedback Report 2016](#)], and the YC Fact Book [IA-23 [Fact-Book Fall-2016](#)].

The mission is the overarching statement that guides the work of the institution. YC uses data grounded in the Completion by Design framework [IA-24 [Completion by Design Framework](#)] to determine how effectively it accomplishes its mission, and this framework is foundational to the EMP [IA-25 [EMP Overview \(ppt\)](#)], [IA-4 [EMP](#)], [IA-26 [EMP Appendix](#)], [IA-27 [Mission Guiding Principles Framework Chart](#)]. The YC EMP creates a roadmap outlining the future direction of YC, devises strategies to help reach goals, and defines how to measure success along the way. Writing the EMP required a synthesis of YC's guiding and core principles and mission and incorporated data about enrollment, community demographics, labor market projections, and student needs [IA-28 [College Council minutes of development of measurable EMP College objectives and actions Minutes College Council March, 2017](#)]. Noting low transfer rates of students led YC to host workshops to design pathways and apply to be a part of the Foundation for California Community College's Pathways Project [IA-29 [Guided Pathways Application](#)], [IA-30 [Guided Pathways Workshop Agenda](#)]. YC was selected to be one of 20 colleges to participate. As the College participates in the California Guided Pathways Institutes, it is evaluating data to determine how effectively it is accomplishing its mission [IA-31 [Guided Pathways Homework, Feb 6 College Council Minutes](#), [IA-32 [GP PPT Presentation on Homeworks 1-3](#)]. The development of the EMP objectives, multiple measures for English and math course placement, and the Pathways projects are examples of how data analysis guides and impacts institutional priorities.

Some other programs that were developed in response to student needs are the Extended Opportunity Programs and Services (EOPS) Summer Bridge Program and Math Boot Camp. The EOPS Summer Bridge Program has seen very promising results for the last three years [IA-33 [BSI Action Report on EOPS Summer Bridge Program](#)]. Summer Bridge depends largely on BSI funding to conduct the program, and the College would like to scale it up to include college- and transfer-level courses in attempts to see larger returns for our students. Math Boot Camp has also seen positive results but has a low participation rate. YC plans to continue to promote the program and increase participation because students place much higher on math placement test after the program [IA-34 [BSI Action Report on Math Boot Camp](#)].

The Institutional Effectiveness Report (IER) focuses on academic quality, student success, enrollment management, the strategic planning and budget process, shared governance, and evaluation and research processes. The purpose of this report is to assess YC's institutional effectiveness in order to make recommendations for continuous improvement [IA-19 [IE Report 2015-2016](#)].

The development and reflection of Program Reviews (PRs) help the College accomplish its mission. PRs are completed every two years for Career and Technical Education (CTE) programs, and every four years for all non-CTE programs. As part of the PR process, each program and department must address how its goals connect to the institution as a whole, and how they align and support YC's mission and Core Principles. PR includes a review of disaggregated data to identify student success gaps. YC has implemented SSSP Plan [IA-35 [SSSP Plan](#)] to improve the impact that orientation; placement; assessment; and development of the education plans, counseling, and advising have on students. The department and programs provide adequate reflection on progress the department has made in achieving their stated goals over the previous year. In addition, the department and programs provide detailed analyses of their PR data and identify areas in which students' needs could better be met.

On March 14, 2017, the revised IP Model was adopted. Data are the critical component for this model and guide planning and improvement, implementation and adjustment, assessment and reporting, and reflecting and dialogue. Similarly, committees also use the goals and objectives as a lens of analysis. The BSI Committee [IA-36 [BSI Committee Minutes Evaluating Requests](#)], for example, evaluates funding requests based on their relevance to multiple committee objectives, which are, in turn, based on YC's goals.

Categorical programs, such as SSSP, Student Equity Plan [IA-37 [Student Equity Plan](#)], and BSI also use data to determine their program and project effectiveness in meeting the educational needs of students. These programs, along with the California Pathways Project, in which YC was selected to participate, are also evidence of responding to student achievement data in order to increase learning and achievement.

The Community College Survey of Student Engagement (CCSSE) is conducted by the University of Texas and administered at YC every other year beginning in 2016. The summary reports created by the Office of Student Success and Institutional Effectiveness categorize survey questions into three reports based on six success factors identified in the Research and Planning Group evidence-based framework of Student Support (Re)defined [IA-38 [CCSSE Report](#)].

- Directed and Focused
- Nurtured and Valued
- Engaged and Connected

Additional data gathered at the College includes the Graduation Survey conducted each spring. The Graduation Survey asks students petitioning for graduation to reflect on their experiences at YC and share their plans moving forward. Revisions to the survey instrument were recently made based on feedback from stakeholders within service areas. Revisions included the addition of questions related to the effectiveness of communication methods used by the College and qualitative prompts to identify effective support or obstacles students encountered or experienced while at the college [IA-39 [Graduation Survey](#)].

YC also participates in the College Employee Satisfaction Survey, which is conducted every other year to gauge the climate of the College through the lens of employees. The data collected allow the college to: see issues most important to campus employees and help identify priorities, assess employee attitudes toward the institutional mission and goals, and reveal key data about the work environment on campus. Lastly, the College is able to learn the most effective ways to keep employees satisfied, productive, and engaged [IA-40 [CESS Report](#)].

The annual setting and review of progress towards the Institutional Effectiveness Partnership Initiative (IEPI) Goals is another example of how YC uses data to assess progress made in achieving improvements in student outcomes and success. Goals are developed by the College Effectiveness and Accreditation Committee (CEAC) and then sent for approval by College Council and the College President [IA-41 [IEPI Goals](#)], [IA-42 [2 6 18 College Council Minutes](#)], [IA-43 [YC Institutional Set Standards](#)].

Another indicator of YC's deep commitment to the use of data is the fact that the Dean of Student Success and Institutional Effectiveness was hired in January 2018 to facilitate all College planning activities aligned with the college Mission and guiding Core Principles and keep momentum going on projects such as data dashboards that will make it easier for the campus to access data on student success and achievement [IA-44 [Dean of Student Success Job Description](#)].

Analysis and Evaluation

YC uses data to determine how effectively it is accomplishing its mission. Moreover, the mission directs institutional priorities and ensures that the organization is meeting the needs of its students. Data are collected and published in a variety of reports that are communicated to all campus constituent groups through program and department reviews and College documents. The EMP, Fact Book, and IER are examples of the various reporting tools used by the College.



These reports are written and updated on a regular cycle to provide an in-depth analysis of academic quality, student success, enrollment management, strategic planning, budgeting, evaluation, and research processes.



While the College meets this Standard, the institution is in the process of developing data dashboards to ensure that key data elements and trends are available and accessible to users. These dashboards will further ensure that data are available to evaluate, in a timely manner, how the College is meeting the educational needs of its students.



I. A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

At all times, YC's mission statement guides institutional decision-making, planning, and resource allocation, and informs institutional goals for student learning and achievement. The College has established mission-driven, strategic directions as seen in the college catalog [IA-45 [Catalog pg12](#)]

1. **STUDENT SUCCESS AND ACHIEVEMENT:** Support an inclusive learning environment that enables all students to achieve their educational goals by promoting Connection, Entry, Progress, and Completion.
2. **TEACHING AND LEARNING AND SUPPORT SERVICES:** Develop and scale innovative educational practices that enhance student learning and completion.
3. **COLLEGE PROCESSES AND SYSTEMS:** Steward our resources through data-informed practices that continually improve service and increase efficiency.
4. **CULTURE AND CLIMATE:** Build a college-wide sense of community through collaboration, professional development, and inclusion.
5. **COMMUNITY LEADERSHIP AND ENGAGEMENT:** Strengthen and develop partnerships to meet the educational, workforce, and cultural needs of our community.

The revised YC IP Model [IA-46 [Integrated Planning Model 25 Aug 2017](#)] systematically promotes alignment with the mission and continuous improvement through an iterative cycle of planning, implementation, assessment, and reflection resulting in changes to improve student learning and institutional performance. The YC mission guides planning and is the basis for the EMP [IA-4 [EMP](#)]. On November 21, 2017, the Yuba College Council approved the current IP Model, which refers to the interconnected applications and processes of planning and decision-making within the College. This holistic model links the strategic and operational planning process [IA-47 [11/21/17 College Council Minutes](#)].

Key steps in the IP process, which include broad-based constituent participation, are: (1) creation of plans, (2) implementation of plans, (3) evaluation of progress, and (4) update and modification of strategies to support continuous improvement. At the College, there are three types of plans: Institutional Plans (i.e., EMP, Facilities Master Plan, Staffing Plan), Multi-Unit Plans (i.e., Student Equity or Staff Development Plans), and (3) Departmental Plans (i.e., PR). In the coming year, the College will work to enhance alignment of all planning documents through the revised IP and processes. The alignment, planning and decision-making that occurred during the development and implementation of the Student Equity Plan (SEP) [IA-48 [Student Equity Plan](#)] and the SSSP [IA-49 [SSSP Report](#)] [IA-50 [YC Integrated Plan](#)] would not have been possible without the framework provided by the mission statement.

Fundamentally, the purpose of planning and resource allocation is to support continual improvement in student learning and attainment of the College's mission. Foundational to this process is regular

assessment of SLO and analysis of disaggregated student learning and achievement data. SLO assessment is the mechanism for creating an academic culture dedicated to improving the quality of student learning and success [IA-51 [SLOs](#)]. SLO assessment represents data-informed evaluation of teaching and learning with the purpose of informing educational planning and improvement. The SLO Committee at the College is continually working to improve assessment practices.

Further, SLO assessment is linked to the college's PR process. PR is a planning and self-examination process designed to help academic, student service, and administrative programs better serve students [IA-52 [Program Reviews](#)]. It facilitates the examination of the effectiveness of all academic and student service programs and includes recommendations on how to improve student learning, curriculum development, and program design. The College PR process is used to identify resources needed to implement proposed changes. The review reports ask departments to assess: (1) how their program aligns with the College mission, (2) their SLO and achievement data, (3) the quality of the curriculum, and (4) enrollment trends. Academic departments are also using disaggregated student success and achievement data to evaluate historical performance and to make recommendations about how to improve academic quality and promote innovative change.

The PR cycle requires all CTE programs to perform full reviews every two years, and all non-CTE programs every four years. All programs are required to perform an annual update every year except the year of a full PR. Alignment with the mission is also corroborated through a PR Feedback process. This process was successfully initiated in the 2015-16 academic year with all CTE programs [IA-53 [Program Review Timelines](#)].

YC's programs and services are not only aligned with its mission through the development and assessment of PR, but also through the curriculum development and review process. Instructional programs must comply with curriculum requirements, the objectives of which are to fulfill the College mission outlined in the Program Relationship to Mission [IA-54 [Program Relationship to Mission](#)], as mandated by applicable state and local governing bodies. The Curriculum Handbook [IA-11 [Curriculum Handbook](#)] demonstrates the intent of meeting College objectives and district goals, which are in alignment with the College mission. The Handbook is a living document that may be changed by the Curriculum Committee (CC) Co-Chairs or the Curriculum Support Coordinator to reflect the current mission statement. New or updated programs must confirm that the stated goals and objectives are consistent with mission of the college.

The mission also informs budget development. YC's adopted IP Model is guided by the College's mission. The YC Planning and Budget Committee created a "Program Recommendation / Augmentation Request" process to make PR the guiding document in funding program recommendations. The process uses four levels of review and prioritization prior to submission to the College president [IA-55 [PBC 2017-18 BRR Workflow](#)].

Analysis and Evaluation

Programs and services offered by the College are aligned to the educational purposes of the College as defined by the mission. The PR process is a crucial component for decision-making, planning, and resource allocation to support the mission. This process requires a demonstration of alignment with the College mission and EMP. Through this process, the College and each program or service area engages in continual self-evaluation and reflection. This also allows the College to effectively prioritize resources needed to support student learning and achievement.



I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Yuba College's (YC's) mission statement was last reviewed by constituents and approved by the Yuba College Council on March 14, 2017 [IA-56 [March 14, 2017 College Council Minutes and Mission Approval Cycle](#)] [IA-57 [2-20-18 College Council Minutes](#)], then widely published through the College Catalog [IA-58 [YC Catalog](#)], the EMP [IA-4 [EMP](#)], the College webpage [IA-59 [YC Mission Webpage](#)], and multiple locations on both campuses [IA-60 [YC Mission Poster](#)].

The College's current systematic planning cycle demonstrates a regular mission review every three years [IA-61 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018, p. 9-10](#)] and provides opportunity for revision when necessary, as evidenced by the current revision and adoption of a new mission statement. The mission is reviewed as part of the EMP update, which is also conducted every three years [IA-62 [Mission Statement Review Process](#)].

During fall 2016, the College conducted three compression planning sessions [IA-63 [August Compression Planning Report](#)], [IA-64 [September Compression Planning Report](#)], [IA-65 [October Compression Planning Report](#)], with a number of stakeholders (82 faculty and staff) to generate cornerstones, which were used to update the College's mission. Data collected from the compression planning sessions were used by the Yuba College Council to develop a mission draft [IA-66 [YC Mission Vision & Values Survey](#)]. Input was requested from all faculty, staff, administrators, and the Associated Students of Yuba College [IA-67 [ASYC Agendas, Email, and Survey](#)] in order to finalize the mission. The survey results demonstrate that the majority of the stakeholders who responded to the survey agreed or strongly agreed that the mission was strong [IA-68 [Survey Results on Mission](#)].



The College's revised mission statement is more concise than the previous mission statement. The mission clearly expresses YC's commitment to the diverse educational, cultural, and economic needs of the community. The YC revised mission statement was approved by the YCCD Board of Trustees on January 11, 2018 [IA-69 [Regular Board Meeting, Agenda Item for YC Mission](#)].

Analysis and Evaluation

YC systematically reviews its mission statement and publishes the College mission statement through widely used publications such as the Catalog, Schedule of Classes, the EMP, the Guide to Integrated Planning and Institutional Effectiveness, the College's webpage, and in various buildings and classrooms. The College has a documented review and update cycle, and the mission was last updated and approved by College Council on March 14, 2017. The College regularly reviews and revised the mission for currency and relevance through a strong shared governance process. The College mission statement is approved by the Board of Trustees.



Evidence Cited

- IA-1 [Board Policy 1200: District Mission](#)
- IA-2 [Integrated Planning Model 25 Aug 2017](#)
- IA-3 [College Council Minutes - Mission Values](#)
- IA-4 [EMP](#)
- IA-5 [Fact-Book Fall-2016](#)
- IA-6 [DE COR 2017-2018](#)
- IA-7 [Umoja and Puente Learning Communities](#)
- IA-8 [2016-17 Catalog \(see degrees and other credentials\)](#)
- IA-9 [SLO Handbook](#)
- IA-10 [2017-18 Student Handbook](#)
- IA-11 [Curriculum Handbook](#)
- IA-12 [Staff Development COR](#)
- IA-13 [2016-2017 SSSP Committee Purpose Statement](#)
- IA-14 [BSI Committee Charter 2016-2017](#)
- IA-15 [DE 2017-2018 COR](#)
- IA-16 [Yuba College Mission](#)
- IA-17 [Data Definitions for Student Success Measures](#)
- IA-18 [2018-03-23 Minutes - Student Success and DE Report](#)
- IA-19 [IE Report 2015-2016](#)
- IA-20 [Sociology Program Review](#)
- IA-21 [Institutional Planning Model 25 Aug 2017](#)
- IA-22 [ASPEN Institute Feedback Report 2016](#)
- IA-23 [Fact-Book Fall-2016](#)
- IA-24 [Completion by Design Framework](#)
- IA-25 [EMP Overview \(ppt\)](#)
- IA-26 [EMP Appendix](#)
- IA-27 [Mission Guiding Principles Framework Chart](#)
- IA-28 [College Council minutes of development of measurable EMP College objectives and actions Minutes College Council March, 2017](#)
- IA-29 [Guided Pathways Application](#)
- IA-30 [Guided Pathways Workshop Agenda](#)
- IA-31 [Guided Pathways Homework, Feb 6 College Council Minutes](#)
- IA-32 [GP PPT Presentation on Homeworks 1-3](#)

- IA-33 [BSI Action Report on EOPS Summer Bridge Program](#)
- IA-34 [BSI Action Report on Math Boot Camp](#)
- IA-35 [SSSP Plan](#)
- IA-36 [BSI Committee Minutes Evaluating Requests](#)
- IA-37 [Student Equity Plan](#)
- IA-38 [CCSSE Report](#)
- IA-39 [Graduation Survey](#)
- IA-40 [CESS Report](#)
- IA-41 [IEPI Goals](#)
- IA-42 [2 6 18 College Council Minutes](#)
- IA-43 [YC Institutional Standards Spreadsheet](#)
- IA-44 [Dean of Student Success Job Description](#)
- IA-45 [Catalog pg12](#)
- IA-46 [Integrated Planning Model 25 Aug 2017](#)
- IA-47 [11/21/17 College Council Minutes](#)
- IA-48 [Student Equity Plan](#)
- IA-49 [SSSP Report](#)
- IA-50 [YC Integrated Plan](#)
- IA-51 [SLOs](#)
- IA-52 [Program Reviews](#)
- IA-53 [Program Review Timelines](#)
- IA-54 [Program Relationship to Mission](#)
- IA-55 [PBC 2017-18 BRR Workflow](#)
- IA-56 [March 14, 2017 College Council Minutes and Mission Approval Cycle](#)
- IA-57 [2-20-18 College Council Minutes](#)
- IA-58 [YC Catalog](#)
- IA-59 [YC Mission Webpage](#)
- IA-60 [YC Mission Poster](#)
- IA-61 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018, p. 9-10](#)
- IA-62 [Mission Statement Review Process](#)
- IA-63 [August Compression Planning Report](#)
- IA-64 [September Compression Planning Report](#)
- IA-65 [October Compression Planning Report](#)
- IA-66 [YC Mission Vision & Values Survey](#)
- IA-67 [ASYC Agendas, Email, and Survey](#)
- IA-68 [Survey Results on Mission](#)
- IA-69 [Regular Board Meeting, Agenda Item for YC Mission](#)

ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS



I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

YC engages in ongoing, substantive, and collegial dialogue about institutional effectiveness, student learning and student achievement. The College's integrated planning process emphasizes planning, implementation, ongoing evaluation, reflection, and enhancement of current educational practices and support services at the institutional, program, course, support service, and resource levels, as evidenced in the EMP [IB-1 [EMP](#)], the Institutional Effectiveness Review and Report [IB-2 [IE Report](#)], and the following: [IB-3 [YC Focus Group Report](#)], [IB-4 [College Council Minutes 1/16/18](#)], [IB-5 [College Council Minutes 2/6/18](#)], [IB-6 [GP Homework Presentation](#)], [IB-7 [Spring 2018 PD Schedule](#)], and [IB-8 [Guide to Integrated Planning and Institutional Effectiveness at Yuba College](#)]. Regular College processes and the formal established governance structures also ensure ongoing and regular collegial dialogue [IB-11 [YC Council Handbook](#)]. Communication and dialog occur at both the College and District levels: [IB-12 [April 13, 2017 Board of Trustee Retreat Agenda](#)], [IB-13 [April 13, 2017 Agenda Board Retreat Scorecard](#)], [IB-14 [BOT Presentation Scorecard 2017](#)], [IB-15 [April 13, 2017 Retreat Agenda Student Success Measures Indicators](#)], [IB-16 [April 13, 2017 BOT Presentation - ACCJC Annual Report](#)].

Through focused dialogue and assessment, the College identifies gaps in student achievement and works to effectively address student needs. YC's engagement in student-centered dialogue and communications throughout the campus helps create an open atmosphere for staff and students and promotes an inclusive and innovative collegiate environment. An example of the ongoing dialogue is the Guided Pathways professional development workshop held on January 17, 2018. More than 75 employees attended the full-day "Understanding Guided Pathways" session [IB-9 [Guided Pathways Workshop Sign In Sheet](#)] where attendees reviewed student outcomes and equity data and engaged in extensive dialogue [IB-10 [Understanding Guided Pathways Workshop Agenda](#)]. As a follow up, the College hosted Guided Pathways Brown Bag sessions intended to further promote campus discussion and feedback about how to improve student success and achievement.

YC is one of 20 California community colleges chosen to participate in training beginning fall 2017 on the Completion by Design, California Community Colleges Guided Pathways Project. The goals of the Guided Pathways initiative are:

To improve rates of college completion, transfer, and attainment of jobs with value in the labor market, and to achieve equity in those outcomes.

The College's participation in the Guided Pathways training includes attendance at six institutes, data analysis and completion of homework.

Learning Outcomes

Dialogue informs planning, assessment, review, and improvement of SLOs. Several College committees are part of YC's Institutional Planning process and review of SLOs, including the CC, the Program Review Committee, the CEAC, and the SLO Committee.

The CC oversees curriculum review consistent with AP 4020 [IB-17 [AP 4020](#)] and outlined in the Curriculum Handbook [IB-18 [Curriculum Handbook](#)]. The CC charter describes the committee's role in relation to student learning: to promote development of curricula and courses that meet the identified needs of the students, community, regional work places, and global society [IB-19 [Curriculum Committee Charter](#)]. The CC uses the College's curriculum management system, Meta, to review new and updated programs and courses, all of which include SLOs, which are reviewed by the SLO committee.

The Program Review Committee oversees the College's annual program and services review process to ensure progress is made by each department and service area to improve student outcomes. An important aspect of the review process is identification and evaluation of program and service goals and outcomes, as those aspects relate to student learning for Institutional Student Learning Outcomes (ISLO), Program Student Learning Outcomes (PSLO), Course Student Learning Outcomes (CSLO), and SAO: [IB-20 [Institutional SLOs](#)], [IB-21 [Program SLOs](#)], [IB-22 [2017-2018 Program Review Questions](#)], [IB-23 [Screen Shot of the Purpose of Program Review](#)], and [IB-24 [Program Review Feedback Report](#)].

The SLO Committee works with division deans, program directors, faculty, and support services staff to establish clear and consistent SLO reporting policies and practices at the institutional, program, services, and course levels. In 2016-17, committee members updated the SLO and SAO Handbooks, providing online links to each for administrators, faculty, and staff [IB-25 [SLO Handbook](#)], [IB-26 [SAO Handbook](#)]. The committee assigned each member to specific programs as a liaison, providing "closing the loop" instruction, group workshops, and ongoing support for TracDat mapping, assessment, reporting, review, and planning of learning outcomes. As a result, YC achieved its Institutional Effectiveness Partnership Initiative (IEPI) goals for improving SLO reporting: in 2015-16, 60% of programs reported SLO; in 2016-17, SLO reporting increased to 91%. Overall, between 2015 and 2017, all but a handful of courses had been assessed [IB-27 [YC 2015-2017 SLOs](#)]. These results reflect the College's commitment in meeting the Accrediting Commission for Community and Junior Colleges (ACCJC) guidelines for learning outcomes processes.

The SLO Committee coordinates SLO processes, including cyclic institutional, program, service, and course SLO communication; training; planning; assessment; reporting; and improvement. The Office of Student Success and Institutional Effectiveness works with the SLO Committee to monitor SLO compliance. In addition, YC recently approved 40% faculty release time for a SLO Coordinator, demonstrating its commitment to SLO assessment [IB-28 [SLO Coordinator Job Description](#)]. This position helps to promote a campus culture that uses systematic evaluation of student learning for decision-making and continuous quality improvement at all levels. The Academic Senate President-Elect also serves on the SLO Committee as a liaison in order to sustain and strengthen student learning and success throughout YC. Ongoing dialogue and training about SLOs occurs at the College through a variety of FLEX and professional development activities held

at Professional Development Days, convocations, Compression Planning sessions, online workshops, and regional conferences [IB-29 [SLO Compression Planning Report](#)].

The Staff Development Committee was formed to evaluate current faculty and service personnel training and develop workshops, conferences, and events that address the continuing education needs of staff. The committee focuses on initiatives for ongoing staff training that aligns with the institution's mission of providing quality, innovative programs, courses, and services for our students [IB-30 [Staff Development Plan](#)]. Results from the College's self-assessment of institutional practices during 2016-17 highlighted significant examples of best practice changes implemented to improve student equity and academic quality. For example, in the Math, Early Childhood Education, and Physical Education programs, the following changes were made: application of embedded tutoring for courses, inclusion of instructional associates to provide additional support for students, the extension of tutoring hours in the Student Success Center, development of a student workshop series and Book Lending Program, Math Boot Camps, and a NCLEX nursing exam prep course.

Student Equity

Continuous and focused dialogue at the College regarding student equity has increased in recent years, in part due to the presentation of disaggregated achievement data from the statewide Student Success Scorecard and the Student Equity Program administered through the California Community Colleges Chancellor's Office (CCCCO), which identifies persistent achievement gaps for some student populations.

In 2014, Student Equity began providing funding to support College initiatives to close achievement gaps among disproportionately impacted student groups relating to access, retention, and success. The program requires Colleges to identify and improve services to at-risk students. YC's work to meet this requirement has prompted substantive dialogue about the content of its Student Equity Plan in the past and the current Integrated Plan. This dialogue is led by the Student Equity Committee consisting of faculty, staff, and administrators from a variety of College areas [IB-31 [Equity Planning Session Notes](#)].

Academic Quality and Institutional Effectiveness

Since 1911, YC has had a long tradition of providing high-quality education, including degrees and certificate programs, transfer courses, and job and life skills to its students and local community. The administration, faculty, and staff collaboratively participate in focused dialogue, research, planning, evaluation and review, and training and support and embrace innovative principles and practices that enhance student learning and achievement.

The Academic Senate participates in the development of college wide policies, procedures, and initiatives, along with participation by committees and focus groups in meeting the institutional goals and objectives of our diverse student population [IB-32 [Academic Senate Constitution and Bylaws 2016](#)]. The Academic Senate was instrumental in revising YC's mission statement and obtaining state approval of the College's participation in the California Community Colleges Guided Pathways initiative in fall 2017.

The Program Review Committee oversees processes that foster ongoing dialogue, qualitative and quantitative analysis of data, and systematic evaluation and review of programs and services. These processes result in continuous quality improvement of programs and services to enhance student

success [IB-33 [Program Review Committee Charter](#)]. Prior to fall 2017, this function was performed by CEAC. The CEAC evaluates and makes recommendations on the college's accreditation and institutional practices [I.B.1-19 CEAC Committee Objective Report (2016-2017)].

The CC oversees the development of new courses and recommends changes to existing courses to confirm the institution's commitment to providing engaging, innovative, and quality-driven course offerings that effectively meet the needs and interests of today's students. During 2016-17, the CC went through an extensive review of existing programs, degrees/certificates, related courses, and courses awaiting approval on Meta to ensure alignment of program and course offerings with institutional goals and objectives.

Each program and service area at YC participates in self-evaluation of its goals, objectives, student retention, and success data, as well as human, fiscal, and resource allocations to improve SLO and achieve the institution's mission. For example, the English Department, after collaborative department wide discussion, researched innovative ideas for updating course SLO to meet current expectations, and piloted two new approaches to holistic grading of final exams, with the overriding objective of making the SLO process more meaningful and applicable to meeting student needs [IB-34 [English Department Meeting Minutes 12 Sep 2017](#)].

In 2016-17, SSSP evaluated the many services offered to students [IB-35 [Meeting Notes for SSSP 11-28-2016](#)]. For example, the Counseling Department evaluated its probation workshops, and the Assessment Department is considering expanding its hours based on feedback. All projects funded through the BSI are also evaluated by the committee and project participants for the purposes of continuous quality improvement.

Analysis and Evaluation

YC participates in substantive, sustained, and institution wide dialogue about SLO, student equity, academic quality, institutional effectiveness, and continuous improvement in areas affecting student learning and achievement. Opportunities for discussion of policies and processes by the College occur through formal and informal dialogue, committee participation and actions, cyclic reporting and evaluation, and ongoing self-assessment. Processes are in place to systematically improve academic quality and institutional effectiveness including: Compression Planning to effectively develop and implement small or large projects; the IP Model, the PR Feedback process; the EMP update process; and the development and utilization of the Guide to Integrated Planning & Institutional Effectiveness Report.



Although the College has well-established structures and process for SLO, it recognizes there is an opportunity to improve and expand the collegial dialog about academic quality and engage in more meaningful, inquiry-focused discussions. More authentic dialogue will promote continuous improvement of instructional practices. Expanding the use of rubrics and inter-rater reliability exercises will facilitate the generation of more meaningful data and allow for relevant subpopulation comparisons. The Quality Focus Essay (QFE), Project #1 Student Outcomes, presents a plan for improving the quality of assessment instruments and creating institutional structures to foster and document the dialogue and the changes made to further institutional effectiveness.

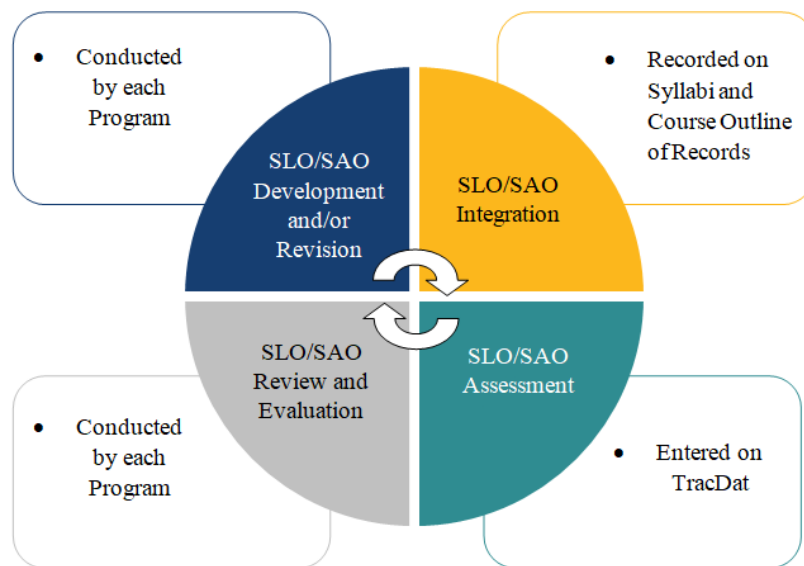


I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Instructional Programs

As a requirement of the IEPI, YC has developed short- and long-range objectives for development, planning, assessment, and improvement of SLO [IB-36 [IEPI Goals 2016-2017](#)]. The College follows the ACCJC standards for SLO processes. Learning outcomes are organized in a hierarchy, with ISLOs setting district-level standards for core competencies. PSLO evolve from ISLO and form instructional program and non-instructional service support-level competencies, whereas CSLO connect to PSLO, reflecting course competencies for all courses offered within each program [IB-25 [SLO Handbook](#)]. PSLO are listed for each program and course in Meta and are updated in TracDat. The College participates in reflective dialogue and actions, following a "Closing the Loop" model for SLO processes:



YC creates and assesses Institutional, Program, and Course SLO based on current SLO assessment results and institutional-, division-, and program-level plans for improving student success. Programs participate in SLO reporting on a yearly cycle. Included as part of the SLO assessment are student surveys. SLO reporting and assessment of programs connect directly to ISLO and the College's mission. The SLO cycle represents an organic, changing process reflecting the institution's collaborative engagement and effectiveness in meeting the needs of our diverse student population [IB-37 [ISLO Assessment Schedule](#)].

The development, assessment, and reporting of SLO are a significant aspect of faculty responsibility, as described in Article 7.15 of the Faculty contract [IB-38 [Faculty Contract Article 7.15](#)], emphasizing the institution's recognition of the faculty role in student success, and the College's

commitment to continued progress towards achieving SLO. In addition, all CSLO are recorded on syllabi, which are held in division offices. Deans and directors check for faculty compliance with the policy. At the end of each semester, faculty are required to report CSLO on each course for which they are the instructor of record [IB-39 [SLO Program Review Reports](#)], [IB-40 [SLO Adjunct Reporting Form](#)]. YC also demonstrated its commitment to outcome assessment through its support of a 40 percent faculty release-time position for an SLO Coordinator, who facilitates the creation, support, and utilization of an integrated system for cyclic SLO assessment and reporting that emphasize continuous quality improvement towards student learning [IB-41 [SLO Coordinator Job Description](#)].

SLO assessment results for programs and courses are listed in TracDat, included as part of program reviews, available in institutional disaggregated data reports [IB-42 [Student Equity Plan with Disaggregated Data](#)], and reviewed in committee meetings. On the College's SLO webpage, ISLO and PSLO lists are available to the public [IB-43 [SLO Website with Public Information on Accessing Assessment Results](#)] and through the public access link to TracDat. For the period 2015-17, all but a handful of courses have been assessed [IB-27 [YC 2015-2017 SLOs](#)].

Student and Learning Support Services

In conjunction with SLO processes, SAO are planned, assessed, reported, and evaluated by Student and Learning Support Service areas to align with the College's mission, IEPI, and department goals. Student Support Service areas, such as Counseling, Admissions and Records, Financial Aid, and the Testing and Assessment Center, assess their SAO each year, following the institution's cyclic SAO reporting guidelines. Learning Support Services areas, which include the Student Success Center; Disabled Students Programs & Services (DSPS); Library; and Writing, Language, and Development Center, also participate in assessing SAO on a yearly basis. SAO are reported in TracDat, in the Core Competencies Matrix, included as part of service area reviews, available in institutional disaggregated data reports, and reviewed in committee meetings [IB-44 [Program Review for DSPS 2014-2015](#)], [IB-45 [Program Review for Writing and Language Development Center 2014-2015](#)].

In 2015-16, the SLO Committee identified that Student and Learning Support Service areas were struggling to meet ACCJC compliance with SLO reporting. To address this issue, a SAO workgroup was created in summer 2016 to develop the Service Area Outcomes & Assessment Handbook [IB-26 [SAO Handbook](#)]. In addition, the SLO Committee members worked with the College's service and support areas to establish authentic and meaningful SAOs for spring 2017. The committee identified the need for development of appropriate SAO assessment methods and created and implemented a plan to use results to make positive changes within the Student and Learning Support Services departments. As of 2016-17, all service areas are submitting SAO results within their PR cycle.

Analysis and Evaluation (ER11)

YC is dedicated to continuous development and improvement of SLO processes. As of spring 2017, all Programs and Support and Learning Services areas have planned, assessed, and reported their SLO and SAO as reflected in TracDat. The College publishes CSLO on each course syllabus and Course Outline of Record. ISLO, PSLO, and CSLO, along with assessment methods, are available to the public on the college SLO website and TracDat. ISLO and how they link to the PSLO are published in the College Catalog. SLO and SAO results are used at the institutional, department, program, and service levels to engage in meaningful and ongoing dialogue.



Although YC has made excellent progress with writing and assessing outcomes on the course, service, and institutional levels, we recognize the need to improve in the design, review, and assessment of program level outcomes. The SLO Committee began work in this area during summer 2017.



We also recognize the need to ensure that outcomes data are used to foster authentic, continuous quality improvement on the course, program, service, and institutional levels. The QFE, Project #1 Student Outcomes presents a plan to improve the quality of our assessment instruments and create institutional structures to foster dialogue and document the changes made to further institutional effectiveness.



I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

YC has established institution-set standards for student achievement as part of its reporting for the ACCJC and through the IEPI. The College reports and updates its goals each year and assesses its performance against those standards. The CEAC reviews the institution-set standards and makes recommendations to the College Planning Council (CPC) on updates to the standards each spring semester. Participation in the development and review of the EMP [IB-1 [EMP](#)] and the CCSSE [IB-46 [Community College Survey of Student Engagement](#)], along with completion of PRs and annual updates, is an important aspect of YC's strategic planning, assessment, and evaluation of institution-set standards that align with its mission to improve student retention, completion, and transfer rates. The College fosters dialog about its performance against the standards, communicates its progress through presentations to the Board of Trustees, and publishes information about how well it meets its standards [IB-13 [April 13, 2017 Agenda Board Retreat Scorecard](#)], [IB-14 [BOT Presentation Scorecard 2017](#)], [IB-15 [April 13, 2017 Retreat Agenda Student Success Measures Indicators](#)], [IB-12 [April 13, 2017 Board of Trustee Retreat Agenda](#)], [IB-16 [April 13, 2017 BOT Presentation - ACCJC Annual Report](#)].

Institution-Set Standards and Accreditation

YC has established and monitors both floor and aspirational student achievement measures. To assist YC with the establishment of the floor and stretch goals, the Office of Student Success and Institutional Effectiveness leveraged the metrics required by the state and the ACCJC Annual Report. In establishing the goals, CEAC reviewed the historical trends for the College, considered the impact of policy (i.e., Multiple Measures Assessment and Placement, Guided Pathways), and evaluated changes in internal processes made to positively impact certificate/degree completion within the CTE department (i.e., Psychiatric Technology and Cosmetology programs).

Targets created from the above analysis were discussed at length in multiple CEAC meetings. During these inclusive discussions it was determined that three-year averages should be used in

place of five-year averages to mitigate the impact of Clear Lake data. This correction was made because of a recent realignment of the Clear Lake facilities to Woodland Community College. The College President and College Council approved the draft goals proposed by CEAC.

CEAC is responsible for conducting an annual review of the College's performance with regard to the identified standards and goals. If during the review process, CEAC discovers that institution-set standards are not met, it will designate a work group to determine possible causes of the gap and recommend interventions. The workgroup will consider a variety of available data, such as program outcome assessment results, program reviews, and department faculty input. A report will be provided to the College Council and other groups as appropriate.

Institutional Effectiveness Partnership Initiative and Other Institutional Standards and Goals

The IEPI Framework Indicators represents an additional set of institutional goals that outline the commitment of the College to strategic planning and assessment of student retention, completion, and transfer rates towards improving overall student success. Performance Indicators include: Retention Rates, CTE Completion Rates, Course Completion Rates, Completion of Degrees, Completion of Certificates, and Transfers to 4-year universities [IB-47 [IEPI Report](#)].

The success rates shown within the reports reflect the College's achievement of IEPI goals and the institution's continued commitment to improving student success rates over successive years [IB-48 [IEPI Goals 2016-2017](#)], [IB-49 [ACCJC Floor and Stretch IEPI Framework of Indicators](#)], [IB-50 [2/6/2018 College Council Meeting Minutes](#)].

Other Performance Indicators monitored by the College include: Completion of Transfer-Level Math, Years 1 and 2; Completion of Transfer-Level English, Years 1 and 2; Median Time to Degree; and CTE Skills Builder.

The College also uses and publishes Committee Objective Reports [IB-51 [CEAC Committee Objective Report](#)] and Committee Self-Assessment Reports [IB-52 [CEAC Committee Self Assessment Report](#)] for all committees to ensure that work aligns with the mission and objectives. These reports are published on the YC website. Additionally, a summary report is created by the CEAC and presented to the YC Council [IB-53 [COR CSAR Summary Report](#)].

Finally, the Office of Student Success and Institutional Effectiveness maintains a report that aligns and maps all of the institutional outcomes, including EMP objectives, IEPI goals, and ACCJC reporting requirements [IB-54 [IEPI Goal Alignment \(2017\)](#)].

College Assessment and Review of Educational Practices

CEAC oversees continuous quality improvement of YC's institution-set standards for student achievement through the IP Model [IB-55 [Integrated Planning Model 25 Aug 2017](#)]. In 2016-17, the CEAC reviewed IEPI goals and reporting to ensure that the College's objectives align with institution-set standards and mission. It conducted PR meetings to collaborate with each program and gain feedback from administrators, faculty, services and support staff, and students for updating and completing the PR Report for CTE programs [IB-56 [Program Review Questions on Feedback Checklist](#)]. The PR process aligns with the College's goal of reviewing educational practices for overall effectiveness and achievement of program objectives to improve student success rates and learning outcomes. Effective fall 2017, PR process is a function of the PR Committee [IB-57

[Program Review Committee Charter Statement](#)]. The College and District are also working to define all measures and ensure they are consistent across the District [IB-58 [Student Success Measures Minutes](#)].

Community College Survey of Student Engagement (CCSSE)

In spring 2016, YC began using the CCSSE as a benchmarking instrument to measure and monitor established national norms on educational practice and performance [IB-46 [Community College Survey of Student Engagement](#)]. It will be administered every other spring beginning in 2018. In the near future, CEAC will form two interdepartmental inquiry groups to review the CCSSE and the Survey of Entering Student Engagement (SENSE) [IB-59 [Survey of Entering Student Engagement](#)] results to evaluate and implement interventions based on their findings. The results of these surveys will help inform the college about student experiences from first year through graduation and assist in evaluating and updating institution-set standards for improving student retention, completion, and transfer goals.

Analysis and Evaluation

YC has established institution-set College standards and regularly reports on the progress against the standards. The indicators are appropriate to the College mission. College Council and CEAC review performance against the standards annually, foster dialog about them through the planning process, share progress with the Board of Trustees, and publish information about how well the College meets the standards. Suggestions are made for modification of the College's short- and long-term goals, as applicable.



Although the College meets this standard, it recognizes that more work is needed to ensure that institution-set standards are more integrated into routine College processes. During January 2018, the College improved its process for establishing ACCJC minimal and aspirational standards. This work was completed and communicated through multiple governance bodies. CEAC also recently developed a plan that articulates what actions are taken by the College if performance falls below an institutional floor. The College recognizes that it could improve communication processes about institution-set standards. The CEAC will work to continue to improve these processes. The College will also form two interdepartmental inquiry groups to review the CCSSE and the SENSE results to evaluate and implement interventions based upon analysis of the data and findings.





I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Over the last six years, YC has made significant progress in updating existing, and developing new, data-informed institutional processes. These changes have connected institutional planning, PR, and resource allocation to better support student learning and achievement [IB-8 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018](#)].

The CEAC oversees the continuous quality improvement process at the College and regularly evaluates YC's institutional effectiveness and IP process [IB-60 [CEAC Committee Charter](#)]. CEAC gathers data and evidence to determine the College's effectiveness in planning, shared governance, budgeting, and student learning. Interdisciplinary and interdepartmental membership on the CEAC committee ensures the College supports sustained and substantive dialogue, planning, assessment, and improvement focused on student learning and success. Specific examples of how the College uses assessment data and institutional processes to support student learning and achievement include the following:

Through the shared governance process, the IEPI Framework of Indicators goals are developed, implemented, and reviewed based on data-informed decisions formulated from historical and current data college wide to ensure divisions, departments, programs, and services are working collaboratively and centrally focused on improving student success [IB-61 [IEPI College Indicators PowerPoint](#)].

The Equity and Student Success Committee (ESS; previously the Basic Skills Initiative/Student Equity Committee) develops, implements, and reviews the IP with a focus on analyzing, evaluating, and making recommendations to the College on closing achievement gaps among disproportionately impacted student populations [IB-62 [2017-2019 Integrated Plan](#)]. The ESS works in collaboration with other committees, such as CC, Diversity Committee, and SSSP Committee to develop cross-disciplinary guidelines and practices for improving student access, retention, and achievement for disproportionately impacted students [IB-62 [2017-2019 Integrated Plan](#)]. The CC uses historical and current disaggregated data to analyze and review college wide trends in student retention and achievement for planning, revisions, and additions to existing curriculum based on current and projected data-informed assessments. For example, in spring 2017, the General Education (GE) Degree Task Force of the CC reviewed student data to assess whether or not to keep GE degrees at YC. The Task Force recommended keeping some of the GE degrees and eliminating one in addition to further monitoring and analysis of students impacted by the decisions [IB-63 [Academic Senate Minutes 5.26.2017 GE Degree Taskforce](#)].

The development and review of the College's Institutional Effectiveness Scorecard, as documented in the IP Model, assists in effectively planning and implementing district initiatives to ensure the College's sustained assessment, reporting, evaluation, and improvement of student learning [IB-64 [Institutional Effectiveness Indicators \(CCCCO\)](#)], [IB-55 [Integrated Planning Model 25 Aug 2017](#)].

Program-level assessment and review of disaggregated data by, for example, the Math, English, and ESL programs, help programs develop data-informed plans for establishing effective assessment processes, determining appropriate placement tools to support optimal student placement in programs and courses, and increasing student achievement [IB-65 [Math Department Minutes 23 March 2017](#)], [IB-66 [English Department Meeting Minutes 13 Mar 2018](#)], [IB-67 [ESL Department Update Spring 2017](#)].

Human, fiscal, and facility/materials resource allocations are based on data-informed assessments and reporting of student needs for instruction, curriculum, support services, and facilities within divisions, departments, programs, and services. The Faculty Staffing Committee and Planning and Budget Committee approve resource requests based on disaggregated data results from each department, program, or service area supporting the college's mission and planning initiatives [IB-68 [PBC Minutes 5.19.2017](#)].

During the PR process, a variety of data is used to analyze and continuously improve YC programs. SLO and SAO assessment data are used for institutional, program, and course self-evaluation, planning, and improvement of teaching and learning; development of meaningful and assessable SLOs; and to ensure alignment with institutional objectives that support student achievement. Disaggregated student data provide insight into each program's student access, retention, and success rates for assessment, reporting, reviewing, and planning processes [IB-69 [PR Feedback Checklist for Instructional Programs](#)], [IB-70 [PR Feedback Checklist for Service Programs](#)].

To communicate and analyze institution-set standards relevant to DE, evidence about DE courses are provided to departments/programs and incorporated into their academic program review process [IB-71 [Sample Program Review Data](#)].

Additionally, the Dean of Student Success and Institutional Effectiveness was hired in January 2018 to provide leadership in the ongoing development, implementation, and assessment of YC planning and resource development activities [IB-72 [Dean of Student Success Job Description](#)]. A SLO Coordinator with 40 percent faculty reassigned time also works to ensure assessment data on student learning and achievement are being used for various institutional processes [IB-28 [SLO Coordinator Job Description](#)].

Analysis and Evaluation

The YC Integrated Planning Process systematically promotes alignment with the mission and continuous improvement through a recursive cycle of planning, implementation, assessment, and reflection. Foundational to this process is the analysis of student learning and achievement data and regular assessment of SLOs. The College uses data to make evidence-based decisions about its performance and core standards for student success. The College has established a system in which planning, evaluation, and resource allocation are integrated and all support the institution's mission of improving student learning and achievement.



I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

YC assesses accomplishment of its mission through PR of instructional programs, student services, learning support services, and administrative areas and evaluates its goals and objectives, SLOs, and student achievement through a process of assessment, reporting, review, and evaluation. PR is a key mechanism for maintaining and improving academic quality and institutional effectiveness. The PR process at the College systematically promotes engagement in self-evaluation and reflection and is the key mechanism for ensuring ACCJC compliance, academic and service area quality improvement, institutional effectiveness, and accomplishment of YC's initiatives and mission. The College's Online Program Review Handbook [IB-73 [Online Program Review Handbook \(PRH\)](#)] provides detailed instructions for completing the review process and ensures the following standardized and reflective practices are accomplished during each PR:

Program Review Process

Starting fall 2017, the PR Committee coordinates and assists programs in completing the PR and feedback process. Prior to fall 2017, the CEAC performed this function. PRs are conducted every four years by instructional, non-CTE programs, and service areas, and every two years by CTE programs. All programs complete an annual update on off-cycle years [IB-74 [Program Review Cycle F2017](#)]. This schedule allows each program to complete a PR twice during any given accreditation cycle.

Review of Mission

The PR process includes a review and discussion of the College's mission as part of the PR Feedback sessions. Each program reviews the mission statement and reflects on how their program instruction, curriculum, application of support services, self-evaluation, quality improvement, planning, assessment, and reporting helps support the mission and improves SLO and success rates. The program's responses are documented on the PR Checklist [IB-75 [Program Review Feedback Checklist \(Instruction\)](#)].

Collaborative/Inclusive Dialogue and Participation

The PR process at YC is collaborative and inclusive, linked to the mission, and provides the opportunity for meaningful analysis and reflection. A PR Committee Member is assigned to each program as a PR Team Facilitator to assist team members in completing the review. Participants in the review process are a mixture of interdisciplinary and interdepartmental faculty, staff, and students, ensuring a balanced cross-section of contributors to discussions, feedback, reflection, and overall evaluation of the program's effectiveness.

Reflective Self-Evaluation

The PR Facilitator coordinates the PR Feedback sessions. Each PR team member completes a PR Checklist, answering the review questions prior to meeting together to share their responses. By completing the PR Checklist independently, PR team members engage in reflection of the program's

processes and overall effectiveness. During the review sessions, Program Representatives for each program listen to other team members share their reflections, then provide their own feedback about how the program is meeting institutional initiatives and the College's mission, and/or the program's plan for improving current practices. The review sessions provide Program Representatives with opportunities for self-evaluation that aid future program assessment, planning, and improvements. Afterwards, the PR Facilitator consolidates each team member's feedback into one report, and the draft is reviewed by all participants prior to final submission. The PR process culminates in an authentic PR Feedback Report, which can also serve as an evaluation of the program's health. The feedback team identifies, from the presented recommendations, what resources (personnel, equipment, facilities, technology) are crucial to improve the department [IB-76 [Program Review Feedback Report Sample](#)].

Analysis of Quantitative and Qualitative Data

During PR, programs respond to questions concerning data analysis of student retention, success rates, and SLO, identifying enrollment and completion trends and the number of degrees and certificates awarded, disaggregated by race, ethnicity, gender, and age. Program Representatives and team members review and reflect on student learning, curriculum, and disproportionate impacts to specific student subgroups, strategic planning strategies, and resource needs. Trend data are provided for traditional and online modes of course delivery. In conjunction with PR processes, the College assesses disaggregated quantitative and qualitative data by program type and mode of delivery to determine accomplishment of the mission through a set of identified strategic goals adopted by the Governing Board [IB-77 [Sample Program Review Data](#)], [IB-78 [YCCD Strategic Goals](#)].

Assessment of Student Learning Outcomes

As part of shared governance, institutional "best practices," and established institution-set standards, programs, and services continually report and review their PSLO and CSLO. The SLO Committee oversees reporting processes for programs, trains Program Representatives on how to create authentic SLO, and maps the PSLO and CSLO, along with assessing and reporting SLO in TracDat. Questions on the PR Checklist ask Program Representatives to reflect on how SLO data are collected and assessed; what methods they use to evaluate the data and determine improvements; and how they implement changes to existing instruction, curriculum, support services, and resources to meet the Program's objectives for improving student learning. Additionally, SLO results are tracked by modality and are reviewed in department meetings as part of each department's ongoing dialogue, analysis, evaluation, and reflection of their programs [IB-79 [Department meeting minutes discussing SLOs](#)].

Continuing Evaluation, Reflection, and Planning for Student Success

YC assesses each program's performance against institution-set standards, the EMP [IB-1 [EMP](#)], Institutional Effectiveness Indicators [IB-80 [Institutional Effectiveness Indicators](#)], and the IP [IB-62 [2017-2019 Integrated Plan](#)] towards meeting the institution's objectives and mission.

CEAC also writes and publishes an IER every two years, which provides an in-depth analysis of academic quality, student success, enrollment management, strategic planning, budgeting, evaluation, and research processes [IB-81 [Institutional Effectiveness Report](#)].

Additionally, the Dean of Student Success and Institutional Effectiveness was hired in January 2018 to provide leadership in the ongoing development, implementation, and assessment of YC planning and student success activities [IB-82 [Dean of Student Success Job Description](#)].

Analysis and Evaluation

YC assesses accomplishment of its mission through the PR process; learning outcomes assessment; and by monitoring its progress against institutional standards, goals, and objectives. PR is conducted across all divisions and informs the College's interrelated planning efforts and resource allocation decisions. It assesses, reports, analyzes, and reviews disaggregated quantitative and qualitative data on student retention and completion rates, number of degrees and certificates awarded, number of transfers, and SLO results in completing its self-evaluation and determining strategies for enhancing college effectiveness for student achievement.



I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Disaggregated data about student outcomes are an integral part of the College's decision-making process. Disaggregated data from the Student Equity Plan (SEP), IER, PRs, SLO reports, and the statewide Student Success Scorecard are used by the College to identify student performance gaps; develop new planning initiatives; implement changes to existing programs and services; and make adjustments to human, fiscal, and facility/material resources to mitigate student achievement gaps and improve student learning and success.

Disaggregation and Analysis of Data for Student Subpopulations

The IER addresses the College's key student success indicators and related disaggregated data, and is presented annually to College Council and Academic Senate for data-informed review, evaluation, and planning [IB-81 [Institutional Effectiveness Report](#)]. The IER is published and available on YC's website for public review.

The College's most recent IP (SEP, SSSP, and BSI) was adopted in 2018 [IB-62 [2017-2019 Integrated Plan](#)]. The IP created five main goals for each of the three programs based on the EMP. The IP is also structured to address the five student success indicators that were addressed in the original SEP: Access, Course Completion, Basic Skills Persistence, Completion of Degrees and Certificates, and Transfer for disproportionately-impacted student subpopulations. The research was conducted through the College's Office of Student Success and Institutional Effectiveness and the findings were calculated by applying the percentage point gap methodology exclusively for analysis of disproportionate impact. Percentage point gap measures were calculated by subtracting the

college wide student average success rate percentage from the success rate percentage of the disaggregated subgroups in the same outcome.

Evaluation, Implementation, and Review of Student Success Strategies

Achievement gaps, as well as strategies for addressing those gaps, are incorporated into the IP 2017-19 report initiatives. The report was disseminated throughout the college and made available on the IP site [IB-83 [YC Website – Integrated Plan](#)].

In addition to the use of disaggregated data and results provided by the ESS, data on enrollment, retention and success are disaggregated in the PR reports by student, age, gender, ethnicity, and modality [IB-77 [Sample Program Review Data](#)]. Departments analyze the data as part of the PR, and resource requests are often based on identified gaps in student achievement. For example, the Radiologic Technology Program found data showing that students who were on the program waitlist would be under-prepared by the time they could be accepted. The program is developing a course for waitlisted students to strengthen their prerequisite skills while awaiting program entrance as well as looking for ways to eliminate the waitlist entirely.

Course SLO are disaggregated by modality via online reporting by Programs and Service areas on TracDat. The SLO Committee is working on a plan to disaggregate data by additional demographic indicators.

Additionally, the College collects and analyzes core competency data as a basis for making policy changes and developing new student success initiatives. BSI disaggregates data by credit and noncredit courses in the ESL program [IB-84 [ESL Credit v Non Credit](#)]. Other data sources used by YC in making data-informed decisions for improving student access, retention, and success include disaggregated data from committees and programs, such as DSPS, EOPS, the SSSP, the District Budget Advisory Team and District Facility Planning, and program advisory committees.

Disaggregated data used in planning are also available in the Yuba College Fact Book and the Student Success Scorecard [IB-85 [Fact Book](#)], [IB-86 [Student Success Scorecard](#)]. College-level data submitted through the statewide Management Information System are used to generate reports for each community college in California; reports include data disaggregated by ethnicity, gender, and age group. Disaggregated Scorecard data are presented annually to the Board of Trustees to inform policy decisions relating to human, fiscal, and resource allocations throughout the College [IB-87 [Scorecard Data Presentation to the Board \(4/13/17\)](#)].

Analysis and Evaluation

YC has established policies and practices for evaluation and implementation of student success initiatives based on data-informed and collaborative analysis and review of disaggregated data through shared governance by committees, programs, support services, and District committees. While performance gaps continue to exist for some disproportionate student subpopulations, the College has plans in place to address these gaps via the Integrated Plan and College planning processes such as PR. Analysis, review, and evaluation of initiatives is ongoing, with programs and service areas participating in substantive dialogue about their progress. With collaboration from committees, such as the CPC, CEAC, ESS, and the SLO Committee, the College continues to evaluate current research processes; data disaggregation methodologies for SLO and other success indicators; as well as current policies and procedures for human, fiscal, and facility/materials

resource allocations to improve on current practices and implement changes, where indicated, to succeed in reaching institutional goals for student learning and success.



I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Consistent with Board Policy (BP) and Administrative Procedure (AP) 2410, the Chancellor conducts a review of all BPs on a five-year cycle [IB-88 [BP 2410](#)], [IB-89 [AP 2410](#)]. All BPs are vetted through the Board of Trustees's Policy Committee. Policies that are the purview of the Academic Senate are reviewed and revised in the District College Academic Senate (DCAS) meetings [IB-90 [DCAS Minutes 4.6.2017 Pages 6-7](#)]. In DCAS, the focus is on academic quality and accomplishing the College's mission. Through sustained and substantive dialogue, DCAS actively assesses the BPs and APs. The Chancellor can approve BP changes received from the Community College League of California (CCLC) Policy and Procedure Services that are minor in nature (such as spelling, grammar, and title changes). If necessary, due to legislative updates or other changes, BPs and APs may be updated sooner than the five-year cycle. The review of BPs is informed by the CCLC Board Policy and Administrative Procedure Services [IB-91 [CCLC Board Policy and Administrative Procedure Services Website](#)].

In 2006, the YCCD Governing Board adopted the Institutional Effectiveness (IE) Model. According to AP 3255, "the IE Model is a district-wide assessment process that consists of five components all of which have at the core Student Learning Outcomes (SLOs) assessment." It lists the five components:

- Academic Program Review
- Administrative Services Review
- District/College's Image-Marketing Review
- Planning and Shared Decision-Making Process Review
- Student Services Review

AP 3255 continues by stating, "all five components in their self-evaluation and annual updates assess SLO at the unit level as well as provide recommendations in the areas of staffing, equipment/technology, and facilities. Academic Program Reviews also provide recommendations on curriculum" [IB-92 [AP 3255](#)].

Instructional Programs, Student Learning, and Support Services

All programs and student learning and support services at YC conduct PRs to ensure their effectiveness in supporting academic quality and accomplishment of the College's mission. The purpose of the PR is broadly two-fold: 1) it provides programs and services departments the opportunity to reflect on their status, needs, and areas for improvement and 2) it allows these same groups to contribute to the planning and budgeting processes at the college. The PR Committee, working with the SLO Committee and CC, establishes, evaluates, revises, and improves PR policies

and practices [IB-8 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018](#)]. Prior to fall 2017, this function was performed by the CEAC.

The College's committees, through shared governance, systematically review and revise existing policies and procedures. For example, in 2014-15, Program and Service Review questions were revised and then approved by the Academic Senate and College Council. These new questions were adopted for all programs and services to conduct a full review during the 2015-16 academic year and an annual update during 2016-17. To facilitate a PR Feedback Pilot Program and to align all programs with an appropriate 2- or 4-year cycle, a sequence of PR submissions was proposed by CEAC and approved by the Academic Senate and College Council [IB-74 [Program Review Cycle F2017](#)].

Additionally, policies and practices related to instructional programs and student learning and support services are created, evaluated, and revised under the purview of the Academic Senate and its subcommittees: DE Committee, CC, and the SLO Committee. For example, on May 11, 2016, the Academic Senate approved language changes to the DE handbook, Section VI, regarding scheduling. In 2017, the CC, based on their review of all courses in Meta, recommended that all courses not offered for three years be deactivated. This was approved by the Academic Senate [IB-93 [Academic Senate Minutes 5.12.2016 Pgs 3-4](#)], [IB-94 [Curriculum Committee Minutes 19 May 2017](#)].

Student Services evaluates its policies and practices through the annual external audit. Every year, fiscal services receives an interim audit request list with specific items to be uploaded by each primary contact at Student Services and other areas at the district level [IB-95 [Yuba CCD Items Requested List - Interim Testing 2016-17](#)]. Auditors ensure programs operate within the established policies and practices. For example, the Financial Aid Department provides the Program Participation Agreement with the Department of Education, updated Satisfactory Academic Progress (SAP) Policy, SAP standards from the financial aid handbook, the Education Eligibility and Certification Approval Report, and the financial aid disbursement date schedule [IB-96 [YC PPA Expiration Date 12 31 2022 Copy to School](#)], [IB-97 [YC SAP standards from FA Handbook](#)]. The Student Services Department must operate within the presented standards. In addition to the external audit, Student Services must update the policies and practices as required by new federal or state regulatory requirements. Changes in the residency requirements for Deferred Action for Childhood Arrivals students and Senate Bill 1456, for instance, include the creation of minimum academic and progress standards that must be met for continued eligibility for the Board of Governors Fee Waiver [IB-98 [Residency for DACA](#)].

Governance Processes

CEAC assesses the College's institutional effectiveness (IE) every two years, based on the policies and practices detailed in the IE Model adopted by the Governing Board in 2006 as described above, and consolidates its findings in an IER [IB-99 [Institutional Effectiveness Report 2015-2016](#)]. The report is an evaluation of the institution's shared governance decision-making processes, including: Program and Support Services Review and Feedback processes for CTE and non-CTE programs; the development, implementation, assessment, evaluation, and revision of SLO/SAO; the Administrative Services Review; and the college's marketing review. CEAC's IER is an integral part of the institution's cyclic process of continuous self-evaluation of its policies and practices to ensure academic quality and accomplishment of its mission.

Analysis and Evaluation

Instructional programs, student services, resource management, and governance practices are all regularly reviewed and improved to ensure that they support the mission of YC and promote academic quality. As part of the institution's review process, CEAC publishes the IER that includes an evaluation of the College's instructional, service, and administrative effectiveness and provides recommendations for improvement. In addition, YC has developed, implemented, and systematically assessed resource allocation processes to ensure effectiveness in supporting academic quality and accomplishment of the college's mission to improve student learning and achievement.



YCCD has a substantive and continuous process of reviewing its policies over a five-year cycle. Although the process is in place, there are policies that have not been updated in five years. Efforts have been made to speed up the revisions, but some policies take longer to process through the shared governance structure. The College will continue to collaborate with the District to create a timeline and/or plan to ensure all BPs and APs have been reviewed and/or revised within the five-year guidelines as currently stated in BP and AP 2410 [IB-100 [12 7 2017 DCAS Minutes](#)].



I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The results of assessment and evaluation activities are communicated broadly throughout the College. The major channels of communication include IE reporting, Student Success Scorecard reporting, the PR process, and student learning assessment. Results are reported in a variety of ways as outlined in the Yuba College Communication Plan. The purpose of the Communication Plan is to support an organized communication system for the College, and present a framework for managing and coordinating all internal and external communication [IB-101 [Yuba College Communication Plan](#)].

YC engages in ongoing and substantive dialogue, review, evaluation, and planning of "Institutional Effectiveness as a cyclic process of continuous and sustainable improvement" [IB-102 [Guide to Institutional Planning and Effectiveness](#)]. CEAC reviews the IE Scorecard; EMP; institution-set standards; processes and practices; submission of disaggregated data from divisions, programs, services, and surveys; program and service reviews and reports; SLO and SAO reports; and committee self-evaluation and objectives reports [IB-103 [CEAC Charter](#)]. It then analyzes and evaluates needs and areas for improvement of administrative, program, student learning, and support services to create the IER. This report is completed bi-annually and published for public review on the College's website [IB-2 [IE Report 2015-2016](#)], [IB-104 [Committee Webpage Directory for Agenda and Minutes](#)], [IB-105 [Research and Planning Website Reports and Surveys](#)].

IE is also analyzed and communicated in Chapter 3 (page 70) of the College's EMP, which is posted on the College website [IB-1 [EMP](#)]. The annual setting and review of progress towards the IEPI

Goals is another example of how YC evaluates and communicates progress made in achieving improvements in student outcomes and success. Goals are developed and evaluated by the CEAC, and then forwarded to College Council and the College President for approval [IB-48 [IEPI Goals](#)], [IB-106 [2 6 18 College Council Minutes](#)], [IB-107 [YC Institutional Set Standards](#)].

Regular reports are made to the Board of Trustees regarding the College's performance on the Student Success Scorecard metrics and ACCJC Annual Report. These presentations and reports are available to the public via Board Docs webpage [IB-13 [April 13, 2017 BOT Agenda Scorecard](#)], [IB-14 [April 13, 2017 BOT Presentation – Student Success 2017 Scorecard](#)], [IB-15 [April 13, 2017 Retreat Agenda Student Success Measures Indicators](#)], [IB-16 [April 13, 2017 BOT Presentation - ACCJC Annual Report](#)], [IB-108 [Board Docs Website for Agenda and Minutes](#)].

An important process for communicating assessment results is through PR, the College's primary program level evaluation activity. During PR, programs respond to questions concerning data analysis of student retention, success rates, and SLO, identifying enrollment and completion trends and the number of degrees and certificates awarded, disaggregated by race, ethnicity, gender, and age. Program representatives and team members review and reflect on student learning, curriculum, and disproportionate impacts to specific student subgroups; strategic planning strategies; and resource needs. All administrative, program, and service area reports are completed through a systematic process and are posted for review by the public on the website [IB-109 [Program Review Reports on Website](#)], [IB-110 [Program Review Feedback Report - Fire Technology](#)].

Another primary channel for communicating assessment results is through the learning outcomes assessment process. Learning outcomes are assessed regularly at the course, program, and institutional levels. SLO/SLA assessment results for programs and courses are listed in TracDat, included as part of program reviews, available in institutional disaggregated data reports, and reviewed in committee meetings. On the College's SLO webpage, ISLO and PSLO lists are available to the public [IB-111 [SLO Website with Public Information on Accessing Assessment Results](#)] and through the public access link to TracDat.

Analysis and Evaluation

YC has established processes for broadly communicating the results of all of its assessments, supporting a shared understanding of its strengths and weaknesses and the value of institutional integrity and transparency. College collection and analysis of disaggregated data, assessments, evaluations, and planning are identified and widely disseminated across the institution and community through formal dialogue, reporting, and written and web-based communications.



I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

YC engages in a continuous, systematic, inclusive, and comprehensive process of planning and evaluation for all programs and services. This includes assessment of instructional and service area outcomes, program review, and resource allocation practices as outlined in the College’s IP Model. It has a successive and substantive history of evaluating and improving on its IP Model towards achieving initiatives for its mission, IE, and academic quality as reflected in the Integrated Planning Timeline in Table 21, which highlights the key objectives and accomplishments over the last six years.



Table 21: Integrated Planning Timeline

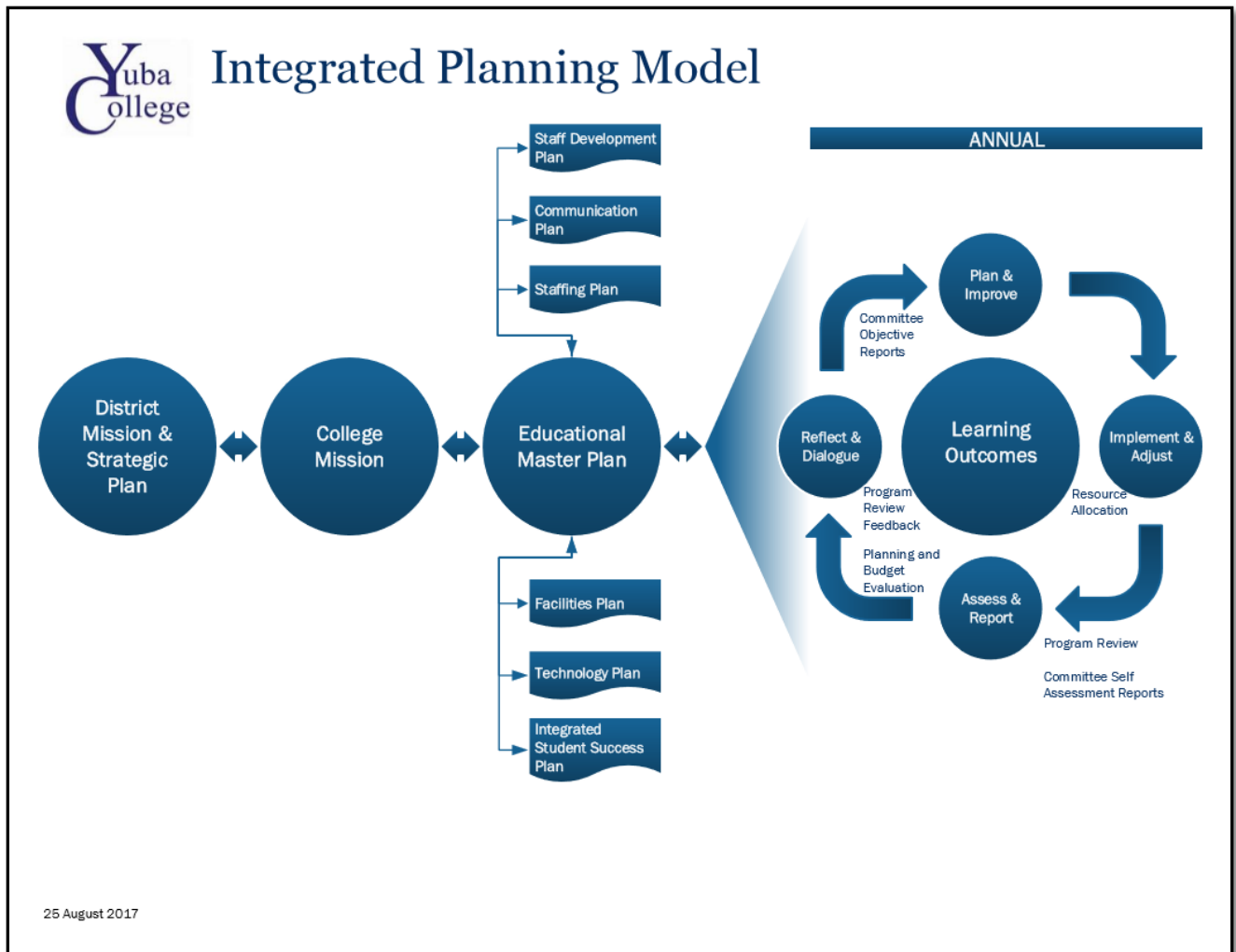
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<p>Accreditation Visit (Fall 2012)</p> <p>ACCJC Letter of Accreditation Received, placing College on Probation (Spring 2013)</p> <p>ACCJC Substantive Change Proposal submitted for Sutter Center (Fall 2012)</p> <p>Proposed mission statement process and schedule approved and adopted by College Council (Spring 2013)</p> <p>Yuba College Goals approved (March 2013)</p> <p>Committee/Project Team Objectives and Self-Assessment Reports instituted</p> <p>Integrated Planning Model revised</p> <p>Institutional effectiveness report format created Revised the Educational Master Plan (EMP)</p> <p>Established institutional levels of performance for success, retention, degree completion, and transfer</p> <p>College Effectiveness and Accreditation Committee established</p>	<p>Accreditation Follow-Up Report Submitted to ACCJC (Fall 2013)</p> <p>ACCJC Letter of Accreditation Received, removing College from Probation and Placing on Warning (Spring 2014)</p> <p>A Guide to Integrated Planning and Institutional Effectiveness is published</p> <p>Program Review format revised</p> <p>All programs and services complete a Program Review identifying specific objectives and linking those objectives to the College goals.</p> <p>Program Review Evaluation tool created</p> <p>Program and Service Vitality rubrics developed</p>	<p>Accreditation Follow-Up Report Submitted to ACCJC (Fall 2014)</p> <p>ACCJC Accreditation reaffirmed</p> <p>Program Review process reviewed and revised</p> <p>Implemented and evaluated Program and Service Vitality rubrics</p> <p>2013-2014 Institutional Effectiveness Report published (Sept 2014)</p> <p>Integrated Planning Model revised</p>	<p>Annual Program Review Update Implemented</p> <p>2015-2016 Institutional Effectiveness Review and Report published (Spring 2016)</p>	<p>Mission Statement, Guiding and Core Principles reviewed, revised and vetted through the shared governance processes</p> <p>Drafting of the Accreditation Self-Study begins</p> <p>Program Review Feedback process piloted and implemented</p> <p>Integrated Planning Model updated</p>	<p>Mission Statement and Core Principles approved by the Board</p> <p>New Educational Master Plan</p> <p>A Guide to Integrated Planning and Institutional Effectiveness is updated (Fall 2017)</p> <p>Integrated Planning Model updated</p> <p>Program Review</p> <p>Committee established</p>

Integrated Strategic and Operational Planning

Integral to the mission of preparing "a diverse student population to excel in a rapidly changing, interdependent world," the College's IP forms the foundation for all District, program, service, administration, and budgeting and resource policies, procedures, and practices. As detailed in *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College, 2017-18*, prepared by the CEAC:

Integrated Planning refers to the interconnected applications and processes of planning within the District and College. It represents a holistic model that links Strategic Planning and Operational planning. On March 14, 2017, the Yuba College Council approved substantial revisions to YC's Mission and Core Principles. YC's IP Cycle revolves around its YC Mission and Core Principles, its institutional SLO, the YCCD's Strategic Plan, and the Governing Board's strategic goals. The cyclical IP process follows the model in Figure 14.

Figure 14: Yuba College's Integrated Planning Model updated and approved by the Yuba College Council on August 25, 2017.



The IP Model reflects the College's dynamic and recursive process of self-evaluation, assessment, reporting, review, and planning to achieve its goals [IB-8 [Guide to Integrated Planning and Institutional Effectiveness 2017-2018](#)].

Planning and Improvement of Programs and Services

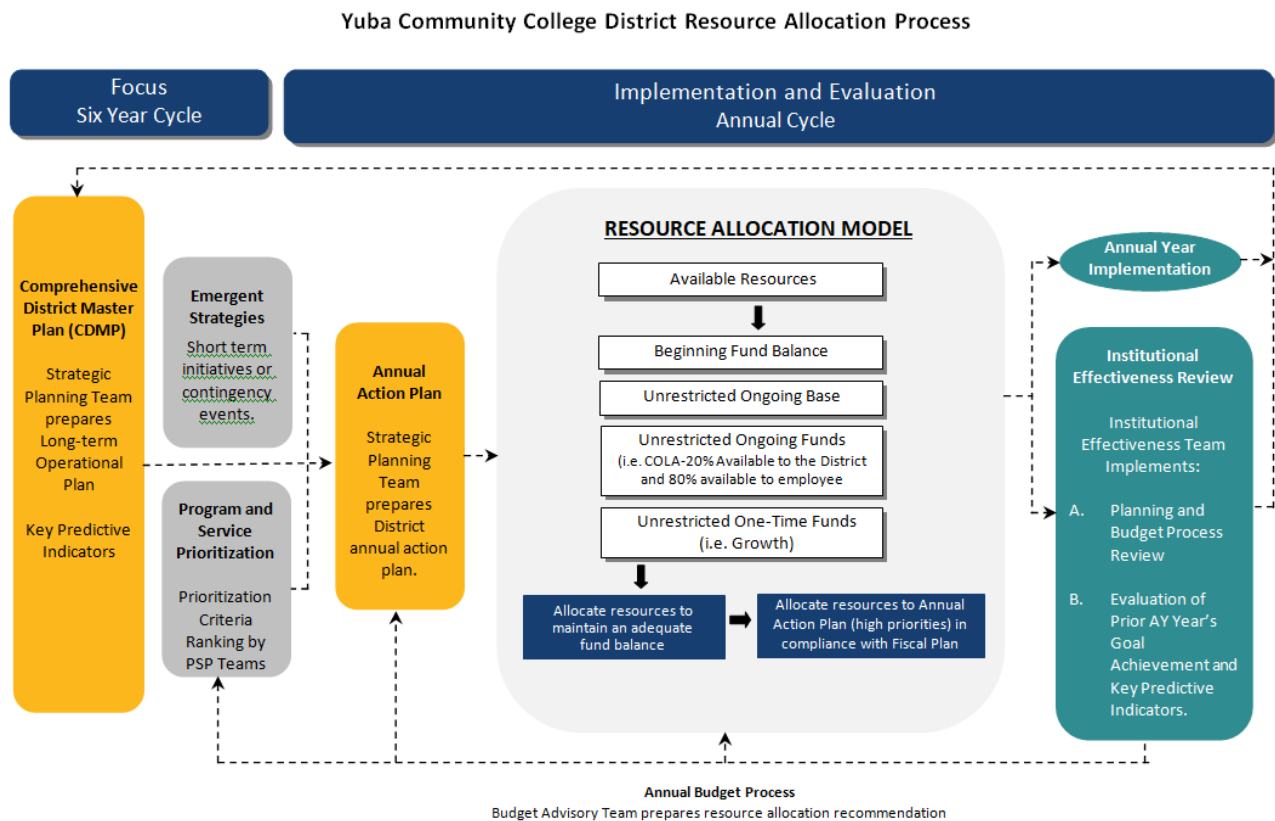
As illustrated above, all committees, programs, and services participate in planning and improvement that leads to implementation and adjustments to existing processes and initiatives, cyclic assessment and reporting, and ongoing reflection and dialogue. Planning and improvement take place annually within committees in the form of Committee Self-Evaluation and Objectives Reports. Each department, program, and service plans and improves their practices through Program and Service Reviews, Feedback, and Reporting in conjunction with SLO and SAO review and evaluation. The IP Model occurs over a 6-year cycle in the form of the College's EMP, which drives all planning. The College Council updates and revises the EMP during the established three-year cycle [IB-112 [Long-Term and Annual Review Timeline](#)].

Evaluation and Implementation of Resource Allocations

Implementation, adjustments, and evaluation are realized annually through the College's resource allocation processes. It is also manifested annually in course, program, and institutional SLO and SAO integration. The YCCD Resource Allocation Process addresses district allocations for:

- Ongoing College Operating Budgets
- District and College Annual Action Plans
- One-Time Allocations Outside the Annual Plan Process

Figure 15 outlines the District's Resource Allocation Process:



Assessing and reporting take many forms at the College, but they are most notably seen in Program, Service, and Administrative Reviews and Annual Updates. YC gathers information at the program level every year through PRs or Annual Updates as shown in the PR cycle [IB-74 [Program Review Cycle F2017](#)]. PRs are conducted every four years by instructional, non-CTE programs and service areas, and every two years by CTE programs. All programs complete an annual update on off-cycle years.

PRs are used to guide decisions related to faculty and classified staffing, as well as resource allocations. For example, the Faculty Staffing Committee will consider only requests that were made in the current program review or its update. The same can be said for requests that were made for instructional supplies and equipment through one-time funds, facilities maintenance requests and upgrades, and technology requests. All of the decisions related to the above are based on PR recommendations.

Other areas affected by PR include the annual Committee Self-Assessment Reports [IB-113 [College Council Committee Self Assessment Report](#)] and Annual Budget Review. Program and service area deans take into consideration what is being requested in PRs and updates when reallocating funds within each division or when requesting additional funds. CEAC submits a biennial IER, analyzing areas of needed improvement for the College, which is presented to both the College Council and the Academic Senate. Finally, SLOs and SAOs are assessed regularly at the course, program, and institution levels. The Office of Student Success and Institutional Effectiveness further provides forms of assessment and reports as needed.

Integrated Self-Reflection and Informed Dialogue

As reported in the 2013-14 YC IER, the engines for YC's planning model are PR and the work of committees [IB-118 [Institutional Effectiveness Report 2015-2016](#)]. The College's decision-making bodies operate primarily under two governing committees: College Council and the Academic Senate. The Council, the lead shared governance committee, annually reviews the purpose, membership, and need for each of the College's committees.

At the beginning of each academic year, College committees are asked to reflect on the prior year, determining which of their objectives they did or did not achieve as they plan and set new objectives within Committee Objective Reports [IB-114 [CEAC Committee Objective Report 2017-2018](#)]. As an example, the CEAC also proposed Resource Allocation Criteria and an Allocation Evaluation Process and Timeline to promote reflection and dialogue with the Planning and Budget Committee [IB-68 [PBC Minutes 5.19.2017 One Time Allocation Prioritization](#)]. Another example includes the development of a revised PR—and a new Services Review—for all instructional and non-instructional programs. It was approved by both the College Council and Academic Senate, and implemented during the 2015-16 academic year. All programs were scheduled to conduct a full PR during the 2015-16 academic year. In 2016-17, reflection and dialogue was enhanced with PR Feedback from each program facilitated by the CEAC. Effective fall 2017, the PR Committee was established. As part of reflecting and engaging in ongoing dialogue to seek continual improvement, SLO and SAO Review and Evaluation take place annually within departments and programs as well.

The above review and reflection process has resulted in significant governance changes. Over the last two years, the College's 19 standing committees have been reduced to 16 committees. This was done after an in-depth evaluation of the College's decision-making structures and a re-organization

was undertaken to improve effectiveness, clarify responsibilities, reduce redundancy, and balance workload. The analysis included review of statewide governance structures to identify best practices. Two Committees were eliminated, two were combined, and a new program review committee was created [IB-115 [College Council Minutes 9/5/17](#)], [IB-116 [College Council Minutes 10/17/17](#)], [IB-117 [College Council Minutes 11/7/17](#)]. The College has recently initiated an analysis to determine what changes to the governance structure will need to be made to implement Guided Pathways. Institutional planning at the College addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. The Planning and Budget Committee has developed a Program Recommendation/Augmentation Request process to make PR the guiding document in funding program recommendations. Figure 16 illustrates the workflow for prioritizing requests through four levels of review before submission to the College president.

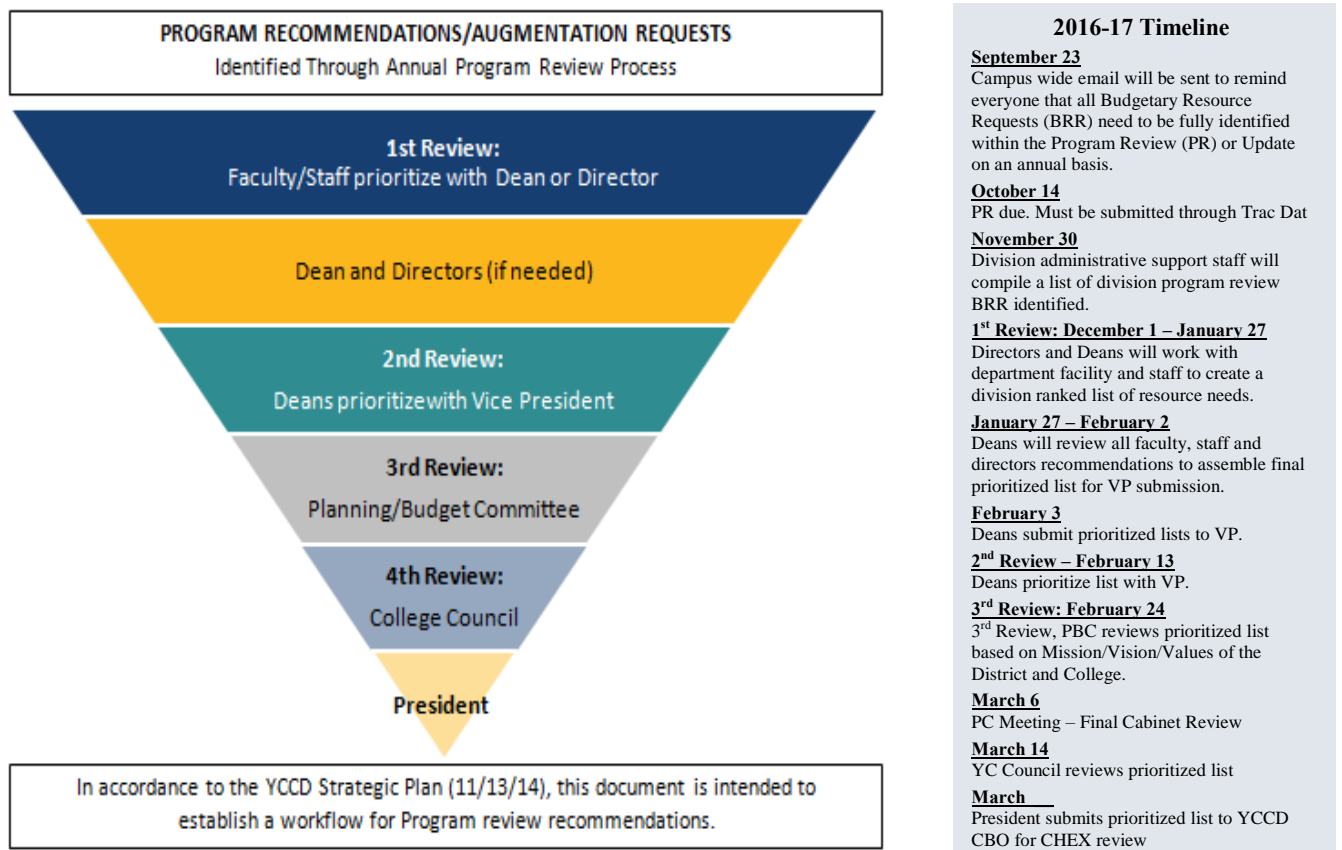


Figure 16: Yuba College Program Recommendations/Augmentation Requests Workflow

One-time funds from the district are also allocated following the same workflow, as well as ongoing requests. A general YCCD Resource Allocation Process is used for ongoing College operating budgets (IB-119 [YCCD Resource Allocation Process](#)).

For facilities and technology, since the District previously had the primary role, the older plans are written as a district. The District Facilities Master Plan includes all locations, and the Technology Plan was created for all colleges and locations [IB-120 [YCCD Facilities Master Plan Update 2014](#)], [IB-121 [YCCD Technology Plan](#)].

The College uses a compression-planning model to facilitate College planning activities. YC follows the McNellis approach, a visual group process designed to bring out a group's best thinking and energy to resolve complex issues [IB-122 [Mission Statement Compression Planning Report](#)].

Analysis and Evaluation

The College integrates PR, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. For the past five years, YC has been evaluating and redesigning its integrated planning efforts to create a meaningful and effective IPM. Some of the highlights of these efforts include rewriting the EMP in 2013 and 2017; overhauling the PR and Services Review cycle, questions, and PR feedback processes; creating the CEAC and PR Committees; revising the College mission statement and core principles; evaluating and revising the resource allocation process; and ensuring that SLO and SAO are included throughout the planning processes. PR and resource allocation are clearly integrated through the college's IP Model. The College Council and CEAC assure that issues of IE are widely discussed throughout the shared governance process.



The College meets this standard, but recognizes it needs to update and further align some of its planning documents. Documents scheduled to be updated during in the near future include the YC Technology Plan and YC Diversity Plan. The College recently collaborated with the District to create and formalize a new technology governance structure. The College also updated its Integrated Planning model to include a Staffing and Communication Plan and both documents were completed in 2017. CEAC has widely disseminated the updated planning model and worked to ensure the campus understands the model and the changes made. This was also a focus of an Accreditation newsletter that was widely distributed.



Evidence Cited

- IB-1 [EMP](#)
- IB-2 [IE Report](#)
- IB-3 [YC Focus Group Report](#)
- IB-4 [College Council Minutes 1/16/18](#)
- IB-5 [College Council Minutes 2/6/18](#)
- IB-6 [GP Homework Presentation](#)
- IB-7 [Spring 2018 PD Schedule](#)
- IB-8 [Guide to Integrated Planning and Institutional Effectiveness at Yuba College](#)
- IB-9 [Guided Pathways Workshop Sign In Sheet](#)
- IB-10 [Understanding Guided Pathways Workshop Agenda](#)
- IB-11 [YC Council Handbook](#)
- IB-12 [April 13, 2017 Board of Trustee Retreat Agenda](#)
- IB-13 [April 13, 2017 Agenda Board Retreat Scorecard](#)
- IB-14 [BOT Presentation Scorecard 2017](#)
- IB-15 [April 13, 2017 Retreat Agenda Student Success Measures Indicators](#)

IB-16 [April 13, 2017 BOT Presentation - ACCJC Annual Report](#)
IB-17 [AP 4020](#)
IB-18 [Curriculum Handbook](#)
IB-19 [Curriculum Committee Charter](#)
IB-20 [Institutional SLOs](#)
IB-21 [Program SLOs](#)
IB-22 [2017-2018 Program Review Questions](#)
IB-23 [Screen Shot of the Purpose of Program Review](#)
IB-24 [Program Review Feedback Report](#)
IB-25 [SLO Handbook](#)
IB-26 [SAO Handbook](#)
IB-27 [YC 2015-2017 SLOs](#)
IB-28 [SLO Coordinator Job Description](#)
IB-29 [SLO Compression Planning Report](#)
IB-30 [Staff Development Plan](#)
IB-31 [Equity Planning Session Notes](#)
IB-32 [Academic Senate Constitution and Bylaws 2016](#)
IB-33 [Program Review Committee Charter](#)
IB-34 [English Department Meeting Minutes 12 Sep 2017](#)
IB-35 [Meeting Notes for SSSP 11-28-2016](#)
IB-36 [IEPI Goals 2016-2017](#)
IB-37 [ISLO Assessment Schedule](#)
IB-38 [Faculty Contract Article 7.15](#)
IB-39 [SLO Program Review Reports](#)
IB-40 [SLO Adjunct Reporting Form](#)
IB-41 [SLO Coordinator Job Description](#)
IB-42 [Student Equity Plan with Disaggregated Data](#)
IB-43 [SLO Website with Public Information on Accessing Assessment Results](#)
IB-44 [Program Review for DSPS 2014-2015](#)
IB-45 [Program Review for Writing and Language Development Center 2014-2015](#)
IB-46 [Community College Survey of Student Engagement](#)
IB-47 [IEPI Report](#)
IB-48 [IEPI Goals 2016-2017](#)
IB-49 [ACCJC Floor and Stretch IEPI Framework of Indicators](#)
IB-50 [2/6/18 College Council Meeting Minutes](#)
IB-51 [CEAC Committee Objective Report](#)
IB-52 [CEAC Committee Self Assessment Report](#)
IB-53 [COR CSAR Summary Report](#)
IB-54 [IEPI Goal Alignment \(2017\)](#)
IB-55 [Integrated Planning Model 25 Aug 2017](#)
IB-56 [Program Review Questions on Feedback Checklist](#)
IB-57 [Program Review Committee Charter](#)
IB-58 [Student Success Measures Minutes](#)
IB-59 [Survey of Entering Student Engagement](#)
IB-60 [CEAC Committee Charter](#)
IB-61 [IEPI College Indicators PowerPoint](#)
IB-62 [2017-2019 Integrated Plan](#)

IB-63 [Academic Senate Minutes 5.26.2017 GE Degree Taskforce](#)
IB-64 [Institutional Effectiveness Indicators \(CCCCO\)](#)
IB-65 [Math Department Minutes 23 March 2017](#)
IB-66 [English Department Meeting Minutes 13 Mar 2018](#)
IB-67 [ESL Department Update Spring 2017](#)
IB-68 [PBC Minutes 5.19.2017](#)
IB-69 [PR Feedback Checklist for Instructional Programs](#)
IB-70 [PR Feedback Checklist for Service Programs](#)
IB-71 [Sample Program Review Data](#)
IB-72 [Dean of Student Success Job Description](#)
IB-73 [Online Program Review Handbook \(PRH\)](#)
IB-74 [Program Review Cycle F2017](#)
IB-75 [Program Review Feedback Checklist \(Instruction\)](#)
IB-76 [Program Review Feedback Report Sample](#)
IB-77 [Sample Program Review Data](#)
IB-78 [YCCD Strategic Goals](#)
IB-79 [Department meeting minutes discussing SLOs](#)
IB-80 [Institutional Effectiveness Indicators](#)
IB-81 [Institutional Effectiveness Report](#)
IB-82 [Dean of Student Success Job Description](#)
IB-83 [YC Website – Integrated Plan](#)
IB-84 [ESL Credit v Non Credit](#)
IB-85 [Fact Book](#)
IB-86 [Student Success Scorecard](#)
IB-87 [Scorecard Data Presentation to the Board \(4/17/17\)](#)
IB-88 [BP 2410](#)
IB-89 [AP 2410](#)
IB-90 [DCAS Minutes 4.6.2017 Pages 6-7](#)
IB-91 [CCLC Board Policy and Administrative Procedure Services Website](#)
IB-92 [AP 3255](#)
IB-93 [Academic Senate Minutes 5.12.2016 Pgs 3-4](#)
IB-94 [Curriculum Committee Minutes 19 May 2017](#)
IB-95 [Yuba CCD Items Requested List - Interim Testing 2016-17](#)
IB-96 [IB7 23_YC_PPA Expiration Date 12 31 2022 Copy to School](#)
IB-97 [IB7 28_YC_SAP standards from FA Handbook](#)
IB-98 [IB7 Residency for DACA](#)
IB-99 [Institutional Effectiveness Report 2015-2016](#)
IB-100 [12 7 2017 DCAS Minutes](#)
IB-101 [Yuba College Communication Plan](#)
IB-102 [Guide to Institutional Planning and Effectiveness](#)
IB-103 [CEAC Charter](#)
IB-104 [Committee Webpage Directory for Agenda and Minutes](#)
IB-105 [Research and Planning Website Reports and Surveys](#)
IB-106 [2 6 18 College Council Minutes](#)
IB-107 [YC Institutional Set Standards](#)
IB-108 [Board Docs Website for Agenda and Minutes](#)
IB-109 [Program Review Reports on Website](#)

- IB-110 [Program Review Feedback Report - Fire Technology](#)
- IB-111 [SLO Website with Public Information on Accessing Assessment Results](#)
- IB-112 [Long-Term and Annual Review Timeline](#)
- IB-113 [College Council Committee Self Assessment Report](#)
- IB-114 [CEAC Committee Objective Report 2017-2018](#)
- IB-115 [College Council Minutes 9/5/17](#)
- IB-116 [College Council Minutes 10/17/17](#)
- IB-117 [College Council Minutes 11/7/17](#)
- IB-118 [Institutional Effectiveness Report 2015-2016](#)
- IB-119 [YCCD Resource Allocation Process](#)
- IB-120 [YCCD Facilities Master Plan Update 2014](#)
- IB-121 [YCCD Technology Plan](#)
- IB-122 [Mission Statement Compression Planning Report](#)

INSTITUTIONAL INTEGRITY

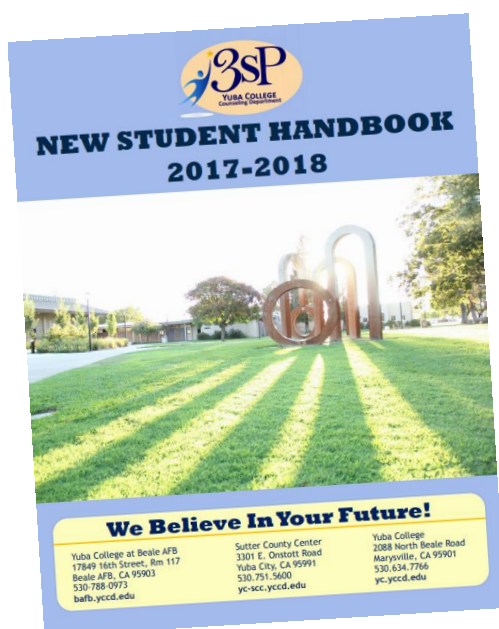


I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

YC provides students and the public clear and accurate information. It follows procedures that ensure information provided to students and prospective students about its mission statement, learning outcomes, educational programs, and student support services is correct. Information sources include the College Catalog, website, e-mail, information boards placed around campus at both locations, electronic signs at the main entrance to campus, and printed brochures with programmatic communication. The website includes a virtual campus tour [IC-1 [Virtual Tour](#)], and the College maintains active social media presence on Facebook and Twitter [IC-2 [Yuba College Facebook page](#)]. Counselors and other staff provide outreach to area high schools with information about the College, its educational programs, and student support services. Additionally, YC hosts a Community Day to inform the public about the College [IC-3 [Community Day](#)].

YC's Office of Academic Affairs and Student Services provides both print and online versions of the catalog and schedule of classes [IC-4 [College Catalog](#)], [IC-5 [Course Schedule](#)]. The schedule of classes is created two times a year. The catalog is revised and updated every year. Producing a catalog is a collaborative effort by the Catalog Team, consisting of a district Educational Services Analyst, Counselor, and Public Events Technician, as well as deans, faculty, and staff in applicable departments.



To ensure clarity, accuracy, and integrity, the catalog is reviewed in multiple ways [IC-6 [2017-2018 Catalog Timeline](#)]. In addition to programs and departments reviewing their own information, a rotating staff member is recruited to review the catalog holistically for accuracy. The schedule of classes is also carefully reviewed before publication. The deans prepare the schedule and it is reviewed by the Scheduling Work Group, then the Curriculum and Scheduling Support Specialist reviews and inputs it, and finally it is audited by the district office.

Printed Student Handbooks are updated annually and distributed to all incoming students that attend new student workshops throughout the year. Handbooks contain information on campus deadlines as well as lists of student and academic support services.

The College website provides clear and accurate information related to its mission statement [IC-7 [YC Website Mission](#)], accreditation status [IC-8 [YC Accreditation Information Website](#)], ISLO, educational programs, student services, and academic support services. PSLO are listed on the SLO website [IC-9 [SLO Website](#)] and mapped in the College Catalog. CSLO are listed in course syllabi, which are stored in each dean's or program director's office. Every semester, the deans review syllabi to ensure that SLO are present. The learning assessment results are available on the SLO website to the students and the public [IC-10 [SLO Results Webpage](#)]. The guest view options in TracDat and Meta software programs provide access to outlines, SLO, and assessment methods [IC-11 [Meta Guest View](#)].

Students, personnel, and the public are informed about the College's accreditation status through the YC Accreditation webpage. Accreditation status is also included in the College's print and online catalog (p. 1). Programs requiring accreditation by other accrediting agencies publish information about their status. For example, the Veterinary Technology program states that it is accredited by the American Veterinary Medical Association.

Analysis and Evaluation

Through a variety of communication media, including the College Catalog, website, and schedule of classes, the institution provides clear and accurate information to prospective and current students, personnel, and community members related to its mission statement, learning outcomes, educational programs, and student support services (including academic support). In addition, the institution gives accurate information to students and the public about its accreditation status with its various accreditors.



While the College meets this standard, a plan for conducting regular, timely reviews of YC webpages will be developed to ensure that all stakeholders have access to relevant and current information. This will include quality checks for logical formatting and accessibility issues as well as standard link checking. This is part of the work to improve communications at the College as identified in the recently developed Communication Plan. This arose through the self-evaluation process because while the existing structures and systems were in place to provide accurate information to all constituents, the College recognized that not all of these methods were fully documented.



Additionally, the newly revised curriculum review process will be evaluated in order to support continuous quality improvement in this area over the coming years. Through this new process, faculty have been working to update out-of-date degrees and certificates, regardless of their original schedule for curriculum review. As part of this change the SLO Committee has also begun to implement a process for reviewing program-level learning outcomes. This work to update or create, map, and assess outcomes at the program level will continue along with some faculty development in this area.



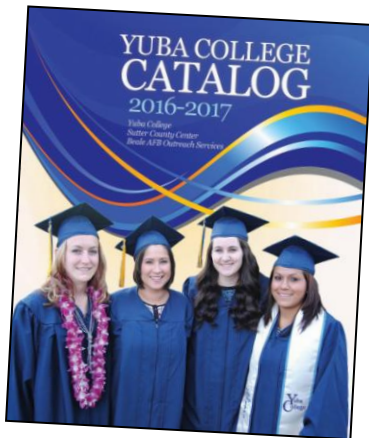
Finally, the College recognizes that beyond simply clarifying and reviewing the program-level learning outcomes, there is a larger need to improve the overall system of learning outcomes assessment as identified in the Quality Focus Essay (Project #1). This work will include ensuring that more meaningful and useful information

about the actual results of assessments are available for students, faculty, and other interested stakeholders.



I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard



YC's Office of Instruction provides a print and online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the Catalog Requirements. The catalog is available on the College's website and can be downloaded as a PDF document [IC-4 [College Catalog](#)]. The catalog is revised and updated every year. Producing the catalog is a collaborative effort by the Catalog Team, consisting of a District Educational Services Analyst, Counselors, as well as deans, faculty, and staff in applicable departments to ensure the information is precise, accurate, and current. The workgroup has developed Catalog Development Guidelines and a standard development timeline [IC-12 [Catalog Development Guidelines and Timeline](#)].

For a course description to be used in the catalog (including any prerequisites or co-requisites), it must meet the following criteria:

- Be from an approved Course Outline of Record
- Be posted in Colleague (YCCD's student, curriculum, and financial management system)

Each catalog is prepared after the May Board of Trustees Board meeting and reflects curriculum approved through that date. When curricular changes are approved at subsequent board meetings, the Catalog Development Workgroup develops and posts addendums to each year's catalog.

A small number of printed copies of the catalog are available for reference in the Admissions Office and academic support services, such as the Library and Student Success Center. Previous editions back to 2004 are also available on the College website [IC-13 [Catalog Archives Webpage](#)].



Table 22 outlines catalog requirements including page numbers in the 2017-18 catalog.

Table 22

Catalog Requirements	Page Numbers
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	12
Representation of accredited status with ACCJC and with programmatic accreditors, if any	11
Course, Program, and Degree Offerings	69-213
Student Learning Outcomes for Programs and Degrees	67-68
Academic Calendar and Program Length	4-6
Academic Freedom Statement	12
Available Student Financial Aid	32-33
Available Learning Resources	14-23
Names and Degrees of Administrators and Faculty	217-220
Names of Governing Board Members	8
Requirements	
Admissions	24-26
Student Fees and Other Financial Obligations	30-31
Degree, Certificates, Graduation and Transfer	50-62
Major Policies Affecting Students	
Academic Regulations, including Academic Honesty <i>Academic Honesty is addressed in the Student Code of Conduct</i>	39-51
Nondiscrimination	13
Acceptance and Transfer of Credits	40
Transcripts	51
Grievance and Complaint Procedures	37-38
Sexual Harassment	13
Refund of Fees	31
Locations or Publications where Other Policies may be found	
HR for Title IX Coordinator for policies, complaints, etc.	13
Board Policy Website for Enrollment Priorities process	27
Annual Security Report from YC Police Office or online	34

Some of the information provided in the catalog is also provided in the schedule of classes [IC-14 [Spring 2018 Schedule of Classes](#)]. Information contained in the course schedule includes the academic calendar, transcript requests, financial aid opportunities, academic and student support departments, and a campus map.

Analysis and Evaluation

The catalog meets the requirements listed in Eligibility Requirement (ER) 20 and provides a precise, accurate, and current source of information about the College, academic program requirements, and College policies and procedures. The College catalog is updated based on regulatory and policy requirements identified by the CC. Electronic and print copies of the catalog and/or addendum are available online and on campus.



Although the College meets this standard, to improve the quality of program outcomes that are included in the catalog, the SLO Committee has instituted a new review and feedback process. The College will continue to update, create, map, and assess program outcomes. These updated outcomes were added to the 2018-19 catalog. While the College has well-established structures and processes for catalog development, the Catalog Team has been frustrated with the lack of integration between the curriculum system and the catalog development process. The College has been working with District IT to identify an integrated system that connects curriculum data and catalog information. A workgroup began researching software options during the spring 2016 semester. The District needs to complete the selection and implementation process in order to realize the efficiencies and improvement in accuracy that an integrated system will provide.



I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Student learning and achievement results are regularly communicated to constituencies, including current and prospective students and the public by publishing a number of documents on the YC website including:

- [IC-15 [Student Success Scorecard](#)]
- [IC-16 [Institutional Effectiveness Review Report 2015-2016](#)]
- [IC-17 [AP 3255 Institutional Effectiveness](#)]
- [IC-18 [Student Engagement Survey](#)]
- [IC-19 [Graduation Survey Summary](#)]
- [IC-20 [YC Educational Master Plan](#)]

The Office of Student Success and Institutional Effectiveness publishes many reports available to internal and external constituencies [IC-21 [Office of Research, Planning, and Student Success Website](#)]. These include surveys, campus planning documents, and links to resources such as the Student Success Scorecard. This website also links to the SLO Committee website, where the public can get further information regarding SLO assessment results through minutes and other documents [IC-22 [SLO Committee Website](#)]. Committee and department leadership post minutes from meetings and other information about their programs on the website for the public.

The California Community College System's Student Success Scorecard provides data on student achievement. Data include student success in areas of remedial instruction, CTE course completion, student retention, and student completion. Data are reported by gender, age, and ethnicity, which gives all California community colleges a tool to review achievement of their students and identify if equity measures are assisting in narrowing any identified achievement gaps.

Programs list additional information to communicate academic quality of individual programs. The Nursing program provides a link to the pass rates by school of the nursing exam NCLEX [IC-23 [Nursing NCLEX Pass Rate Link Webpage](#)], as does the Psychiatric Technician program, which posts pass rates for the California Psychiatric Technician Licensure Examination [IC-24 [Psychiatric Technology Website](#)]. The YC Fact Book provides additional information on internal and external data, educational effectiveness, placement scores, and more [IC-25 [Fact Book](#)].

The Dean of Student Success and Institutional Effectiveness was hired during January 2018 to provide additional leadership in assessment of student learning and evaluation of student achievement [IC-26 [Dean of Student Success Job Description](#)].

Analysis and Evaluation

The College regularly communicates assessment of student learning and evaluation of student achievement to appropriate constituent groups; this includes the public and current and prospective students. Scorecard data are available on the website, and a variety of other reports and surveys are available at the Office of Student Success and Institutional Effectiveness webpage. These documents include information such as the College Fact Book, Educational Master Plan, and IER.



I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The current YC Catalog describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The catalog is available both online in a downloadable PDF format and in printed format, where it is available at the Bookstore, Admissions and Records Office, Counseling Services, the Library, and each division office [IC-4 [College Catalog](#)]. Program listings state the program purpose, course requirements, recommended additional courses (when applicable), and program outcomes. The class schedule also contains information on course content and prerequisite requirements [IC-27 [Schedule of Classes](#)].

The CC program proposal form for new programs requires specific information that is in alignment with the CCCC Standards and Criteria Program and Course Approval Handbook [IC-28 [Program and Course Approval Handbook](#)]. Information submitted when approval is requested may include, depending on type of degree or certificate: program narrative, program goals and objectives, catalog description, units, enrollment and completion projections, and labor market information. Proposed programs must demonstrate a link to the college's mission and ensure that all approved programs' purpose, content, course requirements, and expected learning outcomes are clearly articulated and understandable for students.

The College website contains program webpages. These webpages contain information about the program purpose, description, program, SLO, career opportunities, degrees and/or certificates awarded, and links to the program's listing in the college Catalog [IC-29 [Welding Example](#)].

Academic counselors and department chairs also advise students regarding the courses needed to complete a degree or certificate.

Analysis and Evaluation

The catalog and website describe the purpose of each degree and certificate, required courses and units, and learning outcomes. Within the course descriptions, students can see prerequisite information for courses, as well as find information on general education graduation requirements and transfer information. Course requirements and content are clearly defined and articulated.



Although the College meets this standard, to improve the quality of program outcomes that are included in the catalog, the SLO Committee has instituted a new review and feedback process. The College will continue this work in order to update or create, map, and assess program outcomes. These updated outcomes will be added to the 2018-19 catalog and become a standard part of catalogs moving forward.



Additionally, the College has selected the improvement of the overall learning outcomes assessment process as a major task as identified in the QFE (Project #1). The main aim of this work will be to ensure that quality outcomes are assessed in a meaningful way so as to provide useful data on student performance that can drive continuous quality improvement at the course, program or service area, and institutional levels.



I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

YC regularly reviews institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services.

BP 2410 requires that a comprehensive review of BPs occurs every five years and of APs as necessary [IC-30 [Board Policy 2410](#)]. The District maintains a subscription to the CCLC's Board Policy and Administrative Procedure Services to ensure that BPs and APs remain current. Such policies and procedures are posted on the district website and reviewed regularly through the governance process via a committee structure. College faculty, staff, and students participate in this process.

The College Catalog is reviewed and updated annually to ensure that both current and prospective students receive timely and accurate information. Other college publications are updated by various departments. For example, Student Services annually updates the Student Handbook to provide students with important dates, phone numbers, and other relevant information for student success [IC-31 [Student Handbook](#)]. The Academic Senate leads the campus on academic and professional matters and addresses all matters either directly or through its designated committees. Actions and minutes are posted on their website [IC-32 [Academic Senate Website](#)].

The College follows the integrated system of planning described in AP 3255, Institutional Effectiveness (IE) [IC-17 [AP 3255 Institutional Effectiveness](#)]. The IE process is further illustrated by the Yuba College Institutional Effectiveness Overview section of the Guide to Integrated Planning and Institutional Effectiveness [IC-33 [Institutional Effectiveness Overview](#)]. The IE timeline in Figure 17 illustrates the regular review of procedures and publications.



Institutional Effectiveness

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Shared Decision Making	Committees Review Last Year's CSAR's	Committees Develop Committee Objective Reports	Employee Satisfaction Survey (Administered Fall of Odd years)						Committee Complete CSAR's			
	Committee Chair Training									Shared Decision Making Survey (CEAC)		
Planning and Budgeting	Committees Review Last Year's CSAR's	Committees Develop Committee Objective Reports		Summary of Pending Program Recommendations for one-time requests (Research Office submits to VP Office)	CEAC Report to the Yuba College Council	Yuba College Educational Master Plan (Yuba College Council)	Budget Committee Formulates Budget Priorities	Managers Submit Annual Budget Recommendations			Institutional Effectiveness Bi-Annual Report to YC Council and Governing Board (CEAC)	Budget Process Evaluation (Deans and Directors)
	EMP Updates and IE Report Shared at Convocation	eYuba College Council Reevaluates College Objectives										
Program and Service Review	Program & Service Review Feedback (Program Review Committee)											
		Review and Discuss Previous year's Program & Service Reviews (Departments)	Program & Service Review Completion (Departments)	Deans Review Program Reviews and SLO's with Departments								Program Review Data is Provided for following year (Research Office)
Outcomes	Review Previous Year's SLO Results Summary (SLO Committee)	SAO Results Due from Previous Year	Complete Spring SLO Results Summary (Research Office)		SLO Committee Report to Academic Senate					Complete the Fall SLO Results Summary (Research Office)	CCSSE Survey for ISLO Assessment (Administered Spring of Even Years)	
			"Closing the Loop" SAO Meeting (Service Areas)	Deans Review Program Reviews and SLO's with Departments					Revised 10/13/17			

Figure 17: Yuba College Institutional Effectiveness Diagram

Analysis and Evaluation

BPs, APs, and College procedures and practices are reviewed on a regular and consistent cycle through the shared governance committee structure. There is a process, as described in section I.C.2, to ensure the college Catalog and course schedules are accurate.



Although YCCD has a substantive and continuous process for reviewing its policies over a five-year period, there are policies that have not been updated in five years. Efforts have been made to speed up the revisions, but some policies have taken longer to process through the shared governance structure. The College will continue to collaborate with the District to create a timeline and/or plan to ensure all BPs and APs have been reviewed and/or revised within the five-year guidelines as currently stated in BP and AP 2410 [IC-34 [12 7 2017 DCAS Minutes](#)].



I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College provides accurate electronic and print information to current and prospective students about the total cost of education, including tuition, fees, and other required expenses, such as textbooks and other instructional materials. This information is available on various College webpages [IC-35 [Tuition and Fees Website](#)], in student award letters, through college department websites such as Public Safety [IC-36 [YC Public Safety Example](#)] and the Veterinary Technology Program [IC-37 [Schedule and Costs Vet Tech](#)], and also in the printed course Catalog [IC-38 [Catalog 2016-2017 page 31](#)] and printed course schedule [IC-39 [Class Schedule](#)].

Textbook costs can be obtained through two methods: WebAdvisor, the course registration system, and directly through the College's bookstore website (or on-campus store). As students are searching or registering for courses in WebAdvisor, each course has a link to view the book information that goes directly to the bookstore's website [IC-40 [WebAdvisor View Books Sample Screen](#)]. Students can also search the website directly for their courses and see the various options for purchasing or renting their textbooks in print or digital formats [IC-41 [Bookstore Counseling Textbook Sample Screen](#)].

Analysis and Evaluation

Students are informed about the total cost of education in the schedule of classes, the college Catalog, the campus website, on program websites, and via other communication methods.



I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

YCCD demonstrates its commitment to institutional and academic integrity by publishing and following BPs and APs on academic freedom and responsibility [IC-42 [YCCD Website for Board Policies and Procedures](#)]. BP 4030 articulates the governing board’s commitment to academic freedom and responsibility [IC-43 [BP 4030](#)]. The College demonstrates its commitment to academic freedom by ensuring that academic employees feel free to teach and that students feel free to learn. This commitment is demonstrated through the publication of the BP in the college Catalog [IC- 44 [Academic Freedom Statement in catalog, p. 11](#)]. This policy is also referenced on the first page of the Faculty Association of YCCD bargaining agreement and is covered in the Academic Employee Handbook [IC-45 [FAYCCD Contract \(see page 1\)](#)], [IC-46 [Academic Employee Handbook Pg.4 \(2011\)](#)].

YCCD BP 1300 (diversity), 2345 (public participation at board meetings), 3410 (nondiscrimination), 3430 (prohibition of harassment), 3900 (speech: time, place, and manner), 4030 (academic freedom), and other documents demonstrate the District and the College’s commitment to the free pursuit and dissemination of knowledge; they support an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students [IC-47 [BP 1300, Diversity](#)], [IC-48 [BP 2345, Public participation at board meetings](#)], [IC-49 [BP 3410, Nondiscrimination](#)], [IC-50 [BP 3430, Prohibition of Harassment](#)], [IC-51 [BP 3900 Speech Time Place Manner](#)]. Governing board members receive training on board policies at the new trustee orientation [IC-52 [YCCD New Trustee Orientation on Schedule](#)]. Additionally, the governing board discusses board policies when they are presented for review at BP Committee meetings.

The College Academic Senate also has an academic freedom policy [IC-53 [Academic Senate Ethics Statement](#)]. The CC provides an example of faculty exercising their academic freedom in regards to curriculum. BP 2510 (participation in local decision-making) is evidence that the Board relies primarily upon the Academic Senate for curriculum, for degree, and for certificate requirements [IC-54 [BP 2510, Participation in Local Decision-Making](#)].

Another example of faculty exercising academic freedom included the coordination of programs and events through the Crossing Borders Building Bridges series [IC-55 [Crossing Border Building Bridges events](#)]. This program series fosters awareness and discussion of controversial issues such as human trafficking, income inequality, racism, transgender issues, and climate change policies, among others. The College supports these events and activities by providing facilities, marketing support, and other resources.

Analysis and Evaluation

The College and District use and publish governing board policies and other documents on academic freedom and responsibility. BP 4030 (academic freedom) makes clear the District’s commitment to

academic freedom and defines the responsibilities of the governing board, administration, educational supervisors, and academic employees with regards to academic freedom. This policy is published in an easily accessible location on the district’s website. The language is also included in the FAYCCD bargaining agreement.

BPs 1300, 2345, 3410, 3430, 3900, and 4030 and other documents make clear the institution’s commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. As required by ER 13 (academic freedom), the College is committed to academic freedom and the free pursuit of knowledge. To ensure institutional and academic integrity, the College and the YCCD clearly communicate this commitment through a variety of publications and activities.



I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

YC and the YCCD have established and published clear policies and procedures that promote honesty, responsibility, and academic integrity for students, employees, and members of the governing board. BPs and AP include specifics relative to each constituency, including student behavior, academic honesty, and the consequences for dishonesty. This is demonstrated by BP 2715 (Code of Ethics/Standards of Practice) and BP 5500 (Standards of Conduct for Students); AP 3050 (Institutional Code of Ethics), AP 5500 (Standards of Conduct for Students), AP 5520 (Student Discipline Procedures), AP 5530 (Student Rights and Grievances), AP 7360 (Discipline Dismissal—Academic Employees), and AP 7365 (Discipline Dismissal—Classified Employees); and District Management Handbook, Student Code of Conduct, Academic Senate policies, and other practices.

The Academic Senate Faculty Ethics Statement describes faculty responsibility for honest academic conduct, academic standards, and an environment of trust and sensitivity. Policies and procedures covering full-time and part-time faculty are described and referenced in the Academic Employee Handbook.



Policies and procedures covering standards of student conduct and disciplinary sanctions are published in the college Catalog. Records of student discipline and complaint resolution issues are kept confidentially in the Office of the Vice President.

Table 23 summarizes the various policies, procedures, and other documents that promote honesty, responsibility, and academic integrity among all college constituents:

Table 23

Constituency	Description	Reference	Evidence
Students and all employees	Institutional code of ethics for students, staff, and members of the governing board	AP 3050	REF 1C-58
Students and all employees	Nondiscrimination	BP 3410	REF 1C-49
Students and all employees	Prohibition of Harassment	BP 3430	REF 1C-50
Students and all employees	Sexual and Other Assaults on Campus	BP 3540	REF 1C-66
Students and all employees	Drug Free Environment and Drug Prevention Program	BP 3550	REF 1C-67
Students and all employees	Computer Use	BP 3720	REF 1C-68
All Employees	Political Activity	BP 7370	REF 1C-69
All Employees	Whistleblower Protection	BP 7700	REF 1C-70
All Employees and Board of Trustees	Gifts	BP 3820	REF 1C-71
Students	Student behavior and discipline	BP 5500, AP 5500	REF 1C-57 , 1C-59
Students	Student discipline procedures	AP 5520	REF 1C-72
Students	Student rights and grievances	AP 5530	REF 1C-73
Students	Student code of conduct	Student Code of Conduct	REF 1C-64
Students	Department of nursing student handbook	Associate Degree Nursing Handbook	REF 1C-74
Students	Police academy rules and regulations	Peace officer orientation course	REF 1C-75
Faculty	Discipline and dismissal - academic employees	AP 7360	REF 1C-60
Faculty	Academic employee handbook	Academic Employee Handbook	REF 1C-76
Faculty	Academic senate faculty ethics statement	Academic Senate Policies and Procedures	REF 1C-65
Classified Employees	Discipline dismissal – classified employees	AP 7365	Ref 1C-61
Management	District management handbook	BP 7265	REF 1C-62
Management	District management handbook	YCCD Management Handbook	REF 1C-63
Board of Trustees	Code of ethics/standards of practice for governing board members	BP 2715	REF 1C-56
Board of Trustees	Political Activity	BP 2716	REF 1C-77
Board of Trustees	Personal Use of Public Resources	BP 2717	REF 1C-78

Analysis and Evaluation

The College and the District have established and published policies and procedures that promote honesty, responsibility, and academic integrity for students, employees, and members of the governing board. There are policies that apply to all constituencies (students, employees, and members of the governing board) and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty. For example, the Academic Senate Faculty Ethics Statement outlines faculty responsibilities in relation to discipline.



I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

YCCD BP 4030 (academic freedom) provides guidance to help college faculty distinguish between personal conviction and professionally accepted views in a discipline, as evidenced by the following statement:

Academic employees must be free to teach and the students free to learn. Both must have access to the full range of ideas, materials, and options. It is the responsibility of academic employees to encourage students to study varying points of view and to respect the students' right to form, hold, and express judgments, opinions, and beliefs, clearly identifying them as such. [IC-43 [BP 4030](#)]

The policy language is included in the Yuba Community College District Faculty Association bargaining agreement and is published in the Catalog [IC-44 [Academic Freedom Statement in catalog, p. 11](#)].

The Faculty Ethics Statement adopted by the Academic Senate expresses the College's and the faculty's commitment to maintaining academic integrity [IC-53 [Academic Senate Ethics Statement](#)]. The document states, "as a part of faculty obligation to infuse the skills of critical thinking, faculty seek to create classroom environments that foster free exchange of ideas" (p. 4). In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. Faculty members acknowledge academic contributions of others and strive to be objective in their professional judgment of colleagues. It further notes: "These activities require faculty to resist using positions or classrooms as bully pulpits and to exercise judgment in making clear to others when-or-if they represent the institution" (p. 2).

Curriculum policies, practices, and procedures at the College ensure faculty present data and information fairly and objectively. The CC reviews all curriculum, including content and SLO, to ensure courses are taught in a manner that presents course content fairly and objectively with critical thinking as a general educational outcome of courses [IC-79 [Curriculum Course Outline of Record Form](#)].

The evaluation forms completed by students as part of the faculty evaluation process include questions related to fairness and objectivity. For example, "Was the Instructor receptive to the expression of student views?" "How well did the Instructor explain the objectives of a course?" [IC-80 [Instructor Rating Sheet Student Evaluation Form](#)]. As an instructor is being evaluated, peer reviewers or the dean or program director assess whether or not instructors are distinguishing between personal conviction and professionally accepted views. They also evaluate whether the faculty member presents content fairly and objectively and allows diverse discussion to take place during class time [IC-81 [YCCD Faculty Evaluation Form](#)].

Analysis and Evaluation

The College has policies and evaluation practices that ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline and that faculty members present data and information fairly and objectively.



I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As a public, open-access community college, YC does not promote specific beliefs or world views. While it does not seek to instill specific beliefs or world views, the College does have clear standards of behavior and codes of conduct documented in board policies, administrative procedures, and handbooks.

Analysis and Evaluation

No particular world view or belief system is espoused or advanced by the College.



I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

YC does not operate outside the United States and has not requested authorization from the Commission to operate in a foreign location

Analysis and Evaluation

The College has no foreign locations.



I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

BP 3200 outlines the District's and the College's commitment to complying with ACCJC standards, policies, and guidelines [IC-82 [BP 3200, Accreditation](#)]. The corresponding AP 3200 ensures that BP 3200 is being followed. It states that the District will use the approved publications of ACCJC to ensure compliance with this eligibility requirement and standard at all times [IC-83 [AP 3200, Accreditation](#)].

YC exhibits integrity in its relationships with the Commission and complies with ERs, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

Timely report submissions, such as the Self-Evaluation Study, follow-up reports, midterm reports, and substantive change reports demonstrate the College, when directed to act by the Commission, respond to meet requirements within a time period set by the Commission. The institution discloses information required by the Commission electronically and in print to carry out its accrediting responsibilities. All reports and responses from the Commission are posted on the College's website, one click away from the home page, accessed by the "About Yuba College" dropdown menu [IC-84 [YC Accreditation Website](#)].

The College and the District provide students and the public with clear guidance regarding the potential types of complaints and grievances, and the institution's policies and procedures for handling complaints. Complaints may be made in person or electronically submitted. The website also includes information about how the public may make complaints directly to the Commission [IC-85 [Complaints to the Commission website](#)], [IC-86 [Student Due Process Complaints and Grievance Website](#)]. Additionally, the public can make and inquire about complaints through the Contact Us webpage [IC-87 [College Contact Us Website](#)]. AP 3435, Discrimination and Harassment Investigations, and AP 5530, Student Rights and Grievances, articulate the policies and procedures for complaints that include complaints against the institution [IC-88 [AP 3435, Discrimination and Harassment Investigations](#), IC-73 [AP 5530, Student Rights and Grievances](#)].



Analysis and Evaluation

The College has fully met all timelines and requirements of the Commission. It has submitted all reports by the specified deadlines, worked diligently to address all recommendations, and substantiated its efforts in a manner deemed satisfactory by the Commission. All ACCJC requirements and guidelines for public disclosure are met in a consistent manner. As required by Standard I.C.12 and ER 21, YC complies with the ERs, Accreditation Standards, and Commission policies. It adheres to the Commission's policies and directives and makes complete, accurate, and honest disclosures. It also discloses all information required by the Commission.



I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College advocates and demonstrates honesty and integrity in its relationships with numerous federal, state, and local agencies by reporting to these agencies in a timely and accurate manner. Some of these agencies include the CCCCO, the Department of Education, and external accrediting bodies for programmatic accreditation [IC-89 [External accrediting bodies for Yuba College programmatic accreditation](#)]. YC also complies with state and federal accountability requirements for CTE programs [IC-90 [Veterinary Technology Program Website](#)]. The ACCJC Certificate of Accreditation is prominently displayed on campus in the Vice President's Office.

The College continues to describe itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public, as demonstrated by the College Catalog on page 11, YC Accreditation website, program-specific websites (such as veterinary technology and radiologic technology), and YC President Board Reports [IC-4 [Yuba College Catalog](#)], [IC-84 [Yuba College Accreditation website](#)], [IC-90 [Veterinary Technology Program Website](#)], [IC-91 [Rad Tech Program Website](#)], [IC-92 [Yuba College President Board Report](#)].

Table 24 summarizes external agencies the College reports to with honesty and integrity.



Table 24

Type	Agency (in Alphabetical Order)	Relationship/Purpose
National	American Veterinary Medicine Association	Accredits Veterinary Technology program.
State	California Community College Chancellor's Office	Oversees numerous state and federal programs and grants which Yuba College participates in.
State	California Board of Licensed Vocational Nursing and Psychiatric Technicians	Approves Vocational Nursing and Psychiatric Technicians programs.
State	California Community College of Early Childhood Educators (CCCECE)	Accredits Early Childhood Education program.
State	California Consortium of Addiction Programs and Professionals	Accredits Human Services program.
State	California Department of Public Health – Radiation Health Branch	Accredits the Radiologic Technology program.
State	California Fire Marshall	Accredits Fire Academy.
State	California State Board of Registered Nurses	Accredits Nursing's RN program.
State	California Student Aid Commission	Evaluates financial aid programs for compliance.
State	California Tax Education Council (CTEC)	Accredits Accounting program.
Federal	Internal Revenue Service (Continuing Education Provider)	Accredits Account program.
National	Joint Review Committee on Education in Radiologic Technology	Accredits the Radiologic Technology program.
National	National Association for the Education of Young Children (NAEYC)	Accredits YC Child Development Center.
National	National Automotive Technician's Education Foundation (NATEF)	Accredits Automobile Technology program.
National	National Registry of Emergency Medical Technicians	Accredits Emergency Medical Technician program.
State	Peace Officers Standards and Trainings (POST)	Accredits Police Academy.
Regional	Sierra-Sacramento Valley Emergency Medical Services Agency (S-SV EMS)	Accredits Emergency Medical Technician program.
Federal	U.S. Department of Education	Grants special program awards to college and financial aid programs.

Analysis and Evaluation

YC advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, student, and the public.



I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

YC is a publicly funded, open-access, not-for-profit institution; student achievement and student learning are central to the College's mission [IC-7 [YC Website Mission](#)]. The mission statement is the foundation for institutional planning and serves as a guide for YC's EMP, created to realize the mission, strategic goals, and student success and achievement [IC-20 [YC Educational Master Plan](#)]. The College is a public institution with no investors or shareholders.

Analysis and Evaluation

The College is a not-for-profit institution and does not generate returns for investors, contribute to related or parent organizations, or support external interests. Any financial arrangements entered into by the college are approved by the YCCD Board of Trustees and closely monitored by the college President, as well as by other senior managers and units of the YCCD.



Evidence Cited

- IC-1 [Virtual Tour](#)
- IC-2 [Yuba College Facebook page](#)
- IC-3 [Community Day](#)
- IC-4 [College Catalog](#)
- IC-5 [Course Schedule](#)
- IC-6 [2017-2018 Catalog Timeline](#)
- IC-7 [YC Website Mission](#)
- IC-8 [YC Accreditation Information Website](#)
- IC-9 [SLO Website](#)
- IC-10 [SLO Results Webpage](#)
- IC-11 [Meta Guest View](#)
- IC-12 [Catalog Development Guidelines and Timeline](#)
- IC-13 [Catalog Archives Webpage](#)
- IC-14 [Spring 2018 Schedule of Classes](#)
- IC-15 [Student Success Scorecard](#)
- IC-16 [Institutional Effectiveness Review Report 2015-2016](#)
- IC-17 [AP 3255 Institutional Effectiveness](#)
- IC-18 [Student Engagement Survey](#)
- IC-19 [Graduation Survey Summary](#)
- IC-20 [YC Educational Master Plan](#)
- IC-21 [Office of Research, Planning, and Student Success Website](#)
- IC-22 [SLO Committee Website](#)

IC-23 [Nursing NCLEX Pass Rate Link Webpage](#)
IC-24 [Psychiatric Technology Website](#)
IC-25 [Fact Book](#)
IC-26 [Dean of Student Success Job Description](#)
IC-27 [Schedule of Classes](#)
IC-28 [Program and Course Approval Handbook](#)
IC-29 [Welding Example](#)
IC-30 [Board Policy 2410](#)
IC-31 [Student Handbook](#)
IC-32 [Academic Senate Website](#)
IC-33 [Institutional Effectiveness Overview](#)
IC-34 [12 7 2017 DCAS Minutes](#)
IC-35 [Tuition and Fees Website](#)
IC-36 [YC Public Safety Example](#)
IC-37 [Schedule and Costs Vet Tech](#)
IC-38 [Catalog 2016-2017 page 31](#)
IC-39 [Class Schedule](#)
IC-40 [WebAdvisor View Books Sample Screen](#)
IC-41 [Bookstore Counseling Textbook Sample Screen](#)
IC-42 [YCCD Website for Board Policies and Procedures](#)
IC-43 [BP 4030](#)
IC-44 [Academic Freedom Statement in catalog, p. 11](#)
IC-45 [FAYCCD Contract \(see page 1\)](#)
IC-46 [Academic Employee Handbook Pg.4 \(2011\)](#)
IC-47 [BP 1300, Diversity](#)
IC-48 [BP 2345, Public participation at board meetings](#)
IC-49 [BP 3410, Nondiscrimination](#)
IC-50 [BP 3430, Prohibition of Harassment](#)
IC-51 [BP 3900 Speech Time Place Manner](#)
IC-52 [YCCD New Trustee Orientation on Schedule](#)
IC-53 [Academic Senate Ethics Statement](#)
IC-54 [BP 2510, Participation in Local Decision-Making](#)
IC-55 [Crossing Border Building Bridges events](#)
IC-56 [BP 2715, Code of Ethics/Standards of Practice](#)
IC-57 [BP 5500, Standards of Conduct](#)
IC-58 [AP 3050, Institutional Code of Ethics](#)
IC-59 [AP 5500, Standards of Conduct](#)
IC-60 [AP 7360, Discipline Dismissal – Academic Employees](#)
IC-61 [AP 7365 , Discipline Dismissal – Classified Employees](#)
IC-62 [BP 7265 District Management Handbook](#)
IC-63 [YCCD District Management Handbook](#)
IC-64 [Student Code of Conduct](#)
IC-65 [Academic Senate Faculty Ethics Statement](#)
IC-66 [BP 3540 Sexual and Other Assaults on Campus](#)
IC-67 [BP 3550, Drug Free Environment and Drug Prevention Program](#)
IC-68 [BP 3720, Computer Use](#)
IC-69 [BP 7370 Political Activity, Employees](#)

- IC-70 [BP 7700 Whistleblower Protection, Employees](#)
- IC-71 [BP 3820, Gifts](#)
- IC-72 [AP 5520, Student Discipline Procedures](#)
- IC-73 [AP 5530, Student Rights and Grievances](#)
- IC-74 [Yuba College Department of Nursing Student Handbook](#)
- IC-75 [Yuba College Policy Academy Rules and Regulations](#)
- IC-76 [Academic Employee Handbook](#)
- IC-77 [BP 2716, Board Political Activity](#)
- IC-78 [BP 2716, Personal Use of Public Resources](#)
- IC-79 [Curriculum Course Outline of Record Form](#)
- IC-80 [Instructor Rating Sheet Student Evaluation Form](#)
- IC-81 [YCCD Faculty Evaluation Form](#)
- IC-82 [BP 3200, Accreditation](#)
- IC-83 [AP 3200, Accreditation](#)
- IC-84 [YC Accreditation Website](#)
- IC-85 [Complaints to the Commission website](#)
- IC-86 [Student Due Process Complaints and Grievance Website](#)
- IC-87 [College Contact Us Website](#)
- IC-88 [AP 3435, Discrimination and Harassment Investigations](#)
- IC-89 [External accrediting bodies for Yuba College programmatic accreditation](#)
- IC-90 [Veterinary Technology Program Website](#)
- IC-91 [Rad Tech Program Website](#)
- IC-92 [Yuba College President Board Report](#)

STANDARD II



**Student Learning Programs and
Support Services**

INSTRUCTIONAL PROGRAMS



II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Instructional programs at Yuba College (YC) are offered in fields of study consistent with the institution's mission and include transfer preparation, associate and transfer degrees, certificates, career and workforce training, basic skills instruction, and opportunities for lifelong learning [IIA-1 [Mission Statement](#)], [IIA-2 [Catalog 2017-2018 Degrees and Certificates](#)]. Courses are appropriate for higher education as defined by the California Community College Chancellor's Office (CCCCO) and articulation and transfer requirements established by 4-year institutions. Courses are offered at the main Marysville Campus, Sutter County Center, Beale Air Force Base Outreach Center, online, and through dual enrollment at area high schools. The College offers the following programs:

- 1) Transfer programs for the first two years of baccalaureate study [IIA-3 [Transfer Preparation and Information from Catalog](#)]
- 2) Associate of Arts (AA/AA-T) and Associate of Science (AS/AS-T) degrees
- 3) Career and technical education (CTE)
- 4) Basic skills education
- 5) Noncredit courses [IIA-4 [Catalog 2017-2018 Non-Credit Classes](#)]
- 6) Community education [IIA-5 [Healthcare Career Training Flyer Fall 2017](#)]

The Curriculum Committee (CC), as part of the curriculum review and approval process, ensures that all degree and certificate programs are appropriate for higher education [IIA-6 [AP-BP 4020 Program and Curriculum Development](#)], [IIA-7 [CC Handbook GE](#)]. One of the CC's main functions (as charged by the Academic Senate and identified in the CC charter) [IIA-8 [CC Charter 2016-17 Revised](#)] is to ensure “development of curricula and courses that meet the identified needs of the students, community, regional workplaces, and global society.” The CC accomplishes this through careful consideration of feedback from multiple sources (deans, counselors, advisory boards, and faculty members), and an understanding of the coverage and scope of existing programs. The CC reviews how proposals fit in relationship to the mission, curriculum, and master planning of the college, as well as higher education and enrollment projections [IIA-9 [Curriculum Committee Handbook](#)].

Student Learning Outcomes (SLO) development and assessment have been a focus of the College over the last several years. Program and courses have defined program- and course-level SLO (PSLO and CSLO) that align with Institutional Student Learning Outcomes (ISLO) [IIA-10 [Biology Course Outline of Record](#)], [IIA-11 [Syllabus Biology](#)]. PSLO are assessed within the department Program Review (PR) cycle [IIA-12 [2015-Program-Review-Questions](#)]. The SLO Committee and CC implemented a process by which SLO Committee members will check SLO for each course within Meta to ensure their authenticity and alignment of ISLO, PSLO, and CSLO, in addition to cross-checking the Course Outline of Record (COR) with the SLO posted in TracDat [IIA-13 [SLO Committee Minutes 25 Aug 2017](#)], [IIA-14 [SLO Review Process](#)].

The curriculum map calls for a balanced approach to yearly assessment, leading to an examination of student attainment of the department's PSLO. Departments complete PSLO to CSLO maps [IIA-15 [Mapping cSLO to pSLO Psychology](#), IIA-16 [Psychology Program Review](#)]. Programs of study conclude with the attainment of defined learning outcomes and provide students with pathways to earn certificates, associate degrees, transfer coursework, and employment.

CTE programs are aligned with regional workforce needs, employment opportunities, the College mission, and District trustee priorities. In addition to new CTE degree and certificates being routed through the CC process, they are also reviewed by the North Far North Regional Consortium [IIA-17 [CTE Program Recommendation Meetings – North Far North Regional Consortium](#)] as required by the CCCCO. This requirement ensures program offerings meet regional labor needs and do not unnecessarily duplicate programs. While every new associate degree and certificate with 12 or more units must undergo a Labor Market Information review, certificates under 12 units, as part of a stackable program, may bypass the process. The certificate is part of a stackable program if one of the following criteria is met: the certificate prepares students for similar occupations as part of the overall program or the certificate targets incumbent workers and will help them advance in their careers. Labor Market Information support is provided by CCCCO Economic and Workforce Development's Centers of Excellence, with real-time regional and local labor market research and data validated directly by California business and industry. The data and reports contain current, relevant labor market information about wages, career ladders, and the offerings currently provided by community colleges [IIA-18 [Demand LMI 2014-17 Mar 2016](#)]. Further, CTE programs have employer advisory boards to ensure program and curriculum alignment with workforce needs [IIA-19 [Advisory Board Meeting Minutes 3-15-17](#)], [IIA-20 [Advisory Meeting Minutes Weld and Manufacturing 11-29-17](#)].

Distance education (DE) is offered to provide access to quality education regardless of student location [IIA-21 [DE Handbook](#)]. Historically, decisions regarding the courses offered in a DE mode were made at the department/division level by discipline-area faculty and/or deans. Academic departments, through the PR process, assess the efficacy of DE courses, and make plans for modification and improvement [IIA-22 [Program Review DE Report](#)], [IIA-23 [Program Review Data Report FCS](#)], [IIA-24 [Catalog Pg17](#)]. The DE Committee has identified data-informed decision-making as a long-term goal, and it plans to work with the YC Office of Student Success and Institutional Effectiveness to collect and analyze institutional data to

develop DE decision-making processes [IIA-25 [DE Committee COR 2017-2018](#)]. Students enrolled in DE courses are expected to meet the same SLO as in face-to-face (F2F) versions of the courses. Additionally, the YC 2017-18 Catalog asserts, “The rigor of online and ITV courses is equal to a regular course. Students need to have good time management and computer literacy skills and be able to work independently.”

Through community education, YC offers career trainings in areas, such as Phlebotomy, and personal skills and enrichment, such as motorcycle rider safety training. These courses are offered based on community demand, alignment with needed labor skills if applicable, and interest [IIA-26 [Community Ed](#)].

Analysis and Evaluation

Compliance with California Education Code and a variety of College practices ensures that instructional programs at the College, regardless of location or means of delivery, are offered in fields of study consistent with the institution’s mission and are appropriate to higher education. This is confirmed through multiple processes, including curriculum review, program review, and SLO assessment and analysis.



II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

YC's faculty and the CC, a subcommittee of the Academic Senate, are responsible for ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Further, well-established curriculum policies, practices, and procedures demonstrate how faculty, including full-time and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations through the review and approval process as documented in the online CC Handbook [IIA-27 [Curriculum Approval Process](#)]. Faculty continuously improve instructional courses, programs, and services through the integrated PR process, assessment of SLO, and curriculum review. During the cycle of curriculum review, faculty create and update CORs, which contain all elements required by United States Code Title 5, including unit value, contact hours for the course, prerequisites, co-requisites, and advisories, catalog description, content, instructional methodology, and methods of evaluation [IIA-28 [Course Outline of Record](#)], [IIA-29 [BP and AP Program and Curriculum Development](#)], [IIA-21 [DE Handbook](#)]. As evidenced by meeting minutes, the CC conducts a thorough review of curriculum and engages in dialogue and discussion [IIA-30 [CC Minutes 2016.12.16](#)]. Curriculum proposals are also reviewed and approved by the Board of Trustees [IIA-31 [Minutes Board Curriculum Review](#)].

[Approval 051117](#)]. YC currently uses Meta for process management, inventory, and curriculum reports.

The SLO Committee is responsible for providing leadership for assessing student learning within academic, administrative, and service areas at the College. The Committee offers resources and training to faculty, administrators, and staff in order to facilitate student learning assessment [IIA-32 [SLO-SAO-PR workshop info](#)] at course, program, degree or certificate, service area, and institutional levels at the college; the SLO Handbook describes how to create and use high-quality SLO [IIA-33 [SLO Handbook](#)]. An example of SLO mapping is found in the Psychology program [IIA-34 [Mapping Psychology](#)]. As part of the ongoing assessment of instructional effectiveness and student learning, faculty are encouraged to discuss the relationship between teaching methodologies and student performance on a regular basis [IIA-35 [Teaching Community](#)]. SLOs have been assessed across the campus, and departments make adjustments to their courses or teaching based on SLO results. For example, after reviewing SLO results in the ECE 43 course, the Early Childhood Education department changed a textbook and offered embedded tutors to students struggling with the English language [IIA-36 [ECE 43 SLO Action Plan](#)]. In another instance, the Math department changed sequence and content related to three courses.

The PR process at the College systematically promotes engagement in self-evaluation and reflection. It allows the institution to understand what is working and what needs improvement, promotes assessment of how the College's efforts are affecting student learning and achievement, and includes a review of disaggregated enrollment, program completion, and student success data in the PR data set. PR is conducted every four years for instructional, non-CTE programs and service areas, and every two years for CTE programs [IIA-37 [YC-Program Review-Cycle](#)]. All programs complete an annual update on off-cycle years.

The PR cycle and other mechanisms, such as feedback from CTE Advisory Boards [IIA-19 [Advisory Board Meeting Minutes 3-15-17](#)], ensure faculty and others responsible at the College act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. CORs are regularly reviewed by the CC [IIA-28 [Course Outline of Record](#)]. During PR, faculty conduct a systematic evaluation to review program appropriateness, achievement of learning outcomes, currency, and planning.

The PR process is consistently followed for all College programs, regardless of the type of program (collegiate, developmental, etc.) and modality. The results of PR are used in institutional planning. The following documents describe the purpose of PR feedback, the PR questions, and examples of a PR and the associated feedback: [IIA-38 [Purpose of Program Review Feedback](#)], [IIA-39 [RT Program Review](#)], [IIA-40 [RT Program Review Feedback](#)], [IIA-41 [Program Review Questions 2015](#)], [IIA-42 [PR Feedback Checklist Instruction](#)], [IIA-43 [PR Feedback Checklist Student Services](#)].

The College Effectiveness and Accreditation Committee (CEAC) oversees the continuous quality improvement of the College and plans and oversees the development of each

Accreditation Self-Evaluation Report. Specifically, the committee is charged with evaluating YC's Institutional Effectiveness (IE) and Integrated Planning (IP) processes [IIA-44 [CEAC Charter Statement 2016-17](#)]. It gathers data and evidence to determine the College's effectiveness in planning, shared governance, budgeting, and student learning. CEAC produces bi-annual Institutional Effectiveness Reports (IER) [IIA-45 [IE Report 2015-16](#)] and IP and IE guides, which are used to communicate the College's processes and their effectiveness to the College community. The committee solicits annual Committee Objective Reports (CORs) and Committee Self-Assessment Reports (CSARs) from committees to ensure that all committee work is guided by the college's goals and addresses the Accreditation Standards. CEAC prepares a COR and CSAR for the College Council annually to review committee progress in meeting objectives, adhering to college goals, and addressing accreditation standards [IIA-46 [2016-2017 COR CEAC](#)]. The PR Committee coordinates and facilitates the PR feedback process. Prior to fall 2017, this function was performed by CEAC [IIA-47 [2016-2017 CSAR CEAC](#)].

YC provides extensive professional development opportunities through workshops, Flex activities, and by providing resources to attend conferences and industry events for faculty and staff. Staff development workshops have included topics such as student engagement strategies, student support, working with English-as-a-second-language (ESL) students in the classroom, best practices for test writing and proctoring, and DE best practices [IIA-48 [SP18 PD Days Schedule](#)], [IIA-49 [Application for SD Travel Funding](#)]. The College also has a faculty mentoring group that pairs senior faculty with junior faculty to discuss and provide support for the development of high-quality instruction and professional growth. Further, faculty sabbaticals are often used to investigate new technologies, conduct applied research, or evaluate alternate teaching strategies [IIA-50 [CM Sabbatical Leave Report](#)], [IIA-51 [Morse Michael Sabbatical Presentation 060817](#)].

Analysis and Evaluation

Faculty at the College regularly and systematically review and improve course and program curricula to ensure academic rigor and alignment with current standards of scholarship in professional and academic fields. Committee Objective Reports include all required and recommended elements, and the CC follows a schedule, available on its website, for updating all courses. The College engages in dialogue and continuous improvement of course and program curricula. It also engages in systematic PR, which includes assessment and feedback of submitted program reviews. This process provides peer feedback on areas to improve programs. The CC, PR, and SLO Committees and CEAC confirm that the cycle of continuous improvement is ongoing. The College offers seminars on pedagogical practices, mentoring, and College policies and procedures. Faculty are also encouraged and supported to attend conferences to learn about best practices and engage with colleagues. These professional development opportunities further promote improvement and support student learning, success, and achievement.

During the 2016-17 academic year, the College implemented a new, more rigorous curriculum review and rotation process. YC will continue to evaluate and refine the process to improve workflow.



While the College meets this Standard, it recognizes that its current curriculum system does not have adequate reporting capabilities and it is not integrated with its catalog development process. The College will work with District IT to evaluate alternate curriculum systems and identify an integrated system that has a robust reporting module. Alternatively, it will work with District IT to improve the reporting function of its existing system.



II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

In recent years, YC has made significant improvements in defining SLO for courses and programs, including certificate and associate degree programs, and in the area of SLO assessment. The College identifies and regularly assesses learning outcomes for courses and programs using established institutional procedures. Between 2015 and 2017, all but a handful of courses were assessed.

Currently, the College assesses certificate, degree, or General Education (GE)-level SLO. CSLO are assessed at the end of each major term (fall and spring). Summer is optional, unless a course is only offered during the summer, in which case it must be assessed. While CSLO are documented on the COR, TracDat is utilized for result submission to allow the College to monitor compliance and develop summary reports.

At the end of each term, the Research Analyst runs reports to evaluate the proportion of courses being assessed and to allow instructional deans to follow up with faculty [IIA-52 [YC PSLO Result Summary 04.13.17](#)]. These reports are shared with the SLO Committee, Deans, and Vice President's office. During the 2015-16 Academic Year, the college also made CSLO submission one of its Institutional Effectiveness Partnership Initiative (IEPI) goals to emphasize their importance and bring them to the forefront [IIA-53 [Yuba College IEPI Goals 2016-17](#)]. As a result, YC experienced an increase in CSLO result submission to over 80% in the first term, and over 90% in the second term. Overall, between the 2015-17 academic years, all but a handful of CSLO were assessed.

The ISLO are evaluated on a regular assessment cycle [IIA-54 [YC iSLO Assessment Schedule rev030416](#)]. During 2016-17, the SLO Committee utilized mapped CSLO results in aggregate for each ISLO [IIA-55 [ILO](#)]. In 2017, the committee also reflected on the best ways to assess ISLO, as a variety of methods had been used in the past. The College experimented with survey or quiz

questions attached to the Graduation Survey with mixed success until the ISLO questions were pulled from the graduation survey altogether in 2016. Further ideas have included incorporating ISLO questions on the Community College Survey of Student Engagement (CCSSE), aggregating CSLO results to related ISLO, and targeting key courses like English to assess attainment in specific ISLO.

The College-wide process for defining, evaluating, and managing assessment of SLO is the responsibility of the SLO Committee, a subcommittee of the Academic Senate [IIA-56 [2016-17 Charter SLO final](#)], [IIA-33 [SLO Handbook](#)]. Documented procedures are in place for assessing student and service area outcomes (SAO) [IIA-14 [SLO Review Process](#)]. SLO are typically assessed at three different points in time:

- First, **course-level SLO** (CSLO) are assessed regularly, each time the course is taught. All CSLO are included on the official COR. Every COR at YC is examined and approved by the CC and the Board of Trustees. Additionally, all course syllabi are required to contain the CSLO [IIA-10 [Biology Course Outline of Record](#)], [IIA-11 [Syllabus Biology](#)].
- Second, **program-level SLO** (PSLO), including SAO are assessed within the department PR cycle. Departments have completed a curriculum map that links CSLO to PSLO [IIA-52 [YC PSLO Result Summary 04.13.17](#)]. The curriculum map encourages a balanced approach to assessment, culminating in complete examination of all of the department's PSLO. In 2016-17, programs have been redefined based on Title V definition as a sequence of courses leading to a degree or a certificate.
- Finally, at least two **institutional-level SLO** (ISLO) are assessed on an annual basis [IIA-57 [Institutional SLO Assessment Plan](#)], [IIA-58 [iSLO Assessment Report](#)]. To improve the reporting of ISLO, the College implemented a new curriculum management system (Meta) [IIA-59 [iSLO Assessment Schedule](#)] that facilitates the mapping of CSLO and PSLO to ISLO.

YC requires that instructors provide students a syllabus at the beginning of every term, and the syllabus must be submitted to the appropriate Division Office before the first day of the semester [IIA-60 [Faculty Handbook QuickReference](#)]. Therefore, in every class section at the College, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outlines. Current and approved course outlines are available on the college's website [IIA-10 [Biology Course Outline of Record](#)]. The deans review all syllabi to ensure SLO are included [IIA-11 [Syllabus Biology](#)]. The Yuba Community College District (YCCD) Academic Employee Handbook outlines recommended syllabus components [IIA-60 [Faculty Handbook Quick Reference](#)]. Further, in the Yuba Community College District Faculty Association contract, Article 7.15, recognizes the integral role that faculty play in the development, implementation, and assessment of SLO, and states, "faculty will participate with other stakeholders in these endeavors" [IIA-61 [FAYCCD Art 7.1.5 view contract](#)]. To support faculty development, the SLO committee has offered substantial training opportunities ranging from understanding the theoretical approach to SLO assessment to technical aspects of data entry

[IIA-62 [SLO-SAO-PR workshop info](#)]. These trainings are regularly well attended and participants indicate they find them helpful.

In January 2018, the Dean of Student Success and Institutional Effectiveness was hired. This position's duties include facilitating the learning outcomes process by providing data and facilitating annual assessment and reporting cycles [IIA-63 [Dean of Student Success Job Announcement](#)].

Analysis and Evaluation

YC has incorporated learning outcomes into its curriculum and PR processes ensuring regular assessment, communication, and continuous improvement. SLO for courses are identified and shared with students in course syllabi, thereby encouraging them to become more actively involved in their own learning process.



While the College meets this standard, it is important that the SLO Committee continue its work in reviewing and providing feedback on program level outcomes. This will support programs to update or create, map, and assess those outcomes directly.



Additionally, the College has selected the improvement of the overall learning outcomes assessment process as a major task as identified in the QFE (Project #1). The main aim of this work will be to ensure that quality outcomes are assessed in a meaningful way so as to provide useful data on student performance that can drive continuous quality improvement at the course, program or service area, and institutional levels.



II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

YC offers pre-collegiate level curriculum in Mathematics, English, ESL, and Learning Skills. This curriculum is offered in a variety of formats such as accelerated courses, credit courses, and non-credit courses. The YC Catalog clearly identifies the pre-collegiate level curriculum from the college-level offerings [IIA-64 [2017-18 Catalog Pg72-73](#)]. Courses numbered 100-199 series are designated as Developmental/Remedial and are not eligible for transfer to 4-year institutions. The other four course-numbered series distinguish courses as those intended for transfer to all baccalaureate degree-granting colleges and universities (Series 1-49); those designed as not primarily for transfer purposes, but being taught at the level and of such quality that acceptance

is recommended at any college or university offering such coursework or offering programs in which such coursework is appropriate (Series 50-99); those courses that are non-associate degree credit courses that are either a) vocational courses intended to prepare students for postsecondary vocational education or for occupations not requiring associate degree-level skills for entry or b) academic development courses, other than remedial basic skills, intended to prepare students to succeed in associate degree-level coursework (Series 200-299); and those noncredit courses sometimes referred to as "Adult Education Courses" (Series 500).

Course descriptions within the College catalog list prerequisite courses, advisories, course topics, and the next course in the progression. As an example, the Math 111 Prealgebra course description states "Prepares students to take Elementary Algebra." For Math 101 (Elementary Algebra), Math 111 is listed as a prerequisite and the course description states "To prepare students to take Intermediate Algebra" [IIA-65 [Math Sequence](#)]. The course descriptions help students understand the sequence of coursework and progress from pre-collegiate coursework to college-level coursework.

Academic Counselors are vital in guiding students to select courses and college activities to maximize students' opportunities and potential. Students are strongly urged to see counselors at least twice each semester to ensure academic progress. Counselors are knowledgeable in the area of course advisories; this enables them to assist students with placement as well as to reiterate skill-level expectations as students sequence through their education plans [IIA-66 [Counseling Website](#)].

YC directly supports student learning through counseling, learning support centers, and initiatives in order to advance students from pre-college through college-level curriculum. The College Success Center (CSC) offers students academic learning and support services across many disciplines [IIA-67 [College Success Center Website](#)]. Some of the services include assistance with research projects, facilitated collaborative learning groups, individualized tutoring, and facilitated collaborative learning sessions. The Math Tutoring and Content Tutoring programs are two major components of the CSC. The College also provides embedded tutoring in a number of gatekeeper courses. To further promote student success and advancement into college-level coursework, the Math Department established accelerated courses and pathways for pre-collegiate students taking math. Drop-in Math tutoring is also available in Hard Math Café [IIA-68 [Hard Math Café](#)].

For ESL learners, the College clearly provides the path of preparatory coursework [IIA-69 [Yuba College Flow](#)]. There is ongoing effort to build in accelerated paths for these developmental needs [IIA-70 [Acceleration](#), [English Accel Board Presentation 2017](#)]. The College implemented expanded multiple measures placement in spring 2018.

Some of the other learning support centers at the College include the Disabled Student Program and Services (DSPS), Extended Opportunity Program and Services (EOPS), Cooperative Agencies Resources for Education (CARE), the TRiO Programs, Veteran Service Office (VSO) and Veteran Resource Center (VRC), Workforce Innovation & Opportunity Act, the Writing and Language Development Center (WLDC), the Sutter Learning Center, the Math Boot Camp, and

a Summer Bridge program. Each of these programs serves the needs of students working to achieve their academic goals.

The Student Success and Support Program (SSSP) is both a program and process designed to support and encourage student success at the College. The program focuses on assisting unprepared students' advancement into college-level coursework. With the advent of the program, the College has been able to provide additional counseling services to assist students with the orientation, assessment interpretation, advisement, and development of an initial abbreviated student educational plan (SEP). As a required part of the matriculation process, all new students are required to participate in an online orientation. Orientations include information about the programs offered by the college and requirements for completing the programs.

Analysis and Evaluation

YC, as well as many other regional community college and 4-year colleges, have substantial populations of students who need pre-collegiate coursework in English or math; therefore, pre-collegiate courses in math, English, and ESL are offered and clearly identified. These courses are aligned and coded according to CCCCO guidelines that clearly distinguish their content from college-level curriculum.

The College serves the academic needs of developmental students and provides support so these students can advance to college-level courses if that is their educational goal. YC offers many types of direct support for these students, from accelerated courses to learning communities and support services such as the CSC and dedicated tutors, the WLDC, ESL and math labs, Math Boot Camp, and Summer Bridge. In recent years, the College has been adopting new practices to better support developmental students. These innovative approaches include accelerated classes, expanded resources, embedded tutoring, and supplemental instruction.





II.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

YC follows common degree and program practices of higher education in the United States. YCCD Administrative Policy (AP) and Board Policy (BP) 4100, the Graduation Requirements for Degrees and Certificates statement on general education, encourages a synthesis of learning [IIA-71 [AP BP 4100](#)]. It follows the policy of the Board of Governors of the California Community Colleges (CCC), which states that “General Education reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by various disciplines.”

In compliance with California Code of Regulations Title 5 §55060, et seq. [IIA-72 [Title 5 §55060](#)], the College requires a minimum of 60 semester credits to graduate with a degree in Associate in Arts (AA), Associate in Science (AS), Associate in Arts for Transfer (AA-T), or Associate in Science for Transfer (AS-T), as well as requiring a breadth of study compatible with the California State University (CSU) GE or University of California (UC) Intersegmental General Education Transfer Curriculum (IGETC) pattern per AP 4100, Graduation Requirements for Degrees and Certificate.

Program Length and Alignment with General Higher Education Standards

YCCD’s AP and BP 4100 provides the guidelines for ensuring that degree and certificate programs meet general higher education standards and are consistent for the college offerings and with Education Code Section 70902(b)(3) and Title 5 Section 55060 [IIA-73 [Education Code Section 70902\(b\)\(3\)](#)], [IIA-74 [Title 5 §55060](#)].

The College is recognized by the Accrediting Commission for Community and Junior Colleges (ACCJC) and authorized by the CCCCCO to grant the degrees of Associate in Arts and Associate in Science. Eligible students include those who have completed the subject requirements for graduation and who have maintained a 2.0 average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations [IIA-75 [Yuba College ACCJC](#)].

Degrees

The catalog cites the specific requirements for Associate in Arts and Associate in Science degrees. Courses acceptable toward the associate degrees include those that have been properly approved pursuant to Title 5, Section 55002(a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section [IIA-76 [Title 5, Section 55002\(a\)](#)].

These requirements specify that students must:

- Pass the reading, writing, and mathematics competency examinations or equivalents listed in the Catalog [IIA-77 [College Catalog](#)].
- Complete 18 units of general education, selecting from each of the six areas listed in the Catalog, and 18 units in a single major/discipline or related disciplines listed in the CCC “Taxonomy of Programs.”
- Complete the designated degree major courses with a grade of “C” or better. Majors are listed in the Catalog.
- Successfully complete the Health/Physical Education requirement as listed in the Catalog.
- Successfully complete the Multicultural Graduation Requirement as listed in the Catalog. Students who will be completing Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees are exempt from this requirement.
- Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.
- Complete a minimum of 60 semester units in lower division associate degree-level courses with at least a 2.0 (“C”) grade point average as specified in the Catalog.
- Complete a minimum of 12 semester units with at least a 2.0 (“C”) grade point average in associate degree level classes in the College.
- File a petition card as a Candidate for Graduation by the deadline.

Length, Breadth, Depth, Course Sequencing

To ensure appropriate time to completion, courses not offered every semester are scheduled on a rotational basis geared for student accessibility [IIA-78 [Schedule Development Guidelines Pg4](#)], [IIA-79 [Course Rotations](#)]. Degree and certificate analyses are also regularly conducted by the Vice President's Office to ensure that courses are offered on a two-year cycle [IIA-80 [ECE Degree Analysis Example](#)]. Advisory boards and programs with external accreditation also review sequencing to ensure that skills and learning are sequenced in a logical manner for the discipline area.

Curriculum Committee (CC)

Through the curriculum review and approval process, the YC CC evaluates the length, breadth, depth, rigor sequencing, time to completion, and synthesis of learning for all degree and programs [IIA-81 [YC Curriculum Handbook 6.2.16](#)]. The CC is a standing committee established by the Academic Senate. It is responsible for ensuring the quality, currency, and planning of the curriculum [IIA-82 [Curriculum Committee Charter](#)].

YC recognizes that there is always room for programmatic improvement in the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. To make improvements in this area, the College applied to be a California Guided Pathways

College. YC was selected to be one of the 20 participant colleges and is attending the six California Pathways Institutes. Over the last year, workshops were held to engage instructional and counseling faculty in viewing the curriculum pathway sequence through the eyes of the student. A few College programs, such as Welding, have already updated their curriculum and are creating clear course sequence maps to better serve students and clarify completion requirements. This work will continue over the coming years and the College will be attending two additional California Guided Pathways Institutes during the 2018-19 academic year.

Analysis and Evaluation

The College's degrees and programs follow practices common to American higher education as demonstrated by the explicit requirements of the Board's policies and the activities of the CC and other stakeholders. The Catalog clearly states minimum times of completion as 60 semester credits for associate degrees as well as appropriate course sequencing. The CC, on a regular review cycle, evaluates program length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. As part of the program approval process, programs must meet local approval requirements as well as the requirements of the CCCC.



II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Scheduling at YC is accomplished at the division and College levels in order to ensure students access to courses they need to make progress towards degree and certificate completion and to transfer in a timely manner. The Schedule Development Guideline handbook outlines the processes used to develop the master schedule [IIA-83 [Schedule Development Guidelines](#)], [IIA-84 [Schedule Preparation Timeline](#)], [IIA-85 [Scheduling Meetings -Spring 2017](#)].

Deans are responsible for creating a draft schedule for all programs in their area of responsibility, and this is done in collaboration with full-time faculty. The schedule is designed to provide broad access to high-demand classes at all campus and center locations, as well as predictable access to classes that are not scheduled every semester. To ensure appropriate time to completion, courses not offered every semester are scheduled on a rotational basis geared for student accessibility [IIA-78 [Schedule Development Guidelines Pg4](#)], [IIA-79 [Course Rotations](#)] and designed to be available for students to complete their chosen path. Degree and certificate analyses are also regularly conducted by the Vice President's Office to ensure that courses are offered on a two-year cycle [IIA-80 [ECE Degree Analysis Example](#)].

During the instructional schedule development process, deans analyze the schedule, reviewing past enrollment data for trends and adjusting course offerings appropriately. Course offerings are analyzed by campus and center to ensure adequacy of offerings at all locations. The schedule is also evaluated to ensure there is appropriate balance among day, evening, and online offerings. A

survey was conducted in spring 2015 that assessed student scheduling preferences. Data from this survey is used to guide when courses are offered to meet student needs and preferences, and block scheduling is used to prevent overlapping course times. Classes held at the Beale Outreach Center are prioritized to meet the Air Force's needs for Airmen to complete the Community College of the Air Force degree.

After the draft schedule is developed, a workgroup including the Vice President, instructional deans, the Scheduling Support Specialist, Research Analyst, faculty, and counselors works collaboratively to review and finalize the schedule. The workgroup analyzes the schedule to eliminate conflicts between campuses; ensure offerings are balanced and offered at appropriate times; confirm that day, evening, and online students can progress in their programs; and ensure IGETC, CSU GE Breadth Requirements, and graduation requirements are adequately represented [IIA-86 [CSU GE Reqs Marysville Sp 2017](#)], [IIA-87 [CSU GE Reqs Sutter Fa16](#)]. All programs submitted for consideration to the YC CC must document how a student could complete the scope and sequence of the program within two years [IIA-81 [YC Curriculum Handbook 6.2.16](#)].

To support further investigation of campus wide Guided Pathways, the Academic Senate supported the application for inclusion in the California Guided Pathways Project [IIA-88 [Guided Pathways YC 030917 Application](#)]. YC was selected to be one of the 20 participant California Guided Pathways colleges and is attending the six California Pathways Institutes. Over the last year, workshops were held to engage instructional and counseling faculty in viewing the curriculum pathway sequence through the eyes of the student. Guided Pathways helps clarify course sequences and progress milestones and simplifies decision-making by providing a clear path for students from entry to graduation, transfer, or other career goals, as well as identifying student support services. A number of workshops were held to engage instructional and counseling faculty in viewing the curriculum pathway sequence through the eyes of the student [IIA-89 [Understanding Guided Pathways Workshop Agenda](#)]. Programs such as Welding have updated their course sequence to better serve students and clarify completion requirements. While Guided Pathways has been piloted in a number of CTE programs, campus wide adoption remains an opportunity. More efficient and student-centered scheduling is an anticipated outcome of Guided Pathways implementation.

Analysis and Evaluation

Courses are scheduled in a manner that allows students who are prepared to complete a degree or certificate or transfer in a period of time consistent with established expectations for higher education. The College regularly uses course-taking patterns and student surveys to evaluate scheduling effectiveness. While the College meets this standard, it continues to make changes focused on ensuring that students are clear on the requirements for their chosen degree or certificate and offer courses on a basis that ensures accessibility for students.





II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

YC works to support equity in success for all of its students per its mission. The College's IP guides the College's work in meeting the needs of its diverse student body [IIA-90 [YC Integrated Plan](#)].

The College uses multiple modes of delivery, methodologies, and learning support for its diverse population of students to ensure that the changing needs of students are being addressed equitably. Traditional, in-person courses are taught at the Yuba College Campus, Sutter County Center, and Beale Air Force Base Center, as well as distantly through online and I-adapt (ITV or Interactive TV). Schedules are developed and evaluated to assure equity and access. Accelerated and compressed courses in English, Math, and ESL are designed and offered to increase student access and success. A variety of support services are provided as detailed below.

Distance Education (DE)

The DE Committee is a standing committee of the College's Academic Senate. Its primary function is to develop and advocate best practices for an effective DE modality that meets the DE and access needs of YC students. It is the primary body that advocates for standards of rigor and quality in DE comparable to F2F instruction; it establishes processes and criteria in consultation with the CC whereby courses are determined to be online-ready; and it recommends and/or approves training for teaching DE courses at the college.

Further, the DE committee advises the Academic Senate, the CC, and the Administration on matters and accreditation requirements related to DE; recommends curricular guidelines and best practices to the Academic Senate and Curriculum Committee; recommends scheduling guidelines as well as best practices to College Administration for the implementation of an effective DE program at the College; provides recommendations for DE training and services, related to pedagogy, best practices, and use of technology; reviews new courses using the Online Education Initiative Rubric and the Course Design Rubric for the Online Education Initiative Course Scoring Checklist before a course is being offered online; in collaboration with the College CC, establishes criteria whereby DE courses are determined to implement effective course instructional design, meet ADA compliance, and establish effective regular contact; reviews student success and retention data for DE courses and advises faculty of major findings and recommendations, using established benchmarks and indicators; and develops and updates DE information to be included in the CC Handbook and on the eLearning website [IIA-91 [AP 4105](#)], [IIA-81 [YC Curriculum Handbook 6.2.16](#)], [IIA-21 [DE Handbook](#)].

Student Support Services

The institution strategically deploys student support services that reflect the diverse and changing needs of its students, in support of equity in success for all. Examples include:

- Tutors at Sutter County Center—During the 2016-17 academic year, tutoring was significantly expanded at the Sutter County Center. Sutter Center tutoring correlates with higher success rates among basic skills math and English students who utilize the service: 81 percent of basic skills English students passed their courses, and 74 percent of basic skills math students passed. These numbers are significantly higher than the all-college pass rates for basic skills English and Math of 59.1 percent and 51.9 percent, respectively.
- Embedded tutoring has been used in the following courses: ESL 229AC, English 105 and 56, Counseling 10, Early Childhood Education (ECE) 10, ECE 1A, and ECE 1B, and Math 101 (Math 50 prior to fall 2017).
- The WLDC served 833 students during the school year 2016-17, either in tutoring sessions or by providing independent work study space [IIA-92 [StudentsWhoVisitedWLDC2016-17](#)].
- With the cooperation of English and ESL faculty, the WLDC made many current textbooks available to students to use in the Center and for short-term loans, or to take to class when they did not have the text for any reason [IIA-93 [WLDCTextbookResourcesReportJune2017](#)].
- The WLDC staff conducted a variety of workshops to support students [IIA-94 [ScholarshipsWritingSpring2017](#)], [IIA-95 [PicassoKnots](#)].

Basic Skills Initiative (BSI), Student Equity (SE), and Student Success and Support Program (SSSP)

Through Basic Skills Initiative (BSI) and Student Equity (SE), the College supports a number of programs that provide services to specific student populations [IIA-96 [BSI Senate Report](#)]. BSI funded embedded tutoring for the EOPS Summer Readiness Program in 2015, 2016, and 2017 during the six-week summer sessions. The program gave students an opportunity to connect with the College faculty and staff and network with other college students while participating in study skills and academic courses in a cohort environment.

Math Boot Camps at YC provide students an opportunity to brush up on their math skills to properly place into a more appropriate math course. The goal is to shorten students' math 110, 111, 101, and 52 remediation sequence. The Boot Camp was held in summer 2016 over six days for three hours per day [IIA-97 [BSI Math Boot Camp Report](#)].

“Umoja” is a Kiswahili word meaning “unity,” and the College, through the UMOJA program, funded by SE, is devoted to working together to meet specific outcomes for students of African ancestry. Outcomes include a commitment to working diligently for academic achievement, for personal growth, and for attainment of an associate degree with qualification for transfer to a 4-year college or university.

The PUENTE Community College Program is also funded by SE. Students enrolled in the PUENTE program work closely with their counselors, English instructors, and mentors in order to prepare for transfer to 4-year colleges and universities. In the fall semester, students are enrolled in English 51 and a College Success course, then progress to English 1A and a Career Development course in the spring semester.

Other College Support Programs

The Upward Bound program provides fundamental support to participants in their preparation for college entrance. The College's Upward Bound program comprises three components: Academic Year, Summer Instructional, and Summer Bridge. The Academic Year is a 36-week program consisting of weekly tutoring sessions and Saturday academies held at the Sutter County Center and target schools. Weekly tutoring sessions are provided two to four afternoons a week, and Saturday enrichment workshops focus on developing self-confidence, preparing for the rigors of college, transitional issues, and financial aid information and literacy.

Veteran Services strives to offer veteran and military-affiliated students access to campus, academic, and community services as a one-stop shop. In 2014, the College opened the VRC, serving as the hub of operations for programs and services for the college's veteran community. Services offered at the VRC include: peer support and mentoring; access to computers with print capabilities; lending program for academic textbooks; financial aid information and application assistance; support from the counseling office and quick access to counselors; an area providing resource workshops to assist veteran students; a relaxing atmosphere for veterans to study and network with other veterans; disabled veterans' compensation information; access to the county Veteran Service Officers; and a meeting place for the College Student Veterans Organization. In calendar year 2016, the college served over 272 veteran and military-affiliated students who utilized U.S. Department of Veterans Affairs Education benefits, plus additional "self-identified" military affiliated students who made use of services in the VRC.

DSPS provides support services and academic accommodations to ensure an equitable educational opportunity and access for students with verifiable disabilities consistent with academic offerings and the mission of YC.

Faculty and Staff Development

The Staff Development Committee's goal is to improve and sustain the professional growth of faculty, staff, and administration through collegially planned learning opportunities that continue to support the institutional goals. The committee is responsible for creating an annual Staff Development Plan based on the professional development campus wide needs-assessment survey that includes faculty, staff, and administration [IIA-98 [YC Staff Development Plan 2017-2018](#)].

The Staff Development Committee also creates a schedule for Convocation and Professional Development Days [IIA-99 [Sample Professional Development Calendar](#)].

A variety of training opportunities support the development and utilization of delivery modes and instructional practices. For example, an English Instructor provided several Reading Apprenticeship Program workshops. Faculty participants get an introduction to the Reading

Apprenticeship framework and discover how to regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum [IIA-100 [Email Reading Apprenticeship](#)].

The Classified Staff Workshop, held on June 2, 2017, was a learner-centered professional development event designed to provide classified staff with principles and practices for empowering students to achieve greater academic success and persistence. The workshop was designed to address the unique interaction between front line staff and students as an opportunity to enhance student responsibility and ultimate success in the college experience. Strategies presented in this workshop improve both student academic success and retention [IIA-101 [Agenda On Course June 2 2017](#)], [IIA-102 [Handouts 1-Day Front Line workshop](#)], [IIA-103 [ON COURSE WORKSHOP FOR FRONTLINE STAFF \(1-Day\) - On Course Workshop](#)].

Additionally, the SD Committee, in conjunction with the Classified Professional Development Group, also planned two days of workshops for classified staff on June 27-28, 2017 [IIA-104 [Professional Development Agenda June 27-28, 2017](#)].

Additional Efforts

The following programs or services are aimed at closing equity gaps and providing instructional skill tools for faculty outside of student support services:

- ESL Teaching Community—This group, including adjunct faculty members, has been meeting monthly since fall 2016. The topics have extended beyond best practices that can be utilized in the respective classrooms to include discussion about grammar structures of various languages, grammar pedagogy, concerns about ESL placement, the ESL website, and future programs leading to certification at various levels.
- Teaching Community (TC)—The TC held 14 meetings in 2016-17. Participants included adjunct and full-time faculty from English, ESL, Math, Counseling, Social Science, and Biology, as well as Instructional Associates and peer tutors from the WLDC. Meeting topics ranged from the role of "grit" in academia to using Just in Time Design to develop course units (presented by Butte College LEAD instructor, Nicole LaGrave). TC also emphasized classroom observations, offering opportunities in fall and spring for participants to swap observations and reflect on those experiences with a lens that includes equity for students [IIA-105 [Teaching Community](#)].
- Professional Development—BSI funds were used to send two full-time and three part-time faculty to the annual California Teachers of English as a Second Language (CATESOL) Conference in San Diego in November 2016; three math instructors attended the California Acceleration Project conference in March 2017 [IIA-106 [CATESOL 2016 Print Schedule](#)].

Analysis and Evaluation

YC has developed significant resources that support a wide range of delivery modes, teaching methodologies, and learning support services that foster equity and academic success for the College's diverse student population. A broad range of support services and instructional methodologies are used, and the College supports ongoing professional development for faculty and staff on learning styles and culturally responsive teaching. The Staff Development Committee promotes ongoing dialogue across campuses and center locations.



During the spring 2017 semester, the Staff Development Committee developed a systematic evaluation tool for evaluating professional development programs/activities. Instruction, academic support, and student services programs collaborate to provide programs, activities, and experiences that promote equity and student success.



The College has identified DE as one of its major goals in the QFE (Project #2). One of the objectives connected to that goal is to create an annual DE plan to update policies and practices to improve distance education program quality. The College is also committed to creating a robust DE training program to enhance and strengthen DE course offerings through improved course design and integrated support services.



II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

YC substantiates the effectiveness of department wide examinations. It ensures that processes are in place to reduce test bias and enhance reliability. The College uses department wide final examinations in some of its English and mathematics course sequences. The examinations are validated for effectiveness through analysis of test items and the relationship between common final scores and performance in courses. The English Department offers departmental final exams for students in English 105, 51, and 1A. Mathematics administers a district wide exam for Math 111, 50, and 52.

For the English Department, test prompts are chosen by a committee of department faculty, with the aim of presenting topics that are broadly accessible to students. Holistic scoring of the exams is done by the entire department at a single time for each level of exam, and each scoring session begins with a thorough norming process to ensure consistent grading. A four-point grading rubric is employed by all faculty in grading [IIA-107 [English 1A Common Final Exam Rubric](#)]. In addition, the faculty create a rubric for the evaluation of writing prompts. The English

Department participates in robust discussion of best practices for evaluating essays towards minimizing test bias and enhancing reliability of its assessment processes.

For the Math Department, the final exam is reviewed by math faculty district wide before being administered [IIA-108 [M111 12s final](#)]. Problems are chosen based on the course objectives and SLO [IIA-109 [Course SLOs - Mathematics and Sciences Division](#)]. The initial draft is shared with math faculty district wide, feedback is given, and the draft is modified. Any given exam will go through multiple drafts before a final version is approved [IIA-110 [Math Department Meeting Minutes](#)].

The College offers direct assessment of prior learning through its Credit by Examination policy as stated in Administrative Regulation. Students wishing to obtain Credit by Examination must have completed 12 units at the college and must fill out a Petition for Credit by Examination, have approval from the appropriate division dean, and have recommendation from the instructor teaching the course to be challenged. This is documented in the College Catalog and BP 4235 [IIA-111 [BP 4235](#)], [IIA-112 [Yuba College Catalog 2016 Page 44](#)].

The College also recognizes the Advanced Placement program established by the College Entrance Examination Board. Course credit is granted to students who score a three or higher on the exam who provide documentation of the required passing score to Admissions and Records [IIA-113 [YC 2017-18 Catalog pg 42-44](#)].

Some programs in the Health Occupations, Veterinary Technology, and the Public Safety Academies offer students the opportunity to take external industry qualifying examinations for licensure or certification; however, these results do not affect YC student GPA.

Analysis and Evaluation

Where departmental course and/or program examinations are used, appropriate procedures are implemented to minimize test bias and validate the examinations' effectiveness in measuring student learning. The College clearly communicates and consistently applies practices for awarding Credit by Examination. Tests administered by licensing agencies are validated by the company administering the test.





II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

YC awards course credit, degrees, and certificates based on student attainment of learning outcomes, as evidenced in every COR [IIA-10 [Biology Course Outline of Record](#)]. Faculty members develop CSLO that state the knowledge, skills, and abilities a student will have attained as a result of successfully completing a course. Learning outcomes align with the course objectives. Faculty assign grades based upon students' achievement of competency directly related to course objectives and learning outcomes [IIA-11 [Syllabus Biology](#)]. In addition, PSLO are designed to demonstrate the students' preparation and expertise in a field of study.

Confirmed by the curriculum review process, units of credit awarded at YC are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education, as evidenced by BP and AP 4020 [IIA-28 [AP-BP 4020 Program and Curriculum Development](#)]. Units of credit are awarded in a manner that are in alignment with the norms of higher education and meet the requirements of the CCCCCO. Units of credit for courses are generally equivalent to units of credit offered for similar courses at transfer institutions, as evidenced by articulation agreements [IIA-114 [Sample Articulation Agreement](#)]. Degrees and certificates are awarded based on BP and AP 4100 and are in alignment with educational norms and equivalences within higher education [IIA-71 [AP BP4100](#)].

YC follows guidelines set forth in both federal and state regulations to identify a course credit hour. The College uses student contact hours as the unit of attendance for computing full-time equivalent students, and follows the guidelines established by the CCCCCO Student Attendance Accounting Manual [IIA-115 [Title 5 58003.1 Full time Equivalent Student Computation](#)], [IIA-116 [Title 5 58006 Application of Actual Student Contact Hours of Attendance Procedure](#)], [IIA-117 [AP 5070 Attendance Accounting](#)], [IIA-118 [FTES Attendance Accounting](#)].

Additionally, courses designated by Course ID number are deemed equivalent for purposes of student transfer between the College and the UC and CSU systems. The College has 16 associate degrees for transfer. The College will continue to develop these degrees as required by the state in order to further assure that courses and degrees meet the generally accepted norms of higher education.

YC offers the Psychiatric Technician Certificate of Achievement based on clock hours [IIA-77 [College Catalog](#)]. Per Preamble to the Final Regulations, GEN-11-06, and Program Integrity Questions and Answers – Credit Hour, YC opted not to use the federal standards for clock-to-credit-hour conversion and opted to use clock hours for Title IV eligibility.

Analysis and Evaluation

YC awards course credit, degrees, and certificates based on student attainment of faculty established learning outcomes and the COR. Criteria for evaluating student learning for credit are stated in the catalog and are consistent with federal and state regulations. The District and College have processes and procedures in place to ensure units of credit awarded are consistent with institutional policies and these policies reflect generally accepted higher education norms.



While the College meets this standard, the Psychiatric Technology program that includes clock-hour curriculum will be reviewed to ensure that the practicum hours are well incorporated into the program sequence. As part of this effort to improve student learning and success, the faculty will work with the CC and the Director of Financial Aid to maintain compliance with relevant standards and regulations.



II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

YC clearly provides to students its transfer-of-credit policies via the College catalog and the College website. Coursework completed at the College may be transferred to a 4-year institution through articulation agreements, including CSU GE Breadth pattern or UC IGETC pattern, along with various independent institutions.

YCCD follows policies regarding articulation as documented in AP 4050 [IIA-119 [AP 4050 Articulation](#)]. The institution has approved policies and procedures to address transfer of courses from and to other institutions, available to the public in the following locations:

- the YC 2017-2018 Catalog, pg. 54-62 [IIA-120 [Catalog Transfer Information](#)]
- the College website [IIA-121 [CSU Transfer YC webpage](#)]

For requests for transfer-of-credit from other institutions, students must use the petition process, submitting college transcripts and course syllabi or CORs. Discipline faculty determine whether SLO of transferring courses meet YC's SLO. Based on the faculty recommendation, the area dean will then approve or deny the petition. If the petition is denied, the student can appeal and provide any new evidence to address the specific content concerns.

Students may earn Credit by Examination and advanced placement in compliance with YC policies articulated in the Catalog and AP 4235 [IIA-113 [YC 2017-18 Catalog pg 42-44](#)], [IIA-122 [AP 4235](#)]. Students wishing to obtain credit by examination must have:

- completed 12 units at YC
- filled out a Petition for Credit by Examination
- received approval from the appropriate division dean, and
- received recommendation from the instructor teaching the course to be challenged

For high school articulation of credit, an articulation agreement between the school and the college must be in place [IIA-123 [HS Articulation Process Snapshot](#)], and a high school or Regional Occupational Program teacher must submit the Request to Articulate form [IIA-124 [Request to Articulate Form \(YC 11-12\)](#)]. YC faculty from the discipline review the documentation, confirming that SLO will provide the same level of knowledge and training to the student at the high school that they would receive from the college.

YCCD follows policies and procedures regarding articulation outlined in the California Articulation Policies and Procedures Handbook [IIA-125 [CIAC Handbook Spring 2013](#)]. The institution uses ASSIST as the official repository of articulation information for California's public colleges and universities, which is linked to the college website [IIA-126 [ASSIST.org screen](#)]. ASSIST provides transparent articulation agreements with numerous 4-yr institutions, including YC's articulation agreements. The institution develops articulation agreements as appropriate to its mission and collaborates with college faculty in submission of course-to-course proposals to increase the number of articulations having direct impact on transfer students.

The District provides, annually, updated CSU GE Breadth pattern or IGETC pattern advising worksheets [IIA-127 [CSU GE](#)], [IIA-128 [IGETC GE \(UC\)](#)]. Students can follow the CSU GE Breadth and/or the UC IGETC Breadth pattern requirements, ensuring that all major lower-division preparation courses have been met for transfer to a CSU or the UC system. Advising worksheets are made available to students and to staff in the Counseling Department of each college; transcript evaluations are done by senior technicians in Admissions and Records and by Counselors. AA-T degrees and AS-T degrees include the following programs and transfers over the last five years, which show the function of the articulation agreements to 4-year partner schools and also show the newest approved articulations [IIA-129 [YC ADTs](#)].

YC has approved AA-T and AS-T degrees in compliance with California Senate Bills 1440 and 440.

Analysis and Evaluation

The College has procedures for transfer-of-credit and articulation agreements with accredited institutions. Transcripts of coursework completed and syllabi from other institutions are evaluated to verify prerequisites and general education requirements, to compare student learning outcomes and to confirm that coursework taken is lower division and from an accredited institution. YC complies with the Student Transfer Achievement Reform Act (SB 1440) and continues to develop additional Transfer Model Curriculum degrees. The District provides

support services in this area and ensures that all colleges in the district are provided with clearly stated transfer-of-credit policies.



YC informally develops articulation based on patterns of enrollment. The College will develop a plan that formally outlines and institutionalizes the development of new articulation agreements based upon patterns of student enrollment between institutions.





II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

YC has identified eight ISLO, which are closely aligned with the ACCJC standards (see Table 18).

*Table 25
YC Institutional Student Learning Outcomes (ISLO)*

ACCJC Standard Stated Requirements	YC ISLO
Communication Competency	Communication
Information Competency	Information Competency
Quantitative Competency	Computation
Analytic Inquiry Skills	Critical Thinking
Ethical Reasoning	Personal and Social Responsibility
Ability to Engage Diverse Perspectives	Global Awareness
	Technological Awareness
	Scientific Awareness

ISLO are evaluated on a regular assessment cycle [IIA-54 [YC iSLO Assessment Schedule rev030416](#)]. The Catalog describes and lists ISLO [IIA-130 [Yuba College Catalog 2016-2017 page 13 SLOs](#)]. The College website also lists the ISLO [IIA-131 [Yuba College Institutional SLOs - Yuba College Student Learning Outcomes](#)].

Programs have established PSLO. Links between PSLO and ISLO are established when PSLO are defined in the learning outcomes assessment cycle and curriculum approval processes. Every YC program is linked to at least one ISLO [IIA-132 [Yuba College Program SLOs](#)], [IIA-133 [Business and Technology Program SLOs - Yuba College Student Learning Outcomes](#)], [IIA-134 [Fine Arts SLOs - Yuba College Student Learning Outcomes](#)], [IIA-135 [Health Occupations SLOs - Yuba College Student Learning Outcomes](#)], [IIA-136 [Language Arts Program SLOs](#)], [IIA-137 [STEM Division PSLOs - Yuba College Student Learning Outcomes](#)], [IIA-138 [Physical Education and Health Program SLOs](#)], [IIA-139 [Public Safety SLOs - Yuba College Student Learning Outcomes](#)], [IIA-140 [Social Sciences SLOs - Yuba College Student Learning Outcomes](#)].

Degree and certificate programs include PSLO [see Tables 19 and 20]. PSLO are assessed by the individual programs during PR and serve to identify areas in need of improvement. In 2016-17, programs were redefined based on California Code of Regulations Title 5 definition as a sequence of courses leading to a degree or a certificate.

The SLO Committee website [IIA-141 [Yuba College Student Learning Outcomes Committee Website](#)] lists course, program, and institutional-level SLO, and the committee is currently working to ensure that all degree and certificate learning outcomes are created, mapped, and assessed on a regular assessment cycle (see action plan). Tables 19 and 20 provide examples of the relationship between the ISLOs and PSLOs.

Table 26
Automotive Technology Program Student Learning Outcomes and Competency

Competency / ISLO Relationship	ISLO	PSLO
Computation	Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.	Students will learn appropriate mathematical concepts and methods to measure and calculate for needed repair and diagnosis.
Technological Awareness	Select and use appropriate technological tools for personal, academic, and career tasks	Students will learn how to select and use appropriate tools and industry specific software in order to repair the vehicles properly.
Critical Thinking	Analyze data/information in addressing and evaluating problems and issues in making decisions	Students will understand complex automotive repair issues that involve thinking outside of known trouble trees, including understanding the complexities of environmental issues for automotive industry.

Table 27
Computer Science Program Student Learning Outcomes and Competency

Competency / ISLO Relationship	ISLO	PSLO
Computation	Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.	Use appropriate mathematical and object-oriented programming (OOP) concepts and methods to understand, analyze, and communicate issues in quantitative terms.
Communication	Effectively use language and non-verbal communication consistent with, and appropriate for, the audience and purpose.	Clearly and effectively communicates concepts applied to mathematical and OOP topic requirements.
Critical Thinking	Analyze data/information in addressing and evaluating problems and issues in making decisions.	Analyze data/information in addressing and evaluating problems and issues in making decisions as applied to mathematical and OOP topic requirements.

Analysis and Evaluation

Through the links between CSLO, PSLO, and ISLO identified and established by the individual programs, each program includes learning outcomes addressing communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives and other program-specific learning outcomes. Students have ample opportunity to take courses that provide them with multiple exposures to learn a wide variety of learning outcomes such as those listed in this standard and YC's own ISLO.



While the College meets this standard, the SLO Committee will continue to work with program faculty to support the ongoing process of updating or creating, mapping, and assessing program level outcomes directly.



Additionally, the College has developed a plan to improve the overall learning outcomes assessment process as described in the QFE (Project #1). This work will support more meaningful and authentic assessment and provide useful data on student performance that can drive continuous quality improvement at the course, program or service area, and institutional levels.



II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

YC requires all of its degree programs to include a component of GE based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog, as demonstrated by BP and AP 4025 and 4100, articulation procedures, and careful review by the CC [IIA-142 [AP 4025](#)], [IIA-71 [AP 4100](#)]. Every course used for GE must petition to be included in the GE pattern. The CC is responsible for making the final decision, but weighs the input of faculty, deans, and counselors. According to AP 4025, courses must “contain a rigorous collegiate level presentation of theory, abstraction, practical information and knowledge” and “expose students to a broad spectrum of beliefs or knowledge of general subject matter area.” The CC has determined that all instructors teaching GE courses must be trained in the appropriate knowledge base for each GE area [IIA-143 [GE Instructor Policy](#)]. Therefore, to

be granted a GE petition in Areas A, B, C, D, E, or Health and Physical Education, the course must be housed in an appropriate discipline—with minimum qualifications that ensure the instructor has the subject matter knowledge base.

In policy, practice, and procedures, the College demonstrates a reliance upon faculty expertise, who determine the appropriateness of each course for inclusion in the GE curriculum, based upon SLO and competencies appropriate to the degree level. The GE petition process (as described in the GE Instructor Policy above) is designed to ensure that faculty members have the ability to demonstrate the value of a specific course for GE. Courses are not evaluated (and therefore not included in GE) without the petition completed by a faculty member. When completing GE petitions, faculty members are asked to specifically address the following for each GE area:

- ➔ Rationales for **Natural Sciences** (Area A) should demonstrate how the course:
 - Introduces students to a broad pattern of principles upon which is based the study of the natural world, its life forms, and the transformations of matter and energy.
 - Introduces students to the procedure by which new information is acquired and the scientific method.
 - Promotes an understanding of the relationship between science and other human activities.
- ➔ Rationales for **Social and Behavioral Sciences** (Area B) should demonstrate how the course:
 - Focuses on people as members of society.
 - Helps the student develop an awareness of the method of inquiry used by the social and behavioral sciences.
 - Stimulates critical thinking about the ways people act and have acted in response to their societies.
 - Promotes appreciation of how societies and social subgroups operate.
- ➔ Rationales for **Humanities** (Area C) should demonstrate how the course:
 - Studies the cultural activities and artistic expressions of human beings.
 - Helps the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
 - Helps the student develop aesthetic understanding and an ability to make value judgments.
- ➔ Rationales for **Language and Rationality** (Area D) should demonstrate how the course:
 - Develops for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication.

- Rationales for **D1 English Composition** will demonstrate how the course design includes both expository and argumentative writing.
- Rationales for **D2 Communication and Analytical Thinking** will demonstrate how the course fosters communication and analytical thinking.
- ➔ Rationales for **General Education Electives** (Area E) should demonstrate how the course:
 - Follows the YCCD GE requirements as outlined in AP 4260 [IIA-144 [AP 4260](#)].
 - Contains a rigorous collegiate-level presentation of theory, abstraction, practical information, and knowledge.
 - Exposes students to the appropriate exercise of learning skills.
 - Exposes students to a broad spectrum of beliefs or knowledge of general subject matter area.
- ➔ Rationales for the **Multicultural Graduation Requirement** (MGR) should demonstrate that at least one of the following three criteria are met:
 - At least half of the course content/objectives examine significant aspects of the culture, contributions, and social experiences of no fewer than two different under-represented ethnic/racial minority groups in the United States.
 - At least half of the course content/objectives examine a minimum of three groups, one of which may be European-American or European and is comparative in nature.
 - At least half of the course content/objectives include an analysis of ethnicity, ethnocentrism, and/or racism, and how these forces shape and explain cultural experience.
- ➔ Rationales for **Health /Physical Education** should demonstrate how the course:
 - Focuses on the benefits of regular exercise.
 - Helps students develop an awareness of the connection between physical health and chronic disease.
 - Promotes an understanding of the physical, mental, and social benefits of healthy lifestyle choices.
 - Stimulates critical thinking about nutritional food choices.

The YC learning outcomes include a student’s preparation for, and acceptance of, responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. The College has eight official ISLO, designed specifically to ensure that students are fully prepared for participation in civil society. Additionally, the areas (A, B, C, D, E, multicultural, and health/physical education)

confirm that students are exposed to a wide variety of ideas and approaches in the arts and humanities, the sciences, mathematics, and social sciences [IIA-130 [Yuba College Catalog 2016-2017 page 13 SLOs](#)], [IIA-131 [Yuba College Institutional SLOs - Yuba College Student Learning Outcomes](#)], [IIA-141 [Yuba College Student Learning Outcomes Committee Website](#)].

Analysis and Evaluation

The general education requirements for all College Courses and programs are clearly outlined and published in the College catalog. The GE offerings are designed to help students participate in civil society; provide skills for lifelong learning; and foster the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. Based on the faculty's educational philosophy, the CC, a subcommittee of the Academic Senate, evaluates and approves new courses for inclusion. All approved College course and program SLO are aligned with and mapped to the institutional SLO as discussed in Standard II.A.11.



II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

YC offers four types of associate degrees: the associate in arts (AA), the associate in science (AS), the associate in arts for transfer (AA-T), and associate in science for transfer (AS-T) [IIA-81 [YC Curriculum Handbook 6.2.16](#)].

The AA degree offers lower-division preparation for a student planning to transfer to a 4-year public or private university or college. The AS degree provides training for students focusing on a specific occupational area. Students obtaining these degrees must complete all college graduation requirements. The faculty determine the amount of focused study in each program, based on learning outcomes that demonstrate mastery of competencies, theories, and practices. Degrees focus on one area of inquiry or an interdisciplinary core. All courses have established SLO and assessment. Through outcomes assessment, faculty measure student mastery of key theories and practices within degree areas [IIA-145 [AA/AS Degree Graduation Requirements](#)]. Units of study that are required in the major vary, from 18 units in Psychology to 24 units in Mass Communications for an AA, and from 18 units in Agriculture to 62 units in Veterinary Technology for an AS degree [IIA-146 [Yuba College Degrees and Certificates](#)].

AA-T and AS-T degrees are designed for students wishing to earn a degree at a CSU in the same or similar field [IIA-147 [Associate Degree for Transfer Program Requirements](#)]. Successful

completion of an AA-T or AS-T degree guarantees a student admission to the CSU system (though not necessarily to the student's university of choice) upon successful completion of the CSU admissions process.

YC currently offers 13 AA, 45 AS, 16 AA-T/ AS-T degrees. Each degree requires completion of at least 18 units within the major, a minimum of 60 total units, and a grade of a C or better in each major course. The District's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The College is currently in the process of moving from department learning outcomes to more specific degree and certificate PSLO. These will be reviewed by the SLO Committee, entered into TracDat and Meta, and be mapped from the CSLO up to the ISLO [IIA-33 [SLO Handbook](#)].

Other examples of faculty measurement of student mastery of key theories can be found in the College's English and Math Departments. See II.A.8 for a full discussion of the use of common final exams.

Analysis and Evaluation

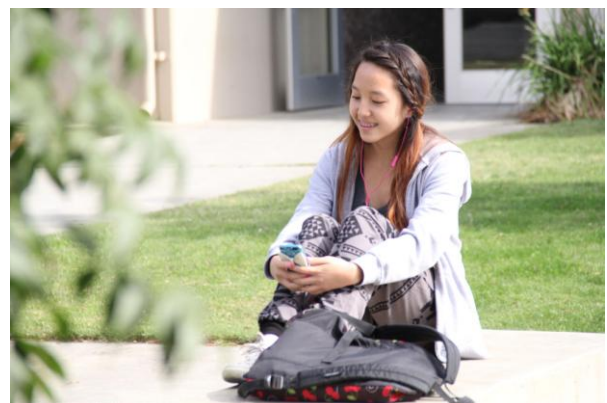
All degrees at YC include a focused study in an area of inquiry or an interdisciplinary core aligned with practices and theories within a field of study. Associate degrees are granted upon successful completion of 60 semester units, of which at least 18 are in a major and represent a comprehensive mastery of subject. All courses included in the degree follow standards in higher education and are appropriate to the discipline and degree level. Learning outcomes are defined for all departments and programs. These are assessed on a regular and ongoing basis through direct course-level assessment of mapped CSLO.



While the College meets this standard, the process of updating or creating, mapping, and assessing program level outcomes directly will continue and an ongoing cycle will be established.



Additionally, the College will work to improve the learning outcomes assessment process as identified in the QFE (Project #1). This will provide more useable data on student learning that can drive continuous quality improvement at the course, program or service area, and institutional levels.





II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

As of 2017-18, YC offers 53 CTE certificates, 33 CTE associate degrees, and three CTE associate degrees for transfer (Early Childhood Education, Administration of Justice, and Business Administration). Degrees and certifications are listed in the college catalog [IIA-148 [Degrees and Certificates in Catalog](#)].

College graduates completing CTE certificates and degrees demonstrate technical and professional competencies through a variety of methods. These may include external licensure and certification, industry advisory feedback, pass rates, and survey data [IIA-149 [RN Employer Survey Action Plan Nov 2016](#)]. CTE programs in the catalog list PSLO, which are measurable through mapped course-level outcomes. Assessment, evaluation, analysis, and collection of SLO are housed in TracDat.

Many CTE programs have licensing requirements. The high pass rate of CTE graduates demonstrates attainment of course and program outcomes, and acquisition of professional competencies that meet employment demand. As examples, in 2016, over 83 percent of nursing students passed the NCLEX state license exam and nearly 93 percent of the Veterinary Technology students passed the licensure exam. The following programs have external licensure or certification testing and follow the instructional standards and staffing prescribed by the appropriate licensing board or agency: nursing, radiologic technology, and veterinary technology [IIA-150 [ACCJC Annual Report](#)].

As required by Title 5 and articulated in AP 4102, all vocational programs at YC have regularly scheduled advisory committee meetings [IIA-151 [AP 4102 Occupational Vocational Technical Programs](#)]. Advisory committee membership includes working professionals in the appropriate program field whose expertise would benefit the growth and development of the program. Members are selected by the faculty in the appropriate program and reviewed and appointed by the appropriate administrator [IIA-152 [Veterinary Technology Advisory Board Meeting Minutes](#)], [IIA-153 [Regional Imaging Advisory Committee Meeting Minutes](#)].

AP 4102 further notes the functions of CTE (or Occupational) Advisory Committees, which are:

1. To study the educational needs of a specific occupational program and to make recommendations to the college program faculty and administration relating to these needs. Such recommendations may be included in the program's academic program review.
2. To interpret the program to the communities served and the communities' needs to the college.

3. To furnish specialized information and advice on technical requirements for the effective operation of the program.
4. To provide channels of communication between the college and the various organizations and agencies of the community interested in the program.
5. To further a cooperative relationship between the college and the resource agencies of the community in support of the program.

YC is part of the North Far North Regional Workforce Consortium. The purpose of the North Far North Regional Strong Workforce Program plan is to enhance and/or expand existing CTE programs and identify new programs and opportunities for collaboration with colleges and other partners within the region, including local industry. Further, the plan evaluates supply and demand within the regional workforce and works collaboratively with employers to meet regional needs [IIA-154 [North Far North Strong Workforce Regional Plan](#)].

Education Code 78016 states that every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program meets local and regional workforce needs, meets a documented labor market demand, does not represent unnecessary duplication of other manpower training programs in the area, and is of demonstrated effectiveness as measured by the employment and completion success of its students [IIA-155 [ED Code 78016](#)]. YC's CTE programs conduct program reviews every two years and curriculum is reviewed to ensure currency and compliance with changing business trends [IIA-156 [YC PR Cycle](#)].

Analysis and Evaluation

All CTE programs, including those overseen by specialized agencies, complete the College's PR process every other year. The PR ensures that each program and its requisite courses have developed SLO and, with the contributions from respective advisory committees, meet the employment sector's labor force needs. Some CTE programs are overseen by agencies that require periodic external review and additional assessment.

CTE graduates meet industry standards, perform well on licensure exams, and demonstrate professional competencies. CTE advisory committees, composed of industry professionals, employers, and educational professionals, meet regularly and make recommendations on occupational trends, curriculum, and industry standards. CTE programs complete comprehensive PRs to ensure currency and program effectiveness. AP 4102 notes the role of Advisory Committees, which includes planning, curriculum development, college relations, and maintaining vocational programs that are relative to job needs and up-to-date with current field practices.





II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

YC and the YCCD regularly evaluate policies and practices across all areas of the institution. AP 4021 [IIA-157 [AP 4021 Program Discontinuance](#)] outlines the criteria, considerations, and process for program discontinuance. If a program is discontinued, the institution makes appropriate arrangements so enrolled students may complete their education in a timely manner with a minimum of disruption through established processes.

The Catalog Rights guidelines, found in the college Catalog, outline how rights are established in light of a program's curricular changes [IIA-158 [Yuba-College-17-18-Catalog Rights Pages 41-42](#)]. If a degree or certificate has been phased out, students and counselors work with the discipline faculty to determine appropriate courses to substitute for requirements that are no longer offered.

No programs have been discontinued since the last accreditation process. The Academic Senate and the District College Academic Senate (DCAS) is reviewing the current BP and AP to make the process for program discontinuation more effective [IIA-159 [Board Policies Section Chapter 4: Academic Affairs Program Discontinuation Number BP 4021](#)].

Analysis and Evaluation

The College has an established process for discontinuing programs. AP 4021 ensures careful consideration of program elimination, as well as a timeline that allows ample time to plan for the accommodation of students in the program.



The DCAS is in the process of reviewing its program discontinuance procedure to evaluate if changes to the policy should be made. Updates to the program vitality and discontinuance process were discussed at the March 2017, May 2017, and November 2017 DCAS meetings, are listed as a 2016-17 priority and remain an opportunity. The Academic Senate has also made Program Vitality and Discontinuance Policy and Process a priority for the 2017-18 academic year [IIA-160 [DCAS Minutes 4 May 2017 Item 7](#)], [IIA-161 [DCAS Minutes 16 March 2017 Item 2](#)], [IIA-162 [DCAS Minutes 16 Nov 2017 Item 2](#)].



II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

A number of college processes are utilized to ensure the College regularly evaluates and improves the quality and currency of its instructional programs. These include PR, curriculum review, professional development, faculty evaluations, partnerships, learning outcome assessment, and program discontinuation policies.

PRs and service area reviews require programs to evaluate their offerings and engage in planning. The PR questions are designed to help programs engage in continual self-evaluation, inform strategic changes to foster student success, assess how program efforts are affecting student learning, and analyze and prioritize resources; they further summarize how learning outcomes and achievement outcomes are being improved. The analysis of learning outcomes and achievement measures is a component of PR for all instructional programs, and requests for resources are tied to improvement of outcomes and student achievement [IIA-163 [Rad Tech Program Review Report RADT 2015](#)], [IIA-164 [Program Review Report SPECH 2015](#)], [IIA-165 [Financial Aid 2014-15 PR](#)], [IIA-166 [Financial Aid SAOs](#)].

PR Feedback Reports provide the mechanism for meaningful evaluation and feedback and an opportunity for the program or department to engage in self-reflection and improvement. The report is prepared by a team comprising faculty, administrators, advisors, and students (if available). The report highlights concerns and challenges the program faces, components omitted from its PR for which more detail would be beneficial, suggestions and recommendations for a more effective PR, as well as accomplishments and strengths for which the program should be commended. This process encourages more meaningful and improved PRs. Likewise, the faculty and staff offering feedback to other departments' reviews gain ideas and insight into college processes and aid in the development of how they may help their own programs and departments [IIA-167 [2016.17 PR Feedback Rad Tech](#)], [IIA-168 [2016.17 PR Feedback Speech 04.18.17](#)], [IIA-169 [2016.17 PR Feedback Template 04.14.17](#)].

Reviews are completed according to the established cycle. As part of the review, departments review SLO and make adjustments to their courses or teaching based on SLO results. For example, the Math department changed sequence and content in three courses. Psychiatric Technology and Radiologic Technology programs have leveraged their SLO results to identify what concepts to emphasize based on students' performance on a portion of the state tests. Programs such as Speech and Counseling have decided to rewrite their CSLO to identify students' ability to demonstrate concepts relevant to their programs [IIA170 [Program Review and Services Feedback Reports Process Web Page Cover](#)], [IIA-171 [Steps for Completing PR](#)].

[Feedback Report](#)], [IIA-172 [PR Cycle F2017](#)], [IIA-173 [CEAC Minutes 11.10.16](#)], [IIA-174 [CEAC Minutes 12.9.16](#)], [IIA-175 [CEAC Minutes 3.10.17](#)].

YC has very limited Community Education program offerings. Community Education within the healthcare area is contracted with Harper Rand, and the partnership began in fall 2017. They will be collecting student and employer feedback to improve program offerings [IIA-5 [Healthcare Career Training Flyer Fall 2017](#)], [IIA-176 [Template 11x17 poster multi yuba 2017](#)], [IIA-177 [Yuba - HarperRand MOU 2017](#)].

Contract education offerings are often tailored to specific employers, such as custom offerings to Beale Air Force Base and Sunsweet Growers. On the most recent offering for Sunsweet, it was determined that additional hours for specific content areas were needed. This feedback and course offering improvement was a result of meetings with the employer.

YC does not have degrees or certificates available solely through its DE offerings, and most courses offered through DE are also offered F2F. Therefore, evaluation of effectiveness follows the processes outlined above. However, there are ongoing efforts around ADA accessibility ensuring effective contact between the instructor and students. The CC reviews CORs and approves them. This process includes an in-depth review by the DE Committee regarding how courses are modified for the DE environment. The committee is committed to ensuring that the College offers high-quality DE courses; to this end, the DE Committee follows the Course Validation Process for new and existing courses as outlined in the DE Handbook. The Course Validation Process ensures that faculty have adequate Canvas training, submit their new courses for DE Committee Review using the Online Education Initiative Course Design Rubric, and validate their current offerings according to the Rubric [IIA-21 [DE Handbook](#)], [IIA-178 [OEI Course Design Rubric](#)].

All curricula are reviewed by the CC on a five-year cycle. This review includes an analysis of the relevance and value of curriculum, methods of instruction and evaluation, and SLO. CTE programs are evaluated on a two-year cycle and are analyzed and evaluated using the CCCCO core indicator data. CTE advisory committees provide valuable information and feedback to college CTE programs [IIA-81 [YC Curriculum Handbook 6.2.16](#)].

Professional development is another way the College ensures that full- and part-time faculty remain current, learn about innovative practices, and engage in effective instructional strategies. The College provides extensive professional development opportunities through workshops, FLEX activities, and by providing resources to attend conferences and industry events. Faculty development workshops have included topics such as student engagement strategies, student support, ESL students in the classroom, best practices for test writing and proctoring, and DE best practices. The Staff Development Committee is a college wide committee established by the Yuba College Council. The committee's goal is to improve and sustain the professional growth of faculty, staff, and administration through collegially planned learning opportunities that continue to support the institutional goals [IA-98 [YC Staff Development Plan 2017-2018](#)], [IIA-179 [Staff Development Charter - SD 2016-17](#)].

The faculty evaluation process ensures instructional quality is evaluated and improved. As outlined in the collective bargaining agreement, Article 6.0, the process includes faculty self-evaluation, student evaluations, peer evaluations, and administrator feedback. The agreement provides a framework of procedures and timelines if improvement is needed [IIA-180 [FAYCCD CBA](#)], [IIA-181 [Faculty Eval Form IE 1](#)], [IIA-182 [Faculty Eval Form IE 3a](#)], [IIA-183 [Faculty Eval Form IE 3b](#)], [IIA-184 [Faculty Eval Form IE 3c](#)].

Analysis and Evaluation

All programs, regardless of location or mode of delivery, are held to the same standards of PR and assessment of learning outcomes on a systematic cycle, with the exception of Community Education offerings. CTE programs engage in review every two years and an annual update on all off-cycle years. All other programs undergo review every fourth year, with an annual update in all off-cycle years.



In spring 2018, the College updated the PR template to better align with the Educational Master Plan (EMP) and will also develop templates and an assessment cycle for the administrative units. Curriculum review, faculty evaluation processes, and staff development practices also ensure that programmatic quality is regularly evaluated. These integrated practices ensure that the institution systematically strives to improve programs and courses to enhance student learning.



The College recognizes it needs to formalize the process used to assess the quality and currency of community education programs and offerings. During the fall 2018 semester, it will create and implement a process to assess the quality and currency of community education courses and programs.



During the 2016-17 academic year, the College implemented a new, more rigorous curriculum review and rotation process. It will continue to evaluate and refine the process to improve workflow. Faculty are working to update any out-of-date degrees and certificates even if they are not scheduled for curriculum review in the current academic year.



As the demand for DE is growing statewide and to provide access to its rural community, YC is committed to offering a high-quality and compliant DE program. DE courses have lower success rates than F2F sections. In the QFE Project #2, the College has created an action plan to improve DE program quality through the updating of process and practices, training, and data collection.



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- IIA-3 [Transfer Preparation and Information from Catalog](#)
- IIA-4 [Catalog 2017-2018 Non-Credit Classes](#)
- IIA-5 [Healthcare Career Training Flyer Fall 2017](#)
- IIA-6 [AP-BP 4020 Program and Curriculum Development](#)
- IIA-7 [CC Handbook GE](#)
- IIA-8 [CC Charter 2016-17Revised](#)
- IIA-9 [Curriculum Committee Handbook](#)
- IIA-10 [Biology Course Outline of Record](#)
- IIA-11 [Syllabus Biology](#)
- IIA-12 [2015-Program-Review-Questions](#)
- IIA-13 [SLO Committee Minutes 25 Aug 2017](#)
- IIA-14 [SLO Review Process](#)
- IIA-15 [Mapping cSLO to pSLO Psychology](#)
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LIBRARY AND LEARNING SUPPORT SERVICES



II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The Library is housed within the Learning Resource Center (LRC) at the Marysville campus, which is also the location for the CSC and the WLDC.

Library

"Yuba College Library's central mission is to support diverse needs of our students and employees. As such, we are continually updating our holdings in the library and through our subscription databases, and following current and future trends, so that our students will be best served in a changing economic and technological world. We provide Library orientations and workshops with students, faculty, and staff, to support the curricula offered by the College" (last updated 5/31/2017) [IIB-1 [Library Mission](#)].

The main campus library collection in Marysville consists of approximately 1,600 reserve textbooks, 28,000 physical books, 1,100 DVDs, and ESL and children's literature collections [IIB-2 [Reserve Item Records](#)], [IIB-3 [Polaris Statistics Screenshot](#)]. Print books are supplemented by e-books and 42 research databases [IIB-4 [Online Databases page](#)]. The print collection at the Yuba County campus is available to Sutter County Center students via the intra-library service. Online databases are accessible to all campus and DE students, are ADA-compliant, and are often downloadable. There are 62 computers with printing capacity for use in the computer lab section of the library. There are 10 study rooms that can be reserved in two-hour allotments and are equipped with desks, chairs, and whiteboards. In one study room, there is also a flat-screen television.

The librarians provide library tours, orientations, and research assistance to faculty and students. The library serves students in multiple locations through online resources as well as at the Sutter County Center. The Library provides electronic resources (e-books and periodical databases) and assists students by phone and email [IIB-5 [Library Website](#)], [IIB-6 [Faculty Services](#)], [IIB-7 [Research Consultation Request](#)]. Research assistance is provided by email, phone, or in person. The library instruction classroom is equipped with 30 computers, one instructor station, and an

overhead projector. Librarians have been embedded in Nursing and Counseling online courses, and travel to Sutter County Center to provide research instruction upon request.

Sutter County Center students have access to the Sutter County Center library, which is staffed by one full-time Library Media Technical Assistant and one part-time Library Media Specialist. The library includes print resources, access to the same electronic resources as the main YC campus, an open-access computer lab, and four study rooms and photocopy services. Students at Beale Air Force Base also have access to the same electronic resources and receive assistance via phone and email.

The library website includes links to information about services, circulation rules, library cards, online databases, and the catalog [IIB-5 [Library Website](#)]. It also provides information for faculty, including Collection Development, Informational Literacy, Interlibrary Loan, Library Orientations, and Placing Items on Reserve [IIB-6 [Faculty Services](#)].

In fall 2017, the College purchased a subscription to over 40 online academic success workshops. Topics typically covered by librarians and tutoring center staff, such as improving information literacy, reading and writing strategies, critical thinking skills, and avoiding plagiarism, are covered through this resource [IIB-8 [Online Student Workshops Flyer](#)].

In 2016, the library received a \$20K SE grant for textbook purchases. With this funding, it was able to purchase about 160 textbooks, helping hundreds of students gain access to the textbooks in a timely manner [IIB-9 [Student Equity Receipt](#)]. The library continually asks faculty to place desk copies with the reserve collection to keep the collection relevant to current students, even when additional grant money is not available to supplement the reserve collection [IIB-10 [Reserve Request Form](#)].

The library's catalog is searchable through the Polaris integrated library system [IIB-11 [Polaris Catalog](#)]. Students and faculty can find print books, DVDs, and CDs through Polaris. This allows DE, Sutter County Center, and Beale Air Force Base students to search the print collection from any location and supplements the electronic periodical and e-book collections online, giving them access to a wide variety of materials.

The library measures its program effectiveness using SLO, usage statistics, and various faculty and student surveys. At the Marysville campus in 2016-17, reserve textbooks circulated 10,216 times, computers were used 28,397 times, and the patron count was 299,935 [IIB-12 [Circ Stats 2016-17](#)]. This usage shows that the college provides relevant and sufficient library services to students.

To ensure that the library and academic support programs offer sufficient services and resources, both formal and informal methods are used for assessment and improvement. The YC Library, Sutter County Center, CSC, and WLDC participate in the PR process, which allows for opportunities for reflection and program-level assessment, dialogue, and improvement (see IIB3). The library's collection development policy calls for input by content-area experts [IIB-13

[Library Materials Selection](#)]. This faculty input helps to ensure that the quantity, currency, depth, and variety of library resources are sufficient.

Other Learning Support Services

YC offers many learning support services to help students reach goals. These include in-person and online tutoring, as well as specialized learning support programs and services. The CSC offers tutoring for mathematics and other content classes in the form of scheduled collaborative learning sessions and drop-in mathematics tutoring and is open 8 AM to 7 PM, Monday through Thursday and Fridays from 8 AM to 5 PM during fall and spring semesters, with reduced hours for summer session classes [IIB-14 [CSC Webpage](#)]. During 2016-17, the CSC generated 88.56 full-time equivalent students [IIB-15 [CSC and WLDC FTES](#)].

The WLDC offers drop-in tutoring for writing assignments, as well as one-on-one and group appointments. They also offer technology assistance and ESL support. The WLDC is open 8:30 AM to 5:00 PM, Monday through Thursday, and Fridays from 8:30 AM to 4:30 PM during fall and spring semesters, with reduced hours for summer session classes [IIB-16 [WLDC Webpage](#)]. During 2016-17, WLDC generated 13.4 full-time equivalent students [IIB-15 [CSC and WLDC FTES](#)].

Tutoring is also available in the library at the Sutter County Center 8 AM to 6 PM Monday through Thursday, and Fridays from 8:45 AM to 11:45 AM [IIB-17 [SCC Tutoring](#)]. In spring 2017, 2,829 hours of tutoring were provided, compared to 967 hours in spring 2015, an almost 300 percent increase in services [IIB-18 [SCC Tutoring Usage](#)]. Students taking classes at the Beale Air Force Base Outreach Center are referred to the Marysville Campus for tutoring services.

Drop-in mathematics tutoring is also available through the Hard Math Café at the Marysville Campus. It is open Monday through Friday from 8 AM to 4 PM [IIB-19 [Hard Math Café](#)]. The Café served 217 students during spring 2017, and according to the student survey, 100 percent students felt they received sufficient help in their course [IIB-20 [Hard Math Café Highlights](#)].

All tutors attend tutor training courses to ensure currency, quality, and depth of tutoring delivery (ENGL 40A/B or EDU 20); these courses assess SLO [IIB-21 [ENGL 40A SLO](#)]. Success rates of students using tutoring services is tracked and reflected upon in PRs [IIB-22 [WLDC Success Rates](#)]. During Commencement, students are asked to identify a program or an individual who positively impacted them the most, resulting in "Way to Go" Awards. Both the CSC and WLDC have received "Way to Go" Awards.

YC signed a contract with Tutor.com to provide online tutoring to our DE students and to expand access to tutoring beyond the centers' regularly scheduled hours [IIB-23 [Tutor.com agreement](#)]. Additionally, in fall 2017, the College purchased a subscription to over 40 online academic success workshops. Topics typically covered by librarians and tutoring center staff, such as improving information literacy, reading and writing strategies, critical thinking skills, and avoiding plagiarism, are covered by this resource [IIB-8 [Online Student Workshops Flyer](#)].

Additional learning support includes Math Boot Camps, embedded tutoring, and specialized programs and services provided by DSPS, EOPS, and CARE (see IIC). All participate in the PR process, which allows for opportunities for reflection and program-level assessment, dialogue, and improvement.

Analysis and Evaluation

YC supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. The Library offers access to online databases, print collections, computers, reserve textbooks, and study rooms, as well as the ability to develop and support information literacy.

The CSC offers in-person and online tutoring for mathematics and other content classes in the form of scheduled collaborative learning sessions and drop-in mathematics tutoring. The WLDC offers drop-in tutoring for writing assignments, as well as one-on-one and group appointments. They also offer technology assistance and ESL support.

The College supports student learning and achievement through its libraries and Resource Centers by providing a wide variety of learning and information resources with ample holdings in virtual and traditional formats. Librarians support the educational goals of students offering direct and individual group instruction on research and information literacy.



II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

YC policies, practices, and procedures demonstrate reliance upon the appropriate expertise of faculty, including librarians, and other learning support services professionals. The institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the college mission.

Library

The College librarian is responsible for selecting library materials and relies on the appropriate expertise of subject-area faculty to ensure that the library supports college curriculum. Additional educational equipment and materials to support student learning resources can be requested by the librarian and other academic support programs through the PR process [IIB-24 [Library Program Review](#)].

The library acquires materials through the recommendations of faculty and literature review journals [IIB-25 [Material Suggestion Form](#)], [IIB-26 [GOBI interface](#)]. The overall philosophy is informed by the Library Materials Selection Policy [IIB-13 [Library Materials Selection](#)]. Each

semester, the library sends an email message to all faculty informing them of services and resources, while also seeking their assistance in building the library collection [IIB-27 [Welcome Library Services email](#)]. When considering which materials to collect, the librarian also keeps in mind reference queries and usage statistics. Statistics are created by the Integrated Library System and the electronic databases.

The library accepts donated books from students, staff, and community members [IIB-28 [Library Material Donation Form](#)]. Donated books are added to the collection as appropriate to fill in gaps in the collection. Monetary donations given to the library are handled by the Yuba Community College District Foundation [IIB-29 [Gift Donation Form](#)]. The library has the opportunity to use donated money to purchase materials for students by working with the Foundation.

The library assesses its educational equipment and materials both formally and informally. Surveys are sent to the faculty regarding periodical and online database needs to ensure that offered resources still meet student needs. Informal suggestions for library resources are accepted from college employees and students. For example, in spring 2017, the library staff evaluated student use of tablet computers and, based on this evaluation, recommended the purchase of additional laptops instead [IIB-30 [Staff Memo](#)]. Consequently, four laptops were added for student use.

Selection of equipment to support student learning is handled with the assistance of the IT department. The IT department follows its Master Technology Plan for equipment and services [IIB-31 [YCCD Technology Plan](#)]. Requests for equipment are made through the IT Request Form [IIB-32 [IT Request Form](#)]. This includes supporting software resources, such as Kurzweil (text-to-speech software) purchased for DSPS and ESL students, and computer laptops available for students to check out from the library. Copier and printers available to students in the library are maintained jointly by IT and Tozier's Vending Services [IIB-33 [Tozier's Vending Contract](#)], and the library staff calls in maintenance issues to enable continued student usage.

Other Learning Support Services

Tutoring services also rely on appropriate expertise of faculty and staff to select and maintain its educational equipment and materials. For example, Kurzweil (text-to-speech) software was added to the WLDC computers to serve DSPS and ESL students by extending their reading range and enabling them to proofread their own papers [IIB-34 [Kurzweil](#)]. All materials selected and maintained by the WLDC are assigned by instructors and are used both by students and tutors as evidenced in TutorTrac reports [IIB-35 [WLDC Textbook Report](#)]. Additionally, through BSI funding, WLDC staff purchased new titles and replenished popular titles for the Townsend Developmental Reading program [IIB-36 [BSI Meeting Minutes #1](#)]. Topical tip sheets are created by staff using staff expertise in grammar, rhetoric, and technical writing; these sheets are modified from time to time based on observed student needs.

Based on identified need, in fall 2016, staff at Sutter County Center applied for and received \$5,500 worth of laptops for tutoring services [IIB-37 [BSI Meeting Minutes #2](#)].

Analysis and Evaluation

At YC, student learning needs are identified by support staff and instructional faculty. To support student learning, library and learning support offers library materials, additional resources, and supplemental instruction to improve learning and success. Evidence of such support is seen through usage statistics for library and learning support services, and collaboration resulted in new resources for students such as in-house online tutoring, Kurzweil software for DSPTS and ESL students, and laptops that students can check out from the library to complete coursework off campus. Through reliance on appropriate faculty and staff when selecting and maintaining educational equipment and materials, the library and other learning support services help advance the college's mission to provide quality programs and services.



II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

YC effectively evaluates library and other learning support services to assure their adequacy in meeting identified student needs. PR provides an opportunity to reflect on program contribution to student learning by analyzing strengths as well as areas where improvement is warranted [IIB-24 [Library Program Review](#)], [IIB-38 [CSC Program Review](#)]. Whenever possible, improvements are made using existing resources by improving efficiency, engaging in professional development, or reprioritizing funds allocated in the annual budget; in other cases, changes require additional resources which can then be requested through the PR and annual updates.

Library

The library evaluates its services and resources to align with its own and the College's mission and vision statements and to make sure that the needs of students and faculty are being met. Information is gathered through gate count, database use, surveys, and statistics [IIB-39 [Sutter Library Survey](#)]. Library statistics are created by the Integrated Library System and electronic databases. Additionally, library staff meet informally to evaluate needs and find timely solutions to best serve students [IIB-40 [YC Library Meeting](#)]. Every semester, the library assesses its SAO to evaluate its contribution to student learning [IIB-41 [Library SAOs](#)].

The library offers a one-credit online course for students, LIBSCI-1 (Basic Research Skills) [IIB-42 [LibSci-1 Catalog Listing](#)]. SLO are assessed each semester to make sure the course is meeting the needs of students and to see where possible improvements may be made [IIB-43 [LibSci 1 Course SLOs](#)].

Librarians offer faculty-requested instruction for students in classes connected to specific research assignments. Librarians offer instruction in various classrooms and the library lab.

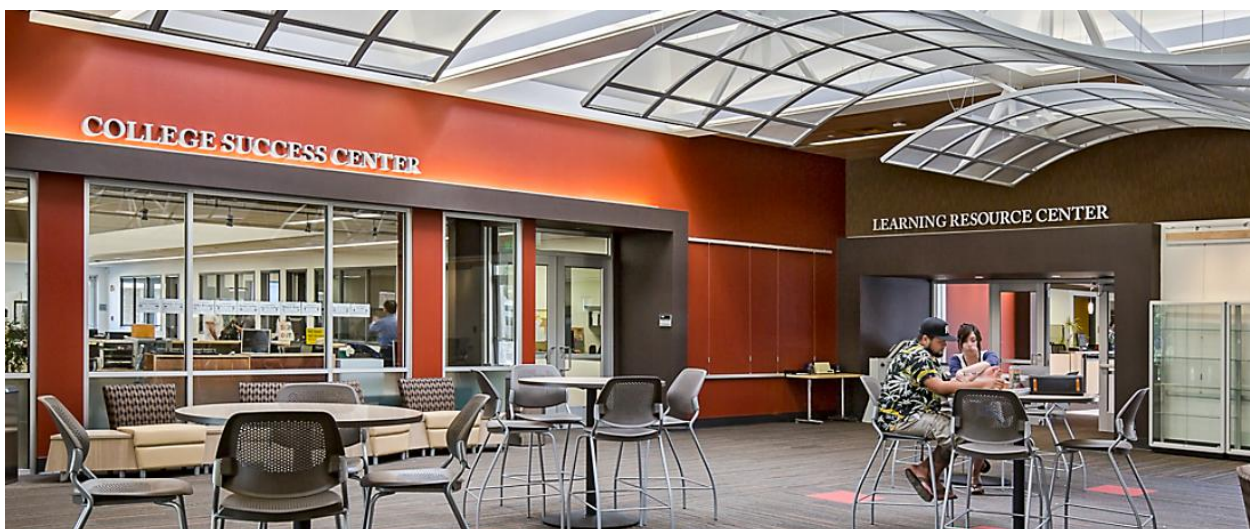
Instruction is given at both the Marysville and Sutter campuses. Both instructors and students have an opportunity to assess the effectiveness of these sessions in an online survey [[IIB-44 Library Workshop Student Follow Up Survey](#)]. The library also offers one-on-one appointments for students required to complete research papers as part of coursework. These consultations last 30 minutes and also include a survey to assess how well the consultation supported students in learning and completing coursework. Changes are incorporated based on student feedback.

Other Learning Support Services

Tutoring services are regularly evaluated for their efficacy, both formally and informally. SAO are assessed every semester and action plans are proposed based on the results. In addition, the CSC and WLDC administer a variety of student surveys [[IIB-45 CSC Survey](#)], [[IIB-46 WLDC ESL Book Group Survey Analysis](#)]. The WLDC further uses essay evaluations of the WLDC from tutors taking the tutor training courses ENGL 40A and 40B. There is also a "Suggestion Box" in the WLDC. These instruments are used to make improvements in supporting student success. For example, based on comments, the WLDC adopted the use of "drop-in tutoring" signs to better help tutors identify students who needed tutoring, versus those who simply wanted a quiet place to study. The Hard Math Café conducts student surveys every semester, in addition to usage statistics. In spring 2017, 100 percent students felt they received sufficient help [[IIB-20 Hard Math Café Highlights](#)]. The CSC hours were expanded to allow students attending classes on campus access to in-person tutoring. Summer Math Boot camps are evaluated based on student pre-tests and post-tests [[IIB-47 BSI Meeting Minutes #3](#)].

Analysis and Evaluation

The Library, Sutter County Center, CSC, and WLDC all participate in PR, which is their primary mechanism for evaluating and ensuring adequacy in meeting student needs. As part of the process, SAO and CSLO are also reviewed and reported. Requests for resources are made based on the assessment and evaluation component of the PR. Feedback from PR is incorporated in the subsequent reviews. Additionally, service area personnel make continuous improvements based on daily interactions with students and incorporate feedback from a variety of annual and bi-annual surveys.



Yuba College Library



II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Library

The College regularly takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. Since YC offers library and learning support directly to students, it assesses the effectiveness of contractual agreements for resources that supplement local services.

The library contracts with library service providers, such as information and service resources [IIB-33 [Toziers Vending Contract](#)], [IIB-48 [Polaris Contract](#)], [IIB-49 [Ebsco Invoice](#)]. These services provide the necessary structures and resources to allow the library to function properly in its goal of serving students and faculty. The library and IT staff make routine assessments of computers, printers, copiers, and Polaris, the integrated library system [IIB-50 [District Librarian Meeting](#)].

The library also participates in interlibrary loan, with the assistance of the global library cooperative Online Computer Library Center, or OCLC [IIB-51 [OCLC Account](#)]. These services are evaluated by library staff to ensure they continue to expand access to students and faculty needing resources outside the library's local and electronic collections.

Subscription databases, which include periodical and ebook resources, are purchased through a joint CCC purchasing system, the Community College Library Consortium [IIB-52 [CCL Renewal List](#)]. The consortium evaluates resources before they are offered through the joint purchasing program, and YC evaluates the resources locally to ensure they continually meet the needs of student learning. Evaluation includes reviewing data, such as usage and feedback on the effectiveness of the resources by students and faculty.

Other Academic Support Services

Academic support services also evaluate resource needs through program review and informal, daily interactions with students and faculty. YC contracts with Tutor.com to provide online tutoring [IIB-23 [Tutor.com Agreement](#)]. This service was first offered in March 2017 and is assessed through the usage statistics [IIB-53 [Tutor.com Usage Report](#)]. Other resources, such as TutorTrac (tutor tracking software), are evaluated by local staff informally to ensure they continually meet the needs of student learning and achievement.

Similar to the evaluation of in-house resources and services described in section II.B.3, when the College relies on or collaborates with other institutions or other sources for library and other learning support services, these services are evaluated both formally through the program review process and informally during staff meetings and daily interactions in the library.

Analysis and Evaluation

Library agreements with other institutions are documented and adequate for the institutions' purpose. Other agreements and contracts maintained by the library provide economies of scale, maintenance for systems, and security for the collection. The library is a member of the OCLC, which is used for broader interlibrary loan options and for shared cataloging services. The library, Sutter County Center, CSC, and WLDC regularly evaluate all of their services through PR, which connects these programs to the College's larger IP efforts. The IT department's network security measures protect the library and support service computers against cyber threats.



Evidence Cited

- IIB-1 [Library Mission](#)
- IIB-2 [Reserve \(Item Records\) collection](#)
- IIB-3 [Polaris Statistics Screenshot](#)
- IIB-4 [Online Databases page](#)
- IIB-5 [Library Website](#)
- IIB-6 [Faculty Services](#)
- IIB-7 [Research Consultation Request](#)
- IIB-8 [Online Student Workshops Flyer](#)
- IIB-9 [Student Equity Receipt](#)
- IIB-10 [Reserve Request Form](#)
- IIB-11 [Polaris Catalog](#)
- IIB-12 [Circ Stats 2016-17](#)
- IIB-13 [Library Materials Selection](#)
- IIB-14 [CSC Webpage](#)
- IIB-15 [CSC and WLDC FTES](#)
- IIB-16 [WLDC Webpage](#)
- IIB-17 [SCC Tutoring](#)
- IIB-18 [SCC Tutoring Usage](#)
- IIB-19 [Hard Math Café](#)
- IIB-20 [Hard Math Café Highlights](#)
- IIB-21 [ENGL 40A SLO](#)
- IIB-22 [WLDC Success Rates](#)
- IIB-23 [Tutor.com agreement](#)
- IIB-24 [Library Program Review](#)

IIB-25 [Material Suggestion Form](#)
IIB-26 [GOBI interface](#)
IIB-27 [Welcome Library Services email](#)
IIB-28 [Library Material Donation Form](#)
IIB-29 [Gift Donation Form](#)
IIB-30 [Staff Memo](#)
IIB-31 [YCCD Technology Plan](#)
IIB-32 [IT Request Form](#)
IIB-33 [Toziers Vending Contract](#)
IIB-34 [Kurzweil](#)
IIB-35 [WLDC Textbook Report](#)
IIB-36 [BSI Meeting Minutes #1](#)
IIB-37 [BSI Meeting Minutes #2](#)
IIB-38 [CSC Program Review](#)
IIB-39 [Sutter Library Survey](#)
IIB-40 [YC Library Meeting](#)
IIB-41 [Library SAOs](#)
IIB-42 [LibSci-1 Catalog Listing](#)
IIB-43 [LibSci 1 Course SLOs](#)
IIB-44 [Library Workshop Student Follow Up Survey](#)
IIB-45 [CSC Survey](#)
IIB-46 [WLDC ESL Book Group Survey Analysis](#)
IIB-47 [BSI Meeting Minutes #3](#)
IIB-48 [Polaris Contract](#)
IIB-49 [Ebsco Invoice](#)
IIB-50 [District Librarian Meeting](#)
IIB-51 [OCLC Account](#)
IIB-52 [CCL Renewal List](#)
IIB-53 [Tutor.com Usage Report](#)

STUDENT SUPPORT SERVICES



II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

YC regularly evaluates the quality of student support services at all three of its campuses. The College's PR cycle [IIC-1 [Service Area Outcomes & Assessment Handbook \(SAO's\)](#)] and the IP for BSI, SE, and SSSP are the primary methods used to evaluate student support services. Student Services faculty and staff are assigned at the main campus and two centers to ensure all students receive the needed service. In addition to staffing, YC also evaluates the quality of student support services at all location. On a yearly basis, each student services department evaluates SAO [IIC-2 [SAO Student Service ppt](#)] regardless of location or means of delivery (including DE). While the PR Committee establishes the general policies, timelines, cycles, and documents for all units on campus, the Academic Senate and College Council are specifically tasked with the oversight and validation of the review process for all student services units [IIC-3 [Program Review policies timelines and evaluation cycles](#)].

To successfully advertise campus services, all incoming students receive the Student Handbook, which includes descriptions that help them enhance student learning. DE students are given downloadable access to the New Student Handbook online [IIC-4 [Online Access to Student Planner on Website](#)]. The YC 2017-18 Catalog also describes the ways that DE students can access student services programs [IIC-5 [Catalog Pg18](#)].

Evaluation is part of our ongoing process to improve college services that support student learning at YC. The SAO represent the agreed-upon expectations in our service areas, which include student services with regard to program quality, customer and student satisfactions, efficiency, and resource stewardship. SAO are observable, specific, and measurable to represent YC's mission and commitment to meeting the diverse educational needs of our community. SAO are part of the ISLO set by the district and are part of an ongoing cycle that represents our commitment to continuous quality improvement. SAO, in conjunction with SLO, allow our students to successfully enter their future roles as transfer students, employees, and citizens of an ever-changing world.

The EOPS and CalWORKs departments utilize SAO and departmental surveys to better serve students. As an example, the EOPS program conducted a survey in spring 2015. The survey results were used to make several changes that were implemented fall 2015. At the time, students indicated that 8 AM to 2PM and Fridays were optimal times to schedule an appointment with a counselor. Adjunct counselors were scheduled during those times to provide additional

appointments. Additionally, the survey indicated that students wanted to make their appointment via telephone, and changes were made to allow for that [IIC-6 [EOPS/CARE Survey](#)].

The Office of Student Success and Institutional Effectiveness also evaluates the quality of student support by conducting an annual student survey that evaluates satisfaction with all aspects of the College, including student recognition of, usage of, and satisfaction with student support services [IIC-7 [Graduation Survey Results](#)]. Furthermore, student services departments, such as EOPS, CARE, California Work Opportunity and Responsibility to Kids (CalWORKs), DSPS, and Testing conduct their own student surveys to assess student satisfaction with the quality of their services in support of student learning [IIC-8 [CalWORKs Survey](#)], [IIC-9 [Testing Center Student Survey](#)], [IIC-10 [Survey from EOPS](#)].

YC also participated in the Aspen Institute College Excellence review program to evaluate and improve efforts to advance student services and student success. The feedback report was based on information gleaned from extensive document review, significant data analysis, and in-person site visit interviews conducted in April 2016 for self-evaluating evidence [IIC-11 [ASPEN Report](#)]. Through the self-assessment process, the College was able to identify continuous improvement plans and improved the quality of services as demonstrated in Table 21.

Table 28
II. C. 1-2 Student Services Assessment

Area of Need	Completed Efforts	Strategies Used
Modernize services delivery avenues to better serve students.	Upgraded SARs to eSARS. This effort allows all students to schedule online appointments for services areas. Purchased webcams for all departments to increase online services.	Established updated service delivery goals amongst all student services departments and provided intense IT support to transition to upgraded software.
Increase data accessibility for assessment of service delivery.	YC leaders used data to examine student success data. A consultant was hired to build dashboards to improve accessibility to data.	Student services department addressed student satisfaction survey and created action plans to address student data.

Analysis and Evaluation

The College regularly assesses and reviews student support services through program and service area reviews and other evaluation methods. PR is aligned with the EMP, and this alignment ensures that student support services support student learning and enhance the accomplishment of the mission of the college. YC student services offer many comprehensive programs that support students and assist them with attaining their educational goals. Student services assists students throughout their education to ensure they feel supported and valued while attending YC.



II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

YC is committed to continuously improving its student support programs and services. It identifies and examines student assessment outcomes and provides appropriate student support services and programs to maximize the positive educational outcomes for its students. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes [IIC-12 [SAO Handbook](#)].

SAO have been a major focus for the College in the last several years, and the institution has made a concerted effort to encourage authentic development and assessment of SAO. Significant improvements have been made, and SAO are assessed cyclically to ensure progress.

For example, through development of the SAO, the Counseling Department identified the need to implement the mental health support program, Kognito, offered through the CCCCCO. Kognito is an interactive online simulation program designed to educate faculty and students about best practices in supporting (1) students who struggle with psychological distress, including depression and suicidal ideation; (2) LGBTQ students struggling due to harassment or exclusion; and (3) student veterans facing challenges in adjusting to college life. By the end of spring 2017, 99 workshops had been completed successfully by students and 49 had been successfully completed by faculty and staff. As it was the baseline year, the College continues to work on implementing the program [IIC-13 [Counseling SAO](#)].

The Office of Student Success and Institutional Effectiveness worked in collaboration with the Student Services Division to offer substantial training opportunities, ranging from understanding theoretical approach to SAO assessment to the technical aspects of data entry. These trainings are regularly well attended, and participants indicate they find them helpful [IIC-14 [Agenda from Student Services managers meeting](#)].

Upon identifying and completion of program assessments, all student services departments meet to discuss assessment results and evaluate outcomes to continuously improve student support programs. After the assessment of results and evaluations, program initiatives are identified, planned, and prioritized for the upcoming year. The student services management group has aligned SAO assessment with the PR cycle. In addition, the College has been successful in having at least one SAO assessed in all student services departments [IIC-15 [Program Review Cycle](#)].

SAO also contribute to efforts to devise and implement improvement plans. Examples of program improvement based on learning assessments include the following:

- In 2015, the CalWORKS program implemented an online survey and received a 6 percent student response rate; in spring 2017, as part of SAO for the department, a paper survey was conducted and 73 percent of CalWORKS students completed the survey. The survey results determined that CalWORKS was having a difficult time working with the Department of Social Services for payment of books for the semester. Because of survey results, CalWORKS has a strengthened partnership with the Department of Social Services and has a Social Worker on campus at peak times to better facilitate book purchases.
- One of the most significant concerns identified in the Counseling Department's PR has been the need for tenured counselors. As a result of the SSSP Counselor positions that were hired not being tenured, the Counseling Department experienced significant turnover, which, in turn, created a lack of continuity in services. Through collaboration with the administration of the college and the district, the department was successful in obtaining three additional tenured counseling positions in spring 2017 [IIC-16 [BOT Personnel Consent Agenda for SSSP Counselors](#)].
- The Upward Bound program must submit an Annual Performance Report. The Department of Education uses the information conveyed in the report to assess a grantee's progress in meeting its approved goals and objectives and to evaluate a grantee's prior experience in accordance with the program regulations. The report covers 12 months of the previous year, and has 66 reportable fields. Furthermore, the Upward Bound program is required to track students for six years after they leave the program and report information about the students' post-secondary education [IIC-17 [Upward Bound Program Review](#)].

The College assesses services for students when community events impact them. For example, as a result of mandatory evacuations in Sutter and Yuba Counties in mid-February 2017, YC made the decision to assist students returning to their homes and to the College. A steering committee was quickly formed to provide a food pantry for students who used their finances during the evacuation for hotel rooms and other expenses. Dusty's Pantry served over 350 students during a four-month period. The food pantry is available Monday to Thursday 11AM to 3 PM. If they need a snack, a peanut butter and jelly sandwich is available daily [IIC-18 [Dusty's Pantry](#)], [IIC-19 [Dusty Pantry's Email to Campus Community](#)].

The student support services programs have also been working on increasing learning outcomes by collaborating with instructional faculty to fully implement an electronic Early Alert tool [IIC-20 [Early Alert Web Page](#)], [IIC-21 [Early Alert Academic Senate Report](#)], [IIC-22 [BSI Early Alert email to Faculty](#)]. The Early Alert report is processed by the Counseling Department, which works in collaboration with DSPS, EOPS, CARE, and CalWORKS to identify and assess educational progress. Program staff and counselors meet with students to review educational progress and campus engagement activates and provide the needed services to achieve

educational outcomes. Counselors discuss success strategies, study skills, and/or tutoring options with students to create plans for addressing progress issues.

The Student Services division also assesses service data during division meetings, department meetings, managers' meetings, and state initiatives workgroups meetings. The forums are used to examine and discuss student services outcome data and student needs [IIC-23 [Student Services Division Meeting see slide 7](#)].

To further evaluate student needs, the College conducts an annual Graduation Survey, which provides the services areas data to help improve service satisfaction. Survey findings, for example, led to the improvement plan for Wi-Fi in the student services building [IIC-24 [Graduation Survey](#)].

Analysis and Evaluation

To provide for continuous improvement and ensure appropriate student support and services to its diverse student population, the College identifies and assesses learning support outcomes and uses assessment data to make methodological changes and improvements. The systematic program assessment provides the College with the opportunity to assess learning and student outcomes in order to improve. The cyclical nature of PR and annual review and preparation of the IP enable the College to use assessment data to continuously improve student support programs and services. SAO assessment and PR have been effective tools for programs to analyze assessment data and connect resource allocations needed for improvement of support services. Programs have established student assessment outcomes and assessment mechanisms and have used assessment results to improve services.



While the College meets this Standard, it recognizes that there are opportunities to improve the quality of SAO and ensure that data are accurately reported and meaningful. The SLO Committee is working with all student support programs to ensure SAO are of a high quality so changes made from assessment are impactful. The QFE identifies an outcomes project (Project #1) with four action project goals.



Additionally, the College will work to improve the learning outcomes assessment process at all levels, including within the service areas, as identified in the QFE (Project #1). This will provide more useable data on student achievement that can drive continuous quality improvement at the course, program or service area, and institutional levels.





II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College utilizes F2F, email, and phone delivery methods to provide equitable access to its comprehensive student services, as summarized in Table 22.

*Table 29
II.C-2. Yuba College Service by Location and Delivery Mode*

Service	Marysville Campus	Sutter County Center	Beale	Online	Phone
Service	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Admissions and Records	Yes	Yes	Yes	Yes	Yes
Assessment and Testing	Yes	Yes	Yes	Information available online	Yes
Bookstore	Yes	Yes	Information available online	Yes	Yes
California Work Opportunity and Responsibility to Kids (CalWORKs)	Yes	Referred to Marysville Campus	Referred to Marysville Campus	Yes	Yes
Career Center	Yes	Referred to Marysville Campus	Referred to Marysville Campus	Yes	Yes
Counseling	Yes	Yes	Yes	Yes	Yes
Disabled Students Programs and Services (DSPS)	Yes	Proctoring only	Proctoring only	Yes	Yes
Extended Opportunity Programs and Services (EOPS)	Yes	Yes	Information available online	Yes	Yes
Financial Aid	Yes	Yes	Yes	Yes	Yes
Health Services	Yes	Directed to provider	Directed to provider	Information available online	No
International Students	Yes	Referred to Marysville Campus	Referred to Marysville Campus	N/A	Yes
Scholarships	Yes	Yes	Yes	Yes	Yes
Student Outreach	Yes	Yes	Yes	Yes	Yes
Transfer Center	Yes	Referred to Marysville Campus	Referred to Marysville Campus	Yes	Yes
Tutoring	Yes	Yes	Referred to Marysville campus and online	Yes	
Upward Bound	Yes	Yes	N/A	N/A	N/A
Veterans Center	Yes	Referred to Marysville Campus	Referred to Marysville Campus	Yes	Yes
Workshops for Student Success	Yes	Yes	Referred to Marysville Campus and online	Yes	No

The College provides access to information about its courses, academic programs, and services through a variety of methods, including the schedule of classes and the Catalog (disseminated in print and online formats), brochures, and its website [IIC-25 [College catalog](#)], [IIC-26 [Schedule of Classes](#)].

Further, the 2017-18 Catalog clearly describes the ways that DE students can access student services programs [IIC-27 [Catalog pgs14 and 16-18](#)].

YC offers tutoring through tutor.com for DE students. Tutor.com provides access to live tutoring services 24 hours a day, 7 days a week in many different subject areas [IIC-28 [Tutor.com Online Tutoring Info](#)]. Other student services areas offered are online student orientation [IIC-29 [Online Orientation Access](#)], online student success workshops to ensure students have equitable access to student success materials [IIC-30 [Online Student Workshops Flyer](#)], and by-phone services such as counseling. The Student Information System allows students to add and drop classes, check grades, order transcripts, view available courses, obtain placement test results, look up their financial aid status, pay tuition and fees, view their schedule and enrollment date/time, and register for classes [IIC-31 [Webadvisor Student Account System](#)].

Additionally, examples of recent efforts include the following:

- The student services staff visited local high schools to provide information to students about postsecondary options, assist students in completing the online application process, and coordinate matriculation of high school seniors, including taking the assessment test, attending a two-hour orientation to develop an abbreviated student educational plan, and taking a campus tour [IIC-32 [Quick Reg Flyer](#)]. The Assessment Office sends a representative to facilitate placement testing at high school sites.
- Essential student services departments maintain evening hours to better serve working populations: Assessment, Counseling, Financial Aid, Admissions and Records, and EOPS. The hours for these services for each site are posted online.
- Textbooks may be purchased or rented on-campus, online, or via mail [IIC-33 [Online Bookstore](#)], [IIC-34 [On-campus Bookstore](#)].
- The library provides an electronic repository of books [IIC-35 [Electronic Repository of Books and Research Materials](#)] and access to research materials. Textbooks are held on reserve for many courses [IIC-36 [Text Books Reserves](#)].

Training and resources are provided to faculty to help them improve their support of students with disabilities. During Convocation, DSPS staff provide an annual training along with other student services staff about resources available to faculty to support students. DSPS staff also send out short electronic trainings periodically throughout the year [IIC-37 [DSPS Short training](#)]. Faculty with deaf or hearing-impaired students are reminded through memos to use films with closed captioning [IIC-38 [DSPS Memo Deaf-Hard of Hearing Student](#)], [IIC-39 [DSPS Email about captioning](#)]. DSPS staff also attend weekly Counseling Department meetings to collaborate and address concerns. They work with community agencies to host an on-campus annual

Disability Awareness Day promoting greater understanding of disabilities among the general college population [IIC-40 [Disability Awareness Day](#)].

Analysis and Evaluation

YC meets the standard by ensuring equitable access to all its students by having the student services departments offer comprehensive and reliable F2F or phone services. Equitable online tutoring services, student success workshops, and Canvas technology rigorously adhere to Americans with Disabilities (ADA) accessibility requirements of both the Federal 508C legislation and the User Agent Web Accessibility Initiative. Support for students with disabilities is further enhanced by DSPS training of faculty and staff in the development and online posting of ADA-compliant documents.



II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

YC's co-curricular and athletic programs support the College's mission by exposing students to the varied activities of higher education and encourage development of student interests and talents. These experiences are designed to enhance and broaden learning experiences of students. Co-curricular activities are primarily sponsored by instructional programs, student services, and the Associated Students of Yuba College. These activities support student engagement and further the achievement of the mission [IIC-41 [Yuba College Mission](#)].

To further the mission, the College offers campus activities, field trips, a variety of educational programs and opportunities for involvement outside the classroom that contribute to the social dimension of the learning experience.

Campus Life assists college clubs in the planning of educational, social, and cultural activities. The College has 21 student clubs structured around a specific interest and these on and off campus activities contribute to students' cultural and educational experiences. Examples include the Associate Degree Nursing Club, Auto Club, Psychology Club, and Spanish Club, among others [IIC-42 [ASYC Clubs List](#)].

Further, events and programming enhance cultural and social awareness. For instance, the Spanish Club (Soy) organized Dia De Los Muertos and Cinco De Mayo celebrations on campus, and visited 4-year universities as well as museums for a variety of cultural events [IIC-43 [Soy](#)

[2014 a 2016](#)]. The goal of the YC Literary Arts Club serves as a form of outreach to students and the surrounding community to promote literacy, in addition to creating a space to meet and develop skills and craft in the literary arts [IIC-44 [Literacy Club](#)]. Curricular connectedness is enhanced since each club requires a Faculty Advisor (a faculty or a staff member).

Co-curricular activities are also organized by campus faculty to ensure students and faculty are given the opportunity to explore culture and diversity within the campus community. These activities complement the curricular mission to provide a "worldwide" education to the campus community [IIC-45 [Crossing Borders Building Bridges](#)].

The Associated Students of Yuba College are organized and recognized as a represented body to participate in shared governance for all YCCD students. Associated Students of Yuba College participation offers students development and engagement opportunities through leadership, community service, social interaction, and the development of individual attitudes and values [IIC-46 [YC Council COR](#)], [IIC-47 [AP 5400 Associated Students](#)].

All student clubs follow the Associated Students of Yuba College Constitution [IIC-48 [ASYC Constitution](#)], By Laws [IIC-49 [AP 5400 ASYC Bylaws](#)], Finance Code [IIC-50 [AP 5420 ASYC Finance Code](#)], and Election Code [IIC-51 [AP 5410 ASYC Election Code](#)]. These governing documents are consistent with college policies and administrative regulations as well as the California Education Code.

The YC Athletic Program is operated by the district and governed by the Athletic Code of the Community College League of California (CCLC) and Constitution of the Bay Valley Conference, Northern California Football Association [IIC-52 [AP 5700 Athletics](#)].

Participation in co-curricular and athletic activities is treated as a retention intervention to increase persistence. Standards of integrity for the athletic program are evaluated by an external PR, which is conducted by members of the Bay Valley Athletic Conference. The last PR of college athletics occurred April 30, 2014 [IIC-53 [External Program Review Report](#)]. The follow-up report and action plan review is set to occur spring 2019.

YC offers sports for men and women in Soccer, Basketball, Track & Field, Men's Baseball and Football, and Women's Volleyball and Softball. The athletics program meets its obligation to participate in the Equity in Athletics Disclosure Act (EADA) survey annually [IIC-54 [EADA Posted report](#)]. The data used and survey results are posted on the athletic department website. The process of collecting the data also serves as an ideal opportunity to analyze the financial state of the sport programs. The College meets all required components of the Title IX Program.

Monthly department meetings are conducted, and review of all athletics is discussed and evaluated [IIC-55 [HPE Student Retention Meeting Minutes 16 May 2017](#)]. Action plans are developed, with input from the staff and faculty whenever appropriate. The PR on TracDat is maintained year-round, and purchases and program needs are updated and added as needed [IIC-56 [HPE Program Review](#)]. The PR and annual update serve as a valuable organizational process for prioritizing equipment and program needs.

The Office of Student Success and Institutional Effectiveness longitudinal study found that student athletes have higher rates of transfer to 4-year institutions, as well as equal, if not higher, graduation rates as compared to non-athletes [IIC-57 [Athletic Student Transfer Data](#)].

Analysis and Evaluation

The co-curricular and athletic programs attract, engage, and motivate YC students to achieve educational goals. These co-curricular and athletic programs, policies, and integrity are aligned with the YC mission to enrich the learning environment. The College recognizes that important learning occurs beyond the classroom. Co-curricular programs provide students with leadership opportunities and promote the social, cultural, and personal development of students. YC takes responsibility for the control of extra-curricular programs through the PR process, in addition to external review mechanisms that provide additional assessment and improvement opportunities to ensure the best possible experiences for students.



II.C. 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Counseling Services and Programs

YCCD ensures that counseling and academic support services are provided to students [IIC-58 [Administrative Procedure 5110](#)].

Counseling and advising services are provided through a wide range of delivery methods to ensure that students receive timely, useful, and accurate information. Counseling modules include individual appointments, group appointments, drop-in advisement, workshops, class visitations, and student development courses [IIC-59 [Counseling Website](#)].

Workshops and in-class presentations on a wide variety of mental health issues are presented at both campuses. DSPS, EOPS, and VRC provide support services for students who qualify for services based on specific criteria [IIC-60 [Student Handbook Pgs16-21](#)].

The College supports counseling services, and designated counselors are focused on increasing the success rates through provision of counseling and mentorship to Latino students through the Puente program, African American students through the UMOJA program, veterans through the

VRC, and foster youth students through the Foster Youth Program [IIC-61 [Puente Flyer](#)], [IIC-62 [Umoja Flyer](#)], [IIC-63 [Foster Youth Program Flyer](#)].

The College provides a SSSP matriculation process that orients students to understand academic requirements in a timely manner. All new students are required to participate in an online orientation. Orientations include information about the programs offered by the college and requirements for completing these programs. The students then participate in a small group discussion led by a counselor and referred to by YC as "Group Counseling," to highlight the most significant information including timelines, graduation requirements, and transfer policies [IIC-64 [Group Counseling Presentation](#)].

Immediately following, new students meet with a counselor to discuss their specific educational goals, timelines, and develop an Abbreviated Educational Plan (AEP) [IIC-65 [Abbreviated Educational Plan](#)] that covers their first two semesters of coursework. Through the development of the AEP, students are provided relevant information about specific academic requirements that apply to educational goals.

All new students are highly encouraged to visit with a counselor by the end of their first semester to develop a Comprehensive Educational Plan (CEP) [IIC-66 [Comprehensive Educational Plan](#)]. The CEP provides comprehensive information about relevant academic requirements, including graduation and transfer policies. Counselors utilize a CEP Outreach Campaign to students who have completed 15 or more units but have not come in to complete a CEP. The outreach includes emails and phone calls to targeted students [IIC-67 [Comprehensive Ed Plan Outreach](#)] to increase the number of students with CEPs.

Counselors also provide weekly Student Success Workshops on targeted topics such as Making the Transition to College, Transfer Degree, Resources 101 & Important Calendar Dates, California State University Transfer Preparation, University of California Transfer Preparation, Test Taking Skills, Technology (Canvas, email, student portal, and mobile app), and Career Planning [IIC-68 [Academic Success Workshop](#)]. The workshops provide an opportunity for students to receive timely, useful, and accurate information about academic requirements and resources available to support them. This includes information about graduation and transfer through the Counseling 10 College Success course.

Students identified as being on academic or progress probation are provided targeted intervention to better ensure they are able to identify barriers to their success, know what support services are available to assist them in their academic success, know how they can be removed from probation status, and discuss progression towards their educational goals. They are required to attend a Student Academic Success Workshop and then meet with a counselor to develop an Academic Success Contract [IIC-69 [Academic Success Contract](#)]. The goal of a one-on-one meeting is to enable the counselor to inform students of academic resources on campus and in the community to support them like the WLDC, the CSC, among others. Outreach to students on probation is provided through letters, emails, student portal messages, and phone calls. Students on probation who do not complete the requirements experience a registration hold [IIC-70 [Academic Probation Website](#)].

YC provides counseling programs to support student development and success, and prepares counseling faculty and other personnel responsible for the advising function as demonstrated by consistent collaboration with stakeholders. Counselors are assigned to various departments across campus to serve as liaisons. This ensures that timely and relevant information from the academic departments is shared with the Counseling Department and vice versa [IIC-71 [Counselors Division Liaison Assignments](#)]. Counselors participate in a weekly department meeting [IIC-72 [Weekly Counseling Meeting Agendas and Minutes](#)] where liaisons are given opportunities to share specific academic information; targeted professional development is provided; and instructional faculty are also encouraged to share any significant updates in their program, as well as collaborate with counseling on specific issues. The Counseling Department meeting is an opportunity for ongoing dialogue amongst the team, faculty, and administration. Counselors also host a yearly High School Counselors Conference to ensure alignment and collaboration with K-12 partners. Counselors also serve as liaisons to local high schools. They attend career fairs, conduct classroom presentations, and collaborate with high school faculty to provide outreach to high school students [IIC-73 [High School Counselor Liaison List](#)], [IIC-74 [YC High School Counselor Symposium Agenda](#)].

Preparation of Faculty

Counseling faculty are appropriately prepared and trained to provide services for student success and offer counseling appropriate to the needs of the students served. They possess a minimum of a Master's degree. A number of counselors speak one or more languages in addition to English, including Farsi, Punjabi, and Spanish.

Counselors also actively participate in a variety of professional activities and attend conferences annually to keep current on legislative changes, transfer updates, and best practices in the discipline. Attendees at conferences regularly train the other counselors and staff on best practices at the weekly meetings [IIC-75 [Counselor attendance in conferences](#)].

Analysis and Evaluation

YC has processes and procedures in place to ensure students receive the needed services to support their development and educational success. Counseling and advising services are purposeful so students can understand their educational requirements. All incoming students are mandated to participate in orientation and comprehensive advising by certificated counselors through a variety of Student Services Programs including General Counseling, CALWORKs,



DSPS, EOPS, Transfer Center, and Veterans Center, which orients students to their programs of study and academic requirements to meet their educational goals. While the College meets this standard, it will continue to expand on technology for students to use self-services to map and assess degree and certificate progress.



II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16).

Evidence of Meeting the Standard

Admission policies and procedures are defined in BP 5010: Admissions & Concurrent Enrollment [IIC-76 [Board Policy 5010](#)] and AP 5010: Admissions [IIC-77 [Administrative Policy 5010](#)]. The policy states that the YC admits students age 18 or older, individuals possessing a high school diploma or equivalent, apprentices, and students under age 18 demonstrating ability to benefit from advanced scholastic or vocational work and who meet specified admission criteria [IIC-78 [Catalog 2017-2018 p. 24-26](#)]. These admission policies and procedures are consistent with the college's identity as an open-access community college and its mission to serve a diverse population of students by providing the opportunities and support to achieve their educational and career goals.

Prospective students apply for admission through CCC Apply, the statewide system for community college applicants [IIC-79 [CCC Apply website](#)]. Additional information is required for international students [IIC-80 [International Student Application](#)] and concurrently enrolled high school students [IIC-81 [Concurrently enrolled high school form](#)]. There are also a small number of specialized programs, like nursing, that have additional admission requirements as indicated in BP 5010.

YC defines pathways to degree completion, certificate completion, and transfer preparation. Requirements are published in the catalog [IIC-82 [Catalog 2017-2018 pp.52-62](#)] and on the website [IIC-83 [College Catalog Website](#)]. The Student Success Initiative has granted the College the means for improved assistance to students developing abbreviated or comprehensive SEPs through the counseling departments. These educational pathways assist students to complete degrees, certificates, and transfer goals. SEPs are also used to aid students with a pathway to completion [IIC-66 [Comprehensive Educational Plan](#)]. Eleven associate degrees for transfer were included in the 2016-17 catalog, with more in development; 16 associate degrees for transfer have received state approval as of fall 2017. These transfer degree programs help facilitate transfer to the CSU system.

Analysis and Evaluation

Compliance with Education Code and variety of college policies are consistent with the college mission and provide an equitable process for applying and admitting students into appropriate programs. This is achieved through options such as CCC Apply and in-person applications.



The Office of Admissions and Records reviews and processes all applications and directs new students to assessment, orientation, and counseling to ensure they are appropriately advised. While the College meets this Standard, it recognizes that its current advising module can be modernized to help students better track their pathways to degrees and transfer goals.



II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

As an open-access institution, YC does not administer admissions tests. Consistent with U.S. Department of Education regulations, the College administers ability to benefit (ATB) tests to determine Title IV financial aid eligibility for students who do not have a high school diploma and were enrolled in a program of study prior to July 1, 2012 [IIC-84 [ATB Testing Information](#)].

YC evaluated the statewide multiple measures recommendations and institutional data to align with state multiple measures placement [IIC-85 [CAI Agenda and Meeting Notes](#)]. Hence, YC has updated the Multiple Measures Placement instrument and is now using high school course completion and GPA as a placement instrument. The College is collecting data with the goal to assess the impact of the use of multiple measures in assessment and placement.

YC also uses the web-based Accuplacer assessment tests, which is on the CCCCO's approved list covering English, Reading, and Mathematics [IIC-86 [CCCCO Approved Assessment List](#)]. The Accuplacer tests are adaptive in as much as the sequence of test questions presented to each student varies as a result of responses offered to preceding questions. The benefit of employing such tests is that each individual institution is able to design its own placement rules based upon sound research practices. In 2014, the Assessment and Testing Office, in collaboration with the math faculty, established new cut scores and placement rules. A benefit to Accuplacer is that students are able to receive scores and placement recommendations immediately upon completion [IIC-87 [Accuplacer Placement Advising Form](#)].

The institution regularly evaluates placement instruments and practices at least every three years for the purposes of validating their effectiveness while minimizing bias. The Assessment and Testing Office in collaboration with English, Math, and ESL faculty are responsible for revalidating assessment instruments and placement processes and analyzes the effectiveness of placement tests on a more frequent basis. For example, the Assessment and Testing Office provides data about the relationship between mathematics placement scores and course success to the Mathematics division's retreat [IIC-88 [Math Department Meeting Minutes on Placement](#)], [IIC-89 [Math Placement Multiple Measures](#)].

Assessment instruments are administered at the main campus and two centers for the appropriate course sequences. The Assessment Center has a back-up paper assessment that is utilized if the computerized version is not accessible. Placement test policies, for longevity and retesting, are printed in the class schedule, and are available online [IIC-90 [AP 4237](#)]. Any student may request a challenge exam through the Assessment Center and with approval from the appropriate instructional division. A complete description of assessment tests is available in the class schedule each semester and online from the Assessment Website [IIC-91 [Assessment and Testing Website link](#)]. DSPS provide assessment accommodations for qualifying students.

The College validates placement systems according to the methods published in the CCCCCO's publication Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges [IIC-92 [Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges](#)]. The initial validation of a placement instrument requires an evaluation of test bias, including cultural and linguistic biases, in order for the instrument to be included in the list of approved instruments. The regular evaluation and revalidation of instruments and placement systems requires additional evaluation of biases, including an analysis of disproportionate impact.

Analysis and Evaluation

YC has developed a significant evaluation process to ensure admission and placement processes are unbiased. YC provides equal access to all students and reflects on the placement instruments and cut scores to ensure compliance with the CCCCCO policies and regulations. In addition, the Assessment and Testing Office conducts program review and SAO assessment to ensure continuous improvement of program practices and policies.



II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

YC secures and maintains student records permanently in accordance with its Records Retention Policy, defined in AP 3300: Retention and Destruction of Records [IIC-93 [AP 3300 Public Records](#)] and AP 3310: Records Retention and Destruction [IIC-94 [AP 3310 Records Retention and Destruction](#)]. The institution is required by law to follow Title V, Section 59023, for classifying documents for Records Retention/Destruction. All YC programs adhere to the California Code of Regulations listing the types of documents that must be maintained permanently and those that can be destroyed after a designated amount of time.

Records are stored in a secure area with limited access. Student records are kept in secure, locked file cabinets, as well as in a locked and fireproof storage container outside the office area. Student records on microfilm are located in a fireproof locked vault. In addition, Information Technology Services maintains electronic copies of all student records, and information is stored on redundant disks in a secure computer room. Backups are performed nightly [IIC-95 [AP 3720 Computer and Network Usage](#)]. The college complies with federal and state regulations for retaining and archiving student records. College offices are able to secure back-up files of student records through affiliation with outside agency databases (Athletic Commission, U.S. Department of Education, etc.) or by maintaining duplicate records on the department's computer programs (financial aid files, EOPS records, and Assessment).

Policies and procedures for confidentiality and the release of student records are defined in BP 5040: Release of Student Information [IIC-96 [BP 5040 Student Records](#)], which details how the college adheres to the Family Educational Rights and Privacy Act (FERPA) [IIC-97 [FERPA and Release of Student Information](#)]. Information about student directory information and the release of student information are published in the Catalog in the section “Student Directory Information Policy” [IIC-98 [Catalog p.45](#)]. General policies for the management and release of public records are defined in BP 3300 Public Records [IIC-99 [BP 3300 Public Records](#)] and AP 3300: Public Records [IIC-100 [AP 3300 Public Records](#)]. Policies follow California Government Code Sections 6250 et seq.

Electronic and imaged records are secured in the student information system. All are password protected, and security levels are set by employee classification and job duties. Students may access their password-protected student records, including their transcripts and placement results, via Colleague, the Student Information System.

Table 23 is a list of offices and record-keeping practices.

*Table 30
Standard II.C: Record Keeping Table*

EOPS/CARE	Paper records are kept for five years in a secure storage, then shredded.
Counseling	Student files are kept in locked file cabinets. SEPs are scanned and stored in Viatron with backup files on the campus share drive.
Transfer Center	The Transfer Center maintains records in a locked file cabinet at all times.
Veterans/International Student Programs	Files for both programs are maintained for four years and are kept confidential. Non-active files are kept for five years and secured.
Disabled Students Programs and Services (DSPS)	DSPS maintains student records in accordance with the Title V California Code of Regulations, Section 56008(c). In keeping with Yuba Community College District (YCCD) recommendations, DSPS maintains student records in perpetuity (hard copies of student files are kept for five years; thereafter, records are scanned and stored in an electronic format).
Financial Aid	Financial Aid paper records are stored in a locked cabinet for one year until they are scanned and entered into the computer program Viatron. Those paper records are then shredded.
Admissions and Records	Paper copies of student records are stored securely in a fireproof vault in Admissions and Records. In 2008, Admissions and Records began using the Viatron software to electronically file and secure student records. Prior years’ files are systematically scanned into Viatron.

Analysis and Evaluation

The College is committed to preserving the confidentiality and security of student records. Student records and confidentiality policies are communicated to campus offices and departments via staff meetings and the college website. Employees are trained to ensure understanding of Board policies regarding the appropriate use of confidential information each time they log onto the YCCD computer system.

Student data are protected by the student information system, and employee access is based upon administrative approval. Users complete the IT Authorization form to identify the access needed. An employee's level of access is determined at the time of hire and is based on the nature of the position. The IT supervisor automatically receives a ticket request, and the ticket must be approved by appropriate manager.



While the College meets this Standard, as many new employees have been hired, it will conduct additional trainings for faculty and staff on FERPA regulations and confidentiality requirements.



Evidence Cited

- IIC-1 [Service Area Outcomes & Assessment Handbook \(SAO's\)](#)
- IIC-2 [SAO Student services ppt](#)
- IIC-3 [Program Review policies timelines and evaluation cycles](#)
- IIC-4 [Online Access to Student Planner on Website](#)
- IIC-5 [Catalog Pg18](#)
- IIC-6 [EOPS/CARE Survey](#)
- IIC-7 [Graduation Survey Results](#)
- IIC-8 [CalWORKs Survey](#)
- IIC-9 [Testing Center Student Survey](#)
- IIC-10 [Survey from EOPS](#)
- IIC-11 [ASPEN Report](#)
- IIC-12 [SAO Handbook](#)
- IIC-13 [Counseling SAO](#)
- IIC-14 [Agenda from Student Services managers meeting](#)
- IIC-15 [Program Review Cycle](#)
- IIC-16 [BOT Personnel Consent Agenda for SSSP Counselors](#)
- IIC-17 [Upward Bound Program Review](#)
- IIC-18 [Dusty's Pantry](#)
- IIC-19 [Dusty Pantry's Email to Campus Community](#)
- IIC-20 [Early Alert Web Page](#)
- IIC-21 [Early Alert Academic Senate Report](#)

IIC-22 [BSI Early Alert email to Faculty](#)
IIC-23 [Student Services Division Meeting, Slide 7](#)
IIC-24 [Graduation Survey](#)
IIC-25 [College Catalog](#)
IIC-26 [Schedule of Classes](#)
IIC-27 [Catalog pgs14 and 16-18](#)
IIC-28 [Tutor.com Online Tutoring Info](#)
IIC-29 [Online Orientation Access](#)
IIC-30 [Online Student Workshops Flyer](#)
IIC-31 [Webadvisor Student Account System](#)
IIC-32 [Quick Reg Flyer](#)
IIC-33 [Online Bookstore](#)
IIC-34 [On-campus Bookstore](#)
IIC-35 [Electronic Repository of Books and Research Materials](#)
IIC-36 [Text Books Reserves](#)
IIC-37 [DSPS Short training](#)
IIC-38 [DSPS Memo Deaf-Hard of Hearing Student](#)
IIC-39 [DSPS Email about captioning](#)
IIC-40 [Disability Awareness Day](#)
IIC-41 [Yuba College Mission](#)
IIC-42 [ASYC Clubs List](#)
IIC-43 [Soy 2014 a 2016](#)
IIC-44 [Literacy Club](#)
IIC-45 [Crossing Borders Building Bridges](#)
IIC-46 [YC Council COR](#)
IIC-47 [AP 5400 Associated Students](#)
IIC-48 [ASYC Constitution](#)
IIC-49 [AP 5400 ASYC Bylaws](#)
IIC-50 [AP 5420 ASYC Finance Code](#)
IIC-51 [AP 5410 ASYC Election Code](#)
IIC-52 [AP 5700 Athletics](#)
IIC-53 [External Program Review Report](#)
IIC-54 [EADA Posted report](#)
IIC-55 [HPE Student Retention Meeting Minutes 16 May 2017](#)
IIC-56 [HPE Program Review](#)
IIC-57 [Athletic Student Transfer Data](#)
IIC-58 [Administrative Procedure 5110](#)
IIC-59 [Counseling Website](#)
IIC-60 [Student Handbook Pgs16-21](#)
IIC-61 [Puente Flyer](#)
IIC-62 [Umoja Flyer](#)
IIC-63 [Foster Youth Program Flyer](#)
IIC-64 [Group Counseling Presentation](#)
IIC-65 [Abbreviated Educational Plan](#)
IIC-66 [Comprehensive Educational Plan](#)

- IIC-67 [Comprehensive Ed Plan Outreach](#)
- IIC-68 [Academic Success Workshop](#)
- IIC-69 [Academic Success Contract](#)
- IIC-70 [Academic Probation Website](#)
- IIC-71 [Counselors Division Liaison Assignments](#)
- IIC-72 [Weekly Counseling Meeting Agendas and Minutes](#)
- IIC-73 [High School Counselor Liaison List](#)
- IIC-74 [YC High School Counselor Symposium Agenda](#)
- IIC-75 [Counselor attendance in conferences](#)
- IIC-76 [Board Policy 5010](#)
- IIC-77 [Administrative Policy 5010](#)
- IIC-78 [Catalog 2017-2018 p. 24-26](#)
- IIC-79 [CCC Apply website](#)
- IIC-80 [International Student Application](#)
- IIC-81 [Concurrently enrolled high school form](#)
- IIC-82 [Catalog 2017-2018 pp.52-62](#)
- IIC-83 [College Catalog Website](#)
- IIC-84 [ATB Testing Information](#)
- IIC-85 [CAI Agenda and Meeting Notes](#)
- IIC-86 [CCCCO Approved Assessment List](#)
- IIC-87 [Accuplacer Placement Advising Form](#)
- IIC-88 [Math Department Meeting Minutes on Placement](#)
- IIC-89 [Math Placement Multiple Measures](#)
- IIC-90 [AP 4237](#)
- IIC-91 [Assessment and Testing Website link](#)
- IIC-92 [Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges](#)
- IIC-93 [AP 3300 Public Records](#)
- IIC-94 [AP 3310 Records Retention and Destruction](#)
- IIC-95 [AP 3720 Computer and Network Usage](#)
- IIC-96 [BP 5040 Student Records](#)
- IIC-97 [FERPA and Release of Student Information](#)
- IIC-98 [Catalog p.45](#)
- IIC-99 [BP 3300 Public Records](#)
- IIC-100 [AP 3300 Public Records](#)

STANDARD III



Resources

HUMAN RESOURCES



III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Human Resource (HR) initiatives, hiring, and allocations are documented and evaluated through institutional planning that addresses short- and long-range needs for educational programs and services as part of a comprehensive process leading to continuing improvement of institutional effectiveness (IE) and academic quality throughout the College.

Hiring Qualified Administrators, Faculty and Staff

Yuba Community College District (YCCD) Human Resources Planning

The Yuba Community College District (YCCD) Human Resources (HR) Master Plan [IIIA-1 [HR Master Plan](#)] is a framework to comprehensively address all the HR services and functions in the institution, including the staff planning, performance management (evaluation), and professional development needs of the College. The HR Master Plan was designed and developed with four primary goals in mind: first, to provide District- and College-level services predictability and clear direction for establishing appropriate levels of staffing and staff support to effectively serve students; second, to create greater accountability between the District- and College-level staff; third, to promote greater efficiency in the HR planning and service delivery systems, which will allow the College's and District's services to more easily fill vacancies, forecast future needs, and conduct more effective performance management and professional development activities; fourth and finally, the YCCD HR Master Plan creates greater connectivity between the colleges and district services by fostering more effective communication and collaboration [IIIA-2 [5-18-2017 DCAS Minutes](#)].

The Office of Human Resources, in collaboration with the California Community College Chancellor's Office (CCCCO), Chancellor's Executive Team, and College leadership teams developed the framework of the YCCD HR Master Plan in the spring and summer of 2013. The four principle "pillars" of the Plan are:

- Equity and Diversity
- Staffing Planning

- Professional Development
- Personnel and Employment Relations Services

The *Equity and Diversity* chapter details the District's compliance with its legal obligations for equal opportunity employment. This chapter sets forth the District's Board-approved Equal Employment Opportunity (EEO) Plan, as well as its activities to promote diversity and inclusion throughout the institution and is the cornerstone for establishment of the District's Human Resources services.

The *Staffing Planning* chapter addresses the policies, practices, and protocols by which District- and College-level services conduct staffing. Local college planning drives local college staffing decisions. This chapter describes the framework through which staffing decisions are made by each College and the role of the Office of Human Resources in providing services and support for staffing planning processes within the District.

The *Professional Development* chapter addresses how the District identifies and cultivates core competencies for all employees—faculty, staff, and management—including the District's and each College's roles and responsibilities in staff development.

Finally, the *Personnel and Employment Relations Services* chapter outlines all the other Human Resource services the Office of Human Resources provides to the District and each College within the District. This chapter serves as a “User’s Manual” to clearly identify and explain how to effectively access the myriad HR functions.

District and College criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. The criteria and qualifications for the selection of personnel are set forth in the YCCD HR Master Plan. The criteria are consistent with the minimum qualifications for employment, as set by the California Community College (CCC) Board of Governors [IIIA-3 [California Community Colleges Minimum Qualifications for Faculty and Administrators](#)].

The Office of Human Resources technical staff works collaboratively with the College leadership teams to maintain and ensure strict compliance with the state minimum qualifications and regulations for employment. The hiring procedures are disseminated during the EEO, Title 5 trainings, as well as through the YCCD HR website.

The Role of Program Review (PR)

Through the College's cyclic Program and Services Review process, Yuba College (YC) identifies the hiring needs for faculty and staff within each department and program by examining data to assure that requests for positions are consistent with the College's mission and objectives (I.B.4 & 5), [IIIA-4 [Faculty Staffing Committee / President Notification](#)]. Program Review (PR) requests for changes to HR allocations are prioritized as required by law and based on critical, essential support needs (e.g., health and safety) to meet institutional requirements as stipulated by YCCD Board Policy (BP) [IIIA-5 [BP 7120](#)] and as set forth in the Accrediting

Commission for Community and Junior Colleges (ACCJC) Standards (I.B.6-8). The College reviews all changes to existing positions and additions of new staffing positions using a consistently applied allocation process (I.B.9).

Hiring Processes and Procedures

YC and appropriate department personnel, in conjunction with the YCCD Office of Human Resources, reviews and updates job position descriptions for accuracy and currency prior to the announcement of job openings. Job announcements for full- and part-time faculty and academic administrators identify state minimum qualifications for education and experience and the College's requirements for professional experience, discipline expertise, teaching skills, and scholarly activities to meet department and program needs (III.A.2). For classified staff announcements, the College determines position requirements and qualifications based on department and program needs to achieve institutional effectiveness and academic quality (III.A.3) [III.A-6 [Justification to Fill/Personnel Requisition](#)].

All job announcements for vacant faculty, staff, and administrator positions expressly state that applicants meet the minimum qualifications for employment as set forth by the CCC Board of Governors [III.A-5 [BP 7120](#)], [III.A-7 [Sample Classified Job Description](#)], [III.A-8 [Sample Dean Job Posting](#)]. The College widely and publicly advertises classified/confidential, full- and part-time faculty, and management positions through a variety of media on websites, such as the College's Human Resources page [III.A-9 [HR Website](#)], the CCC Registry [III.A-10 [California Community College Registry](#)], and discipline-specific publications, such as Chronicle of Higher Education, Higher Ed Jobs, and Inside Higher Ed [III.A-11 [Chronicle of Higher Education](#)]. For targeted marketing, the College prints direct mail announcements for internal dissemination and targeted marketing at conferences and job fairs [III.A-12 [Vice Chancellor Job Posting](#)].

In accordance with BP/Administrative Policy (AP) 7120 (III.A.11), the members of Selection Committees receive training prior to reviewing applications (III.A.12) to identify the most qualified candidates for vacancies [III.A-5 [BP 7120](#)], [III.A-13 [AP 7120](#)], [III.A-14 [EEO Training PPT](#)].

The selection process for faculty, staff, and administrators is specific to the vacant position and includes a wide range of activities to verify that the applicant is highly qualified for the position. Activities may include written exercises, teaching demonstrations, oral presentations, and a range of oral interview questions. Following the interviews, one or more candidates are selected and validation of education and experience is conducted through the reference-checking process (III.A.18). When the College President identifies a finalist for vacancy, the HR Staff finalize the hiring process by forwarding the applicant to the Governing Board for consideration and approval.

As a result of its self-assessment and evaluation review, YC and the District enhanced its recruitment and selection process through the adoption and implementation of the Aspen Institute Criteria for Innovative Leadership [III.A-15 [Aspen Institute Criteria](#)]. Since the adoption of the Aspen Institute Criteria, the College and District have experienced a significant increase in both the quantity and quality of highly qualified applicants for administrative positions.

The District's policies and procedures describe processes and implementation of those processes for equitable evaluation, treatment, and professional development of applicants and employees [IIIA-16 [YC-AFT CBA, Article 11](#)], [IIIA-17 [FAYCCD CBA, Article 6](#)], [IIIA-18 [CSEA CBA Article 13](#)].

Analysis and Evaluation

YC has established consistent policies and procedures for hiring that ensure administrators, faculty, and staff are qualified for their positions by meeting education, training, and experience requirements.



Although the College and District meet this standard, the institution recognizes that job descriptions need to be more regularly updated to ensure they accurately reflect position duties, responsibility, and authority. The Office of Human Resources is working collaboratively with the College, district Administration, and Employee Associations to ensure a regular cycle of review is adopted.



III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

Collaborative Process for Faculty Hiring

Faculty members from the hiring departments serve as subject matter and content experts in the hiring process to ensure the integrity and quality of new faculty. The District Board of Trustees and Chancellor, in consultation with the Office of Human Resources, establish procedures for the recruitment and selection of faculty [IIIA-5 [BP 7120](#)] including overseeing implementation of the EEO Plan [IIIA-19 [Title 5, Sec. 53000](#)] (III.1.A); adherence of academic employees in meeting the minimum qualifications prescribed for each position by the Board of Governors and local governing board; joint development and agreement by representatives of the Board and Academic Senate of the hiring process for new faculty [IIIA-13 [AP 7120](#)]; and approval by the governing Board [IIIA-5 [BP 7120](#)], [IIIA-13 [AP 7120](#)], [IIIA-20 [AP 7125](#)], [III-21 [AP 7126](#)].

The Office of Human Resources works with District and College administrators to develop clear and specific job announcements and descriptions that adhere to the Minimum Qualifications for Faculty and Administrators, as established by the California Community Colleges Board of Governors, and to ensure that job announcements and descriptions are current and reflect the

work being performed [IIIA-22 [Job Description Development](#)], [IIIA-23 [Faculty Job Description Development](#)]. Each faculty job announcement and description includes the State minimum qualifications and College-determined desirable qualifications including the appropriate degree(s), teaching/professional experience, evidence of effective instruction of the discipline's curriculum at the college level, knowledge of diverse learning styles and teaching techniques, and a commitment to teaching at the community college level [III.A.3, 4, 12].

As specified in BP 7100, the YCCD is committed to employing qualified administrators, faculty, and staff members dedicated to student success [IIIA-24 [BP 7100](#)]. The Governing Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. All job announcements and descriptions require that applicants demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

Employment application packet requirements are set forth in the YCCD Faculty Hiring Manual [IIIA-25 [Hiring Manual for FT Faculty](#)] and are screened by the Office of Human Resources to determine that applicants meet minimum qualifications [IIIA-3 [California Community Colleges Minimum Qualifications for Faculty and Administrators](#)]. Once employment applications are screened, qualified applicants are forwarded to the Search Committee. The Search Committee reviews the applications, applying approved screening criteria and an evaluation system to determine the top-rated candidates. The list of selected candidates is forwarded to the Office of Human Resources for scheduling interviews. The interview process at the District was developed in collaboration with the Faculty Senate to assess faculty qualifications beyond the minimum qualifications and emphasize the candidate's preparation and ability to work with a diverse student population and workforce [IIIA-26 [HR Recruitment Process Work Flow draft](#)]. Candidate interviews for faculty positions may include a question-and-answer session, a demonstration of the candidate's professional acumen, and an extemporaneous writing sample by the candidate. Questions are developed by the Search Committee and are designed to allow the candidate an opportunity to share their professional experience, discipline expertise, and scholarly activities. In addition, a demonstration of professional skills (teaching, counseling, etc.) provides valuable information regarding the probable future performance of the candidate and is to be included in all full-time interviews.

As exemplified by YC's collaborative approach to hiring faculty, the College strives to effectively plan for, encourage, and hire talented, highly qualified, and diverse applicants for faculty positions whose teaching pedagogy, techniques, and classroom strategies reflect and support different learning styles and student backgrounds and experiences that reflect representation of our local communities. Newly hired faculty continue to expand their professional acumen, academic knowledge, and teaching skills through a variety of professional development activities and incentivized advancement projects and sabbaticals [III-27 [SP 18 PD Days Schedule](#)], [IIIA-28 [2017 Convocation Workshops](#)], [IIIA-29 [Sabbatical Presentation](#)].

Analysis and Evaluation

Through YC's collaborative and consistent process of evaluating faculty hiring policies, procedures, and practices, along with factors of qualification for each faculty position, the College assures the integrity and quality of new faculty hiring processes. The College's advertising, application, screening, and interview procedures expressly address the factors of qualification, including each applicant's appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution as required to meet minimum qualifications established by state regulations and the governing Board. Additionally, the job announcements include the College's desired qualifications, job descriptions, the essential duties and responsibilities, as well as assessment of learning. In keeping with the College's mission, the job announcement emphasizes the College's objective of hiring personnel receptive to and engaged in developing a diverse and inclusive learning environment for student success.



III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Hiring of Educational Administrators and Other Employees

All YCCD administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties as required in the job descriptions to achieve institutional effectiveness and academic quality. The District has established recruitment and performance evaluation policies and procedures in place to comprehensively screen applicants and assess and review administrators and other employees to determine whether or not they are working effectively to achieve the District's mission and objectives.

YC has an established and comprehensive hiring policy and procedure process that relies on the leadership of District- and College-level personnel in evaluating administrators and other employees for positions in educational programs. The Office of Human Resources strictly adheres to the Minimum Qualifications for Faculty and Administrators, as established by the CCC Board of Governors and local governing board, including overseeing implementation of the EEO Plan [IIIA-19 [Title 5, Sec. 53000](#)] (III.1.A). Job announcements and descriptions are reviewed by the Office of Human Resources to ensure accuracy and currency prior to announcing job openings. The Board of Trustees, in collaboration with the Academic Senate(s) and in consultation with the Office of Human Resources, determines that an academic employee possesses the minimum qualifications for a specific position prior to providing written notification of employment to the applicant [IIIA-30 [AP 7250](#)], [III-31 [BP 7250](#)].

Applicants for educational programs and services are assessed at each stage of the hiring process consistent with established BP, AP, and Recruitment and Selection processes. Policies and procedures for the recruitment and selection of administrators and other employees in educational programs are jointly established by the Chancellor and Academic Senate(s) and approved by the Governing Board. Job announcements and descriptions are reviewed by the Office of Human Resources to ensure accuracy and currency prior to announcing job openings. The Board of Trustees, in collaboration with the Academic Senate(s) in consultation with the Office of Human Resources, determines that an academic employee possesses the minimum qualifications for a specific position prior to providing written notification of employment to the applicant [IIIA-30 [AP 7250](#)].

Hiring of Classified Administrators and Other Employees

The Office of Human Resources oversees the hiring processes for all College personnel to ensure the consistent and fair application of hiring policies, procedures, and practices for all hiring categories, in accordance with Title 5 California Code of Regulations; the California Education Code; and other laws, regulations, and practices. Classified managers are those classified administrators, regardless of job description, having significant responsibilities for formulating District policies or administering District programs other than the educational programs of the District who are employed in the same manner as other members of the classified services. Classified employees who are recognized by the bargaining unit are included in the decision-making process for establishing criteria and procedures for hiring classified employees. Employment policies and procedures for classified administrators employed as regular members of the classified service are consistent with the hiring provisions of classified employees [IIIA-32 [BP 7260](#)].

Professional Development & Leadership

Working with the College leadership teams, the District Administration supports professional development for administrators as part of the performance management process and to meet the institution's strategic objectives and mission. The District approved and adopted the frameworks of two professional development programs, Strengthening Our CORE and Leadership Plus [IIIA-33 [Strengthening Our Core](#)], [IIIA-34 [Leadership Plus Program](#)]. In addition, beginning the 2015-16 academic year, the 360 Degree Evaluation Framework was adopted by the District through the meet-and-confer process with the Educational Supervisors Association. The goal of the performance evaluation instrument is to provide greater professional development capacity for managers and supervisors. The 360 Degree Performance Evaluation process is utilized as a way to develop the core competencies of District managers and other employees, allowing for critical feedback from each employee's peers, supervisors, and faculty through direct reporting. Input on the management employee's job performance and responsibilities is provided through the perspective of the 'end user' of the services, with the objectives of improving individual job performance, program level productivity, and institutional effectiveness [IIIA-35 [360 Degree Evaluation Memo](#)].

Analysis and Evaluation

YCCD has established comprehensive hiring policies and procedures for administrators that meet the minimum requirements as provided by Title 5 California Code of Regulations; the

California Education Code; and other laws, regulations, and practices. Qualifications for administrators and other employees are described in the job announcements and include required minimum state qualifications, as well as desired qualifications determined by the appropriate College Leadership teams. Desired qualifications for knowledge, skills, and prior experience related to each job are established based on the institution's current employment needs and planning to achieve the institution's objectives and mission. The Office of Human Resources ensures applicants meet minimum qualifications before review by the District Chancellor, College President(s), and Academic Senate(s) and subsequent approval of employment by the Board of Trustees.



III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Applicants must meet the minimum qualifications as stipulated by the CCC Board of Governors, Title 5 California Code of Regulations, District and College requirements, as specified in the applicable job announcement and description (III.A.1-3).

All required degrees are verified by the District's Office of Human Resources to ensure that applicants meet the educational minimum qualifications for the respective positions as required by state regulations. Applicants submit copies of degrees and transcripts to the Office of Human Resources through the online applicant tracking system administered through PeopleAdmin. The Office of Human Resources verifies that applicants meet minimum qualifications for each position by using the Council of Higher Education Accreditation (CHEA) database of United States accredited institutions [III.A-36 [CHEA.org website](#)]. All equivalency applications and supporting documentation are sent to the Academic Senate's Equivalency Committee for determination of whether the applicant meets the minimum equivalency requirements for the position. The Equivalency Committee informs the Office of Human Resources, and HR then notifies the applicant of the approval or denial of equivalency [III.A-37 [BOT Action on Equivalency](#)], [III.A-38 [YCCD Equivalency Policy](#)].

Required degrees held by administrators, faculty, and other employees of the College are from institutions accredited by recognized U.S. accrediting agencies. Degrees from institutions outside the United States are recognized only if equivalence has been established by a professionally recognized evaluation service [III.A-8 [Sample Dean Job Posting](#)], [III.A-39 [Equivalency Application](#)]. Job announcements require that degrees are from accredited institutions or are professionally evaluated. The Office of Human Resources keeps a list of organizations that provide foreign transcript evaluation services [III.A-40 [Evaluation of Foreign Degree](#)]. Once the applicant's approved equivalency is verified, the applicant is considered for the position, following equitable hiring policies and procedures established by the District [III.A-30 [AP 7250](#)], [III.A-31 [BP 7250](#)], [III.A-32 [BP 7260](#)].

Analysis and Evaluation

YCCD systematically ensures that all administrators, faculty, and staff possess degrees from accredited institutions in the United States as described in the District's employment policies and procedures. If an applicant for employment holds a degree from a non-U.S. institution, then that non-U.S. institution must have a recognized U.S. equivalence verified by the Office of Human Resources. The process for applicant submission of equivalency documentation and the subsequent verification of equivalency by the Office of human Resources is described in the YCCD Procedure for Determining Minimum Qualifications and Equivalency. All applicants to the District must meet minimum qualifications or have received prior approval of equivalency for job openings prior to being considered for employment with the District.



III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely and documented.

Evidence of Meeting the Standard

YCCD assures the effectiveness of human resources—faculty, staff, and administration—through regular and systematic evaluation of all employees. The District participates in periodic negotiations with local bargaining units and collaboration with the Colleges' Academic Senates and leadership teams in updating, revising, and enhancing its evaluation processes.

Full-Time Faculty

Beginning in 2015-16, the District significantly enhanced the evaluation instrument and protocols for full-time faculty. Led by the YC and Woodland Community College (WCC) Academic Senate leadership teams, the District Services Executive Team (DSET) leadership team (Office of Human Resources), and the full-time faculty association Faculty Association Yuba Community College District (FAYCCD), the groups collaboratively established the Faculty Evaluation Task Force [IIIA-41 [Faculty Evaluation HR Memo](#)], [IIIA-42 [Faculty Evaluation Taskforce Meeting Minutes](#)].

The goal of the Faculty Evaluation Task Force was to create a more robust and rigorous evaluation instrument for full-time faculty within the purviews of the FAYCCD collective bargaining agreement. The Task Force focused on creating a comprehensive evaluation instrument, which focused on professional development and continuous growth and improvement for faculty [IIIA-43 [Faculty Evaluation Form IE 1F](#)]. The collective bargaining agreement contained a comprehensive framework for evaluation of full-time faculty, which

included acceptance of responsibility, effectiveness of communication, and expertise in subject matter, among other considerations [IIIA-44 [FAYCCD, Article 6.10](#)].

The Task Force enhanced the evaluation instrument to provide for more rigor and self-reflection for faculty. Furthermore, the enhanced instrument provided an opportunity for faculty to collaboratively develop a blueprint for professional growth and development. The YC and WCC Academic Senates, together with FAYCCD, proposed and approved a multi-year pilot implementation of the evaluation plan.

The purpose of the multi-year implementation plan is to allow faculty and administration to work collaboratively to annually review, assess, and modify the instrument as appropriate before it is formally adopted and implemented by the District [IIIA-45 [Assessment Results of Pilot Faculty Evaluation](#)]. In the first year of the pilot (2015-16), tenured faculty were introduced to the new evaluation instrument. In the second year (2016-17), the pilot was expanded to include all contract/non-tenured track faculty. During the academic year 2017-18, the third year of the pilot, tenured/non-tenured faculty were included in the District's new evaluation process [IIIA-46 [2017-18 Focus Group Schedule](#)], [IIIA-47 [Faculty Evaluation Focus Group Analysis](#)]. Probationary tenured track faculty have the option of using the new evaluation instrument. The District plans to fully implement the pilot evaluation instrument by the end of the 2018-19 academic year.

Part-Time Faculty

In October 2017, the District and the Yuba College American Federation of Teachers (YC-AFT) began negotiating revisions and new protocols for the collective bargaining agreement. Both the District and YC-AFT presented proposals to address improvements to existing evaluation processes. The District and the part-time faculty association, concluded negotiations to a successor collective bargaining agreement, which was ratified by the District and YC-AFT and approved by the YCCD Governing Board of Trustees in October 2017 [IIIA-48 [YC-AFT CBA](#)]. The District and YC-AFT agreed to continue collaboratively working with the YC and WCC Academic Senates to further enhance evaluation protocols for part-time faculty.

Administration

The District enhanced the evaluation instrument and protocols for academic administrators and classified supervisors during the 2014-15 academic year. As with faculty, the District sought to create and implement a more comprehensive and robust evaluation instrument focused on professional growth and development. Through the District's collaborative efforts with leadership teams and local bargaining units, the teams created the 360 Degree Evaluation Process [IIIA-35 [360 Degree Evaluation Memo](#)], [IIIA-49 [Management Evaluation Form](#)]. The hallmark of the 360 Degree Evaluation Process is feedback from peers, subordinates, and supervisors/senior administrators, which emphasizes attributes of effective leadership. As with the new faculty evaluation instrument, the 360 Evaluation Process contains a self-reflection component, which sets forth a professional growth and development "blueprint" for the administrator.

The 360 Degree Evaluation Process was first introduced and implemented with the Chancellor's Cabinet and District Services Executive Team in the 2015-16 academic year. After reviewing and assessing the results of the process, the 360 Degree Process was successfully expanded to all academic administrators and classified supervisors beginning in the 2016-17 academic year. The District will continue to review and re-assess the 360 Evaluation Process in order to further strengthen and enhance the rigor of the evaluation process for all administrators and supervisors.

Employee Evaluation Process

YC supports the ongoing development and improvement of all employees through evaluations. The College evaluates personnel systematically and at stated intervals as directed in BP [III-50 [BP 7150](#)]; California School Employees Association (CSEA) [Articles 7 & 13]; AP 7122, AP 7151, and AP 7240; and as specified in ACCJC Standards (III.A.6-14) to meet the institution's mission and vision [III-A-51 [AP 7122](#)], [III-A-52 [AP 7151](#)], [III-A-30 [AP 7250](#)]. The evaluations are designed and regularly updated to clearly communicate job expectations and align individual performance with department, division, and institutional objectives.

Each respective bargaining unit or professional development plan details the components of the evaluation cycle [III-A-16 [YC-AFT CBA, Article 11](#)], [III-A-17 [FAYCCD CBA, Article 6](#)], [III-A-18 [CSEA CBA Article 13](#)]. The College and each bargaining unit agree on content of the evaluation forms. The Office of Human Resources maintains and distributes evaluation cycles for faculty, staff, and administrators and notifies departments and divisions of upcoming evaluations on a regular and timely basis. In accordance with the Education Code and collective bargaining agreement, and as specified in the Office of Human Resources Master Plan, permanent and probationary employees are evaluated as follows:

- Permanent bargaining unit members are evaluated by their designated or Classified Supervisor at least once every two years after attaining permanency. Additional evaluations may be scheduled, as necessary, with a 24-hour notice to the employee. Permanent bargaining unit members include non-tenured/tenured faculty, staff, and administrators.
- Probationary bargaining unit members are evaluated at the end of their fifth and eleventh months of employment, and if all evaluations are satisfactory, the employee will be granted permanent employment status at the conclusion of the employee's first year of employment.

*Table 21
District-Wide Completion of Evaluations 2015-16*

Category	Total Employees	# Not Completed	% in Progress
FT Faculty	122	9	7.38%
PT Faculty	341	152	44.57%
Admin/Mgrs	39	35	89.74%
Confidential	12	10	83.33%
Classified	150	115	76.67%

Table 32
 District-Wide Completion of Evaluations 2016-17

Category	Total Employees	# Not Completed	% in Progress
FT Faculty	135	13	9.63%
PT Faculty	322	62	19.25%
Admin/Mgrs	45	16	57.14%
Confidential	12	12	100%
Classified	149	142	95.30%

After evaluations for probationary tenure track faculty, the Governing Board action recommends granting of tenure or nonrenewal of contract [IIIA-53 [BOT Action on Tenure](#)]. For adjunct faculty, a determination is made after evaluations as to whether to continue offering the adjunct faculty courses, following procedures as stipulated in the collective bargaining agreement [IIIA-16 [YC-AFT CBA, Article 11](#)]. In accordance with the CSEA contract, a classified employee is evaluated twice during their probationary period. If the employee has two successful evaluations in the probationary period, the collective bargaining agreement establishes permanent status with the District. All regular employees are evaluated every two years thereafter [IIIA-54 [Classified Employee Performance Appraisal Form](#)], [IIIA-18 [CSEA CBA Article 13](#)]. All administrators are evaluated annually [IIIA-35 [360 Degree Evaluation Memo](#)], [IIIA-55 [Management and Confidential Evaluation Article 17 from Contract](#)]. After evaluations are completed, administrator contracts are renewed or not renewed with the approval of the Board of Trustees [IIIA-56 [BOT Action on Educational Administrators](#)].

Analysis and Evaluation

YC demonstrates substantial, collaborative, and ongoing participation by its leadership teams, the Office of Human Resources, and the District's Governing Board and applicable bargaining units in developing and implementing clear and consistent evaluation policies and procedures for all District personnel. Administrators, staff, and faculty are systematically evaluated to ensure each employee satisfactorily performs assigned job duties and participates in institutional responsibilities and other activities appropriate to their expertise. The College's evaluation processes effectively assess personnel and encourage improvement, as well as provide for formal, timely, and accurate documentation of evaluation criteria, processes, and results. To ensure that all evaluations are completed in a timely manner, having evaluation completion data regularly provided to the Colleges by location would be beneficial.



III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

As per the January ACCJC 2018 update, this standard is no longer required.

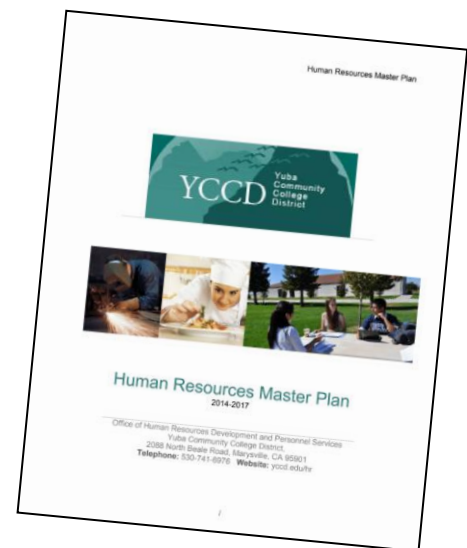


III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

YC systematically reviews and assesses its hiring policies and procedures to evaluate its practices and assure equity, transparency, and compliance with the Education Code, BPs, APs, EEO requirements, and ACCJC standards.

In 2013, the District re-evaluated staffing planning processes and embarked on developing more integrated policies and procedures. The Office of Human Resources created a Master Plan to guide how services will support institutional effectiveness and student success [IIIA-1 [HR Master Plan](#)]. As a result of the new and enhanced institutional strategic planning protocols, the District and College reassessed their independent planning processes and revised these processes to develop a single approach to human resources staffing planning. This structure now aligns the District's human resource needs and resource allocations and processes with the program prioritization and service needs for both the College and District.



The enhanced protocols of the YCCD Human Resources Staffing Planning Process clarify the relationship between the College and District services' human resource planning and the linkage to resource allocations and the Institutional Effectiveness Review (IER). This staffing planning approach gives the institution clear direction in determining the appropriate staffing to meet the educational and program objectives of the institution in alignment with the District's mission. The District has clear guidelines on how staffing can be expanded and contracted based upon program needs and resource availability. The Plan continues to hold the District and College accountable for their respective staffing allocations and identifies specific staffing allocations for the institution for each academic year.

Between fall 2010 and fall 2016, YC experienced a 2.9 percent increase in the total workforce, from 416 to 428 employees. The numbers of educational administrators, full-time tenured faculty, and classified personnel experienced reductions. The number of adjunct faculty rose by 42.6 percent during the same period. As noted in the YC IER 2015-16 [IIIA-57 [IE Review and Report](#)], increasingly, the College had to rely more on part-time faculty to maintain its programs. During this period, the YC-AFT negotiated with the YCCD to receive stipends for completing PRs, establishing and assessing student learning outcomes (SLO), and creating and maintaining curriculum, as the professional responsibilities of full-time faculty shifted to part-time faculty in those departments and programs where only part-time faculty were employed [IIIA-58 [Part-Time Faculty Stipend Approval Form](#)].

Table 26
Faculty Allocations 2008-16

Year	# of Full-time Faculty	# of Part-time Faculty	Ratio of FT to PT
2008-09	112	205	1 to 1.8
2009-10	102	144	1 to 1.4
2010-11	89	172	1 to 1.9
2011-12	78	178	1 to 2.2
2012-13	76	222	1 to 2.9
2013-14	77	211	1 to 2.7
2014-15	79	206	1 to 2.6
2015-16	80	223	1 to 2.7
Total +/-%	-28.5%	+8.7%	+50%

[IIIA-59 [YCCD IER 2015-16](#)]

In spite of the increase in part-time faculty, YC maintains a sufficient number of qualified faculty, including full-time, part-time, and adjunct faculty, to assure the fulfillment of essential faculty responsibilities for achieving the institution's mission of providing quality educational programs and services to achieve student success. With the assistance of categorical funding, such as Student Equity Plan (SEP) and Student Success and Support Program (SSSP), the College is beginning to rebuild its administrative and full-time faculty positions.

YC leadership teams systematically assess current department and program needs for faculty as reflected in the College's Educational Master Plan (EMP), Integrated Planning (IP) Model, and Faculty Staffing Committee Ranking [IIIA-60 [YC Educational Master Plan](#)], [IIIA-61 [IP Model](#)], [IIIA-62 [Institutional Effectiveness Review and Report](#)], [IIIA-63 [Faculty Staffing Committee Purpose](#)]. All College departments and programs complete Program or Service Reviews, in which each program and service determines current needs for academic and support staff [IIIA-64 [YC PR Cycle](#)]. The College applies consistent prioritization and resource allocation processes for assessment, discussion, prioritization, and allocation of the College's needs for specific faculty positions [IIIA-65 [Faculty Staffing Request Evaluation Rubric](#)], [IIIA-66 [District Resource Allocation Model](#)].

Analysis and Evaluation

YC employs a sufficient number of experienced and qualified faculty, including full-time, part-time, and adjunct, to achieve its institutional mission. Guided by the District office, the College continues to meet its Faculty Obligation Number (FON), as determined by the State of California [IIIA-67 [2016 FON Compliance](#)]. Approval of permanent faculty hires occurs through the PR, Faculty Hiring Prioritization Process, as well as the Planning and Budget Process. The College President, in consultation with the Chancellor and Academic Senate, makes the final determination of how many full-time faculty will be hired each year. Despite several years of budget reductions and limitations, the College has remained compliant with the state-mandated FON. The number of adjunct faculty fluctuates to accommodate ebbs and flows in enrollment and the changing priorities of College departments and programs for personnel.



III.A.8. An institution with part-time and adjunct faculty has employment policies and practices, which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

In collaboration with the District Office of Human Resources, YC demonstrates employment policies and practices, which provide for part-time faculty orientation, oversight, evaluation, and professional development. College leadership works collaboratively with the Office of Human Resources to develop initiatives and objectives for ongoing part-time faculty participation in the life of the institution. Recruitment, hiring, employment, and evaluation policies, procedures, and practices for part-time and adjunct faculty follow the District's protocols for staffing, as specified in Standards III.A.2, 4-7.

The College supports faculty learning, effectiveness, advancement, and innovation by providing ongoing opportunities for all faculty to engage in communication, training, and collaboration through the learning and sharing of instructional strategies; cognitive and effective aspects for student learning, innovative teaching techniques, and technologies; subject-based, diverse, and holistic assessment strategies; and continuing education for specific disciplines and furthering scholarship of teaching and learning [IIIA-68 [YC Staff Development Plan](#)], [IIIA-58 [Part-Time Faculty Stipend Approval Form](#)], [IIIA-27 [SP 18 PD Days Schedule](#)], [IIIA-28 [2017 Convocation Workshops](#)].

Part-time and adjunct faculty are encouraged to participate in:

- Fall Convocations and Training Workshops
- Professional Development Days
- Faculty Orientations

- Holding Faculty Office Hours on Campus [IIIA-69 [YCAFT Office Hours](#)]
- Department Chairs/Directors and Peer Mentoring
- Teaching Community
- Shared Governance Committee Participation
- Division and Department Meetings
- Institutional Planning, Review, and Reporting
- Regional and National Conferences and Workshops [IIIA-70 [BSI Senate Report](#)]
- FLEX Workshops in Person and Online
- Distance Learning and Course Design
- EEO and Harassment Trainings [IIIA-71 [Sample Professional Development Schedule](#)]
- YC-AFT Membership [IIIA-48 [YC-AFT CBA](#)]
- Student Organizations and Clubs as Faculty Advisors
- Department wide Holistic Grading
- Curriculum Planning and Development
- SLO Planning and Development
- Program Reviews and Reporting
- Commencement Ceremonies
- Campus wide Multi-Cultural, Academic, and Athletic Events

As with full-time faculty, part-time faculty learn about institutional, College, and departmental professional development and academic and administrative updates. For part-time faculty, FLEX credit is provided for participation in Convocations, professional development workshops, departmental meetings, and on College committees.

Analysis and Evaluation

The District and College work collaboratively to develop consistent and comprehensive employment policies and procedures for part-time and adjunct faculty. Part-time and adjunct faculty are encouraged to attend a wide variety of professional development opportunities through Convocations, Professional Development Days, FLEX workshops, and regional and national conferences and workshops. Additionally, part-time and adjunct faculty are encouraged to participate in campus wide events and activities such as club advisories, Commencement ceremonies, multi-cultural, academic, and athletic events.



Although the College meets this standard, it recognizes there is an opportunity to improve the robustness of its orientation process and training. The College is currently working with the Office of Human Resources to clearly define orientation responsibilities and expand orientation to include information such as early alert procedures and Disabled Students Program & Services (DSPS) accommodation training.



III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

The District and YC work collaboratively to plan and implement consistent, comprehensive policies and procedures for maintaining a sufficient number of staff to support the effective operations of the College. YC's Staffing Plan guides resource allocation to hiring classified staff to meet the needs of students for successful completion of their educational goals [IIIA-72 [YC Staffing Plan](#)].

The College's recruitment, hiring, and employment of qualified staff are essential to meeting the College's strategic initiatives and objectives for improving student success and are an integral aspect of the institution's mission and vision. College leadership teams, such as College Council and Planning and Budget Committee, in collaboration with the Office of Human Resources, develop staffing policies, procedures, and objectives to meet the College's need for qualified, classified positions, taking into consideration results and recommendations provided by the PR process, as highlighted in the Institutional Self-Evaluation Report (ISER) and IP Model (III.A.7), with approvals from the Governing Board and Academic Senate.

As described in the College's IER 2015-16 [IIIA-59 [YCCD IER 2015-16](#)], prior cuts to state funding and subsequent budget restrictions during recessionary years created temporary shortfalls in full-time administrative, faculty, and service support positions. As a result, the College developed creative strategies for solving the staffing shortage, including adjustments to department-level management, faculty responsibilities, hiring of part-time and adjunct faculty, and hiring of part-time and temporary support staff. The contributions of part-time and temporary staff ensured that the College was able to support the effective educational, technological, physical, and administrative operations of the institution. With the limited increase in funding sources from Strong Workforce Program (SWP), Basic Skills Initiative (BSI), SSSP, and SEP, the College has recently hired additional faculty, administrators and staff to partially alleviate the previous years' shortfalls. Additionally, as employees acquire more job responsibilities, the YC Staff Development Plan provides for increased learning opportunities for faculty and staff to develop and enhance current professional knowledge and skills to perform their job duties and responsibilities more effectively and efficiently [IIIA-68 [YC Staff Development Plan](#)].

Recent projections reported in the College Staffing Plan Report for 2017-18 indicate 17 percent of classified staff members are at the eligible retirement age and another 37 percent are working beyond the eligible retirement age. An additional 9 percent of classified employees will reach retirement age within the next six years. Given that significant numbers of College employees are or will soon be considering retirement, the College will be developing strategies for replacement of academic and classified personnel over the next 5-10 years [IIIA-73 [YC Staffing Analysis Oct 2017](#)].

All individuals hired at the College either meet or exceed the required qualifications for each position [IIIA-1 [HR Master Plan](#)] (III.A.1-4). To ensure the College attracts and retains highly qualified staff, the salary schedules are negotiated in the collective bargaining agreements and developed using a collaborative approach. Consequently, salaries are determined to be competitive and affordable prior to ratification and implementation.

Analysis and Evaluation

YC, during years of recessionary cuts to funding, applied creative strategies to overcome staffing issues by restructuring departments and enhancing employee job duties and responsibilities, in addition to hiring part-time and temporary staff, and offering additional training to broaden and strengthen employee knowledge and expertise. Recently, as additional funding has become available, the College has begun filling current job vacancies and, after thoughtful consideration and planning, developing initiatives for hiring additional faculty and staff to ensure the College continues to provide effective and innovative educational, technological, physical, and administrative operations to meet institutional objectives and improve student success.



IIIA.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

YC maintains a sufficient number of administrators with appropriate knowledge, training, and expertise to effectively provide continuity and administrative leadership and services that support the institution's mission and purposes. As described in Standard IV.B.2, the College President, in collaboration with leadership teams, plans, oversees, and regularly evaluates the College's administrative structure to assess the effectiveness of its organization and determine if staffing is aligned to the College's purposes, size, and complexity, as evidenced in institutional planning and strategic objectives [IIIA-72 [YC Staffing Plan](#)], [IIIA-1 [HR Master Plan](#)], [IIIA-74 [YC Integrated Plan](#)], [IIIA-75 [EEO Plan](#)].

In 2014-15, and again during 2015-16 and 2017-2018, the College's administrative organization was reorganized to maximize efficiencies and minimize costs. The College President maintains a current organizational chart and makes reorganization decisions in consultation with the President's Cabinet and the Academic Senate, to help ensure that the proposed structure is effective in meeting the current needs and objectives of the College [IIIA-76 [President Cabinet Agenda](#)], [IIIA-77 [YC Organizational Structure Chart 2016-17](#)], [IIIA-78 [YC Organizational Reporting Structure 2017-2018](#)], [IIIA-79 [YC Administrators/Managers, Committee Assignments 08/22/16](#)].

College management and administration substantially contribute to and support academic quality and student success. As described in the YC IER 2015-16, during recessionary years, the College experienced significant cuts in its administrative staffing [IIIA-59 [YCCD IER 2015-16](#)].

Table 34
Administrative Staffing Allocations

Positions by Funding Source	2015-16		2016-17		2017-18	
	General	Categorical	General	Categorical	General	Categorical
Deans	3	1	3	1	3	2
Academic Directors	4	0	3	3	3	3
Classified Directors	3.4	1.6	2.4	2.6	2.4	3.6
Total:	10.4	2.6	8.4	6.6	8.4	8.6

However, with the assistance of categorical funding, such as SWP, SEP, and SSSP, the College recently began rebuilding its depleted administration with significant efforts made towards refilling critical management positions and developing new administrative positions, such as the Director of Academic Excellence, Director of Career and Technical Education (CTE) Programs, and the Dean of Student Success and Institutional Effectiveness [IIIA-80 [Dean of Student Success Job Announcement](#)], [IIIA-81 [CTE Director Job Announcement](#)]. By hiring, training, and retaining administrators who meet or exceed the State minimum qualifications, the College maintains sufficient administrative staff to support the institution's mission and vision.

The District is committed to employing qualified administrators, faculty, and staff who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates [IIIA-24 [BP 7100](#)].

College recruitment, hiring, and evaluation policies and procedures for administrators and managers meet or exceed State minimum qualifications for employment as specified in the Title 5 California Code of Regulations, BPs, and APs [IIIA-82 [BP 3420](#)], [IIIA-5 [BP 7120](#)], [IIIA-31 [BP 7250](#)], [IIIA-32 [BP 7260](#)], [IIIA-30 [AP 7250](#)] (III.A.1, 3-6). To ensure that the College attracts and retains highly qualified administrators and managers, employment plans are reviewed, and objectives are created based on benchmark comparisons [IIIA-83 [Benchmark Comparisons](#)] and CCC Student Success Scorecard indicators [IIIA-84 [BOT Student Success Scorecard 2017](#)]. Salaries are commensurate with other rural CCCs and are determined through collective bargaining negotiations and agreements [IIIA-85 [BP 7140](#)].

Analysis and Evaluation

The College maintains a sufficient number of administrators with appropriate knowledge, training, and expertise to provide effective continuity and academic leadership and services that support the institution's mission and purposes. During recessionary years, the College developed

creative initiatives and objectives to solve employment problems related to funding shortfalls. Since 2016, the College has focused its efforts on hiring administrators and managers to refill critical vacancies and fill new openings, after careful consideration of the institution's plans for improvement and to meet the current and projected needs of the College's diverse student population. The College President regularly reevaluates the College's administrative structure to determine that staffing and human resource allocations are effectively aligned to achieve the College's purposes and institution's mission.



III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Institution establishes and publishes personnel policies and procedures through the YCCD Office of Human Resources, shared governance, and collective bargaining units, in adherence to and consistent with BP 2410 and AP 2410 [IIIA-86 [BP 2410](#)], [IIIA-87 [AP 2410](#)]. All Human Resources policies and procedures are reviewed and updated following the protocols described in the HR Master Plan and EEO Plan and posted on the District's website [IIIA-1 [HR Master Plan](#)], [IIIA-75 [EEO Plan](#)]. In turn, the Office of Human Resources undergoes periodic program and services review to ensure fairness and equitably in all of its employment practices.

The YCCD Board is committed to hiring and staff development processes that support the goals of promoting diversity and equal opportunity for all qualified candidates [IIIA-88 [BP 1300](#)], [IIIA-24 [BP 7100](#)]. The EEO Committee reviews current employment policies and practices for fairness and equitable treatment of all applicants and employees in compliance with federal/state laws, BPs and APs, and hiring procedures [IIIA-89 [BP 3410](#)], [IIIA-82 [BP 3420](#)], [IIIA-5 [BP 7120](#)], [IIIA-90 [AP 3420](#)]. As part of the College's hiring practices, EEO representatives participate on all Search Committees.

YC ensures the equitable application of personnel policies and procedures through new employee orientations, topical trainings, and regular communication with faculty association leaders, faculty Senate, and classified leaders. Prior to hiring new staff, a review of current policies, procedures, and practices, including employment criteria, job advertisements, descriptions, and forms, is conducted by the College. Employee complaints and union grievances are handled fairly and equitably in accordance with AP 3410, AP 3420, AP 7216, and the Office of Human Resources' Complaint Review Procedures [IIIA-91 [AP 3410](#)], [IIIA-90 [AP 3420](#)], [IIIA-92 [AP 7216](#)], [IIIA-1 [HR Master Plan](#)]. Grievance processes are defined in the collective bargaining agreements [IIIA-93 [CSEA CBA, Article 10](#)], [IIIA-94 [FAYCCD CBA, Article 17](#)], [IIIA-95 [YCAFT CBA, Article 12](#)], [IIIA-96 [YCCD Complaint Process](#)]. The College's practice of problem solving through labor negotiations and labor management committees opens dialog

among employment groups, facilitates communications, and ensures equitable administration of employment policies and procedures.

Analysis and Evaluation

The College engages in fair and equitable employment policies and procedures, as integral to its mission and values of providing an equitable and inclusive environment for hiring and employing diverse, highly qualified, administrators, faculty and staff. Through a collaborative process with leadership teams, shared governance, and collective bargaining units, the College reviews, negotiates, and enhances current hiring practices to meet the changing needs of its diverse student population and local community.



III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

YCCD creates and maintains appropriate programs, practices, and services that support its diverse personnel consistent with its mission. The Governing Board, College leadership teams, and bargaining units collaborate in developing policies and practices that adhere to the Education Code, Board Policy, and Administrative Procedures for diversity and inclusion [IIIA-88 [BP 1300](#)], [IIIA-89 [BP 3410](#)], [IIIA-82 [BP 3420](#)], [IIIA-97 [BP 3430](#)], [IIIA-24 [BP 7100](#)], [IIIA-5 [BP 7120](#)], [IIIA-90 [AP 3420](#)], [IIIA-51 [AP 7122](#)]. BP 1300 provisions describe the District's objectives for diversity.

During the fall 2016 semester, the College Council developed an inclusive process to update the YC Mission and Value Statements [IIIA-98 [Mission Values](#)]. Three Compression Planning sessions were held during the fall semester and 82 faculty, staff, administrators, and students provided input and feedback on the applicability of the Mission Statement and engaged in discussion about the future direction of the College. An interactive process was used to identify key mission and vision cornerstones. This input was the foundation for the current mission and Principle statements for the College.

The College's mission emphasizes creation of a diverse educational, cultural, and economic environment that promotes individual potential through effective teaching and learning in an inclusive environment. The faculty, administrators, and staff are an integral part of creating the diverse, inclusive environment for employees and students. The EEO Plan reflects the College's focus on creating an equitable and inclusive academic environment that fosters diversity, inclusion, and equal employment opportunities through the hiring and retention of faculty, administrators, and staff who are sensitive to, have an understanding of, and have respect for the

diverse community they serve. The EEO Plan includes development of policies and practices that promote diversity, including equitable and fair treatment in employment processes [IIIA-75 [EEO Plan](#)].

The EEO Plan is developed by the District following Title 5 California Code of Regulations, and approved by the Chancellor and Board of Trustees. The District and College ensure that equal employment opportunity exists at all levels and in all job categories listed in section 53004(a) of the Title 5 [IIIA-99 [Title 5 Section 53004](#)]. The District has maintained a long-standing commitment to equal employment opportunity and diversity processes and practices, which were in place prior to the passage of Proposition 209 [IIIA-75 [EEO Plan](#)]. The Office of Human Resources provides a Compliance Checklist for the District that specifically addresses EEO requirements for equal employment opportunity and is used as a self-assessment tool by the District for periodic review of its employment policies and procedures (pages 31-34 of HR Master Plan) [IIIA-1 [HR Master Plan](#)].

The Office of Human Resources annually surveys the District's workforce composition to evaluate the District's progress in implementing the HR Master Plan, to provide data needed for the reports required by the Plan, and to determine whether any monitored group is underrepresented. Underrepresented groups, as identified in the HR Master Plan for 2014-17, included men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities. The disaggregated data and reports are reviewed by the Office of Human Resources in planning and implementing yearly equal employment opportunity objectives and resource allocations [IIIA-100 [Diversity Report Jan 2018](#)].

The HR Master Plan provides detailed policies and procedures for recruiting diverse pools of employment candidates. The District uses recruitment sources that provide for diverse pools of candidates, including the College's Human Resources page, the CCC Registry, discipline-specific publications, such as Chronicle of Higher Education, Higher Ed Jobs, and Inside Higher Ed. For targeted marketing, the College prints direct mail announcements for internal dissemination and targeted marketing at conferences and job fairs [IIIA-9 [HR Website](#)], [IIIA-10 [California Community College Registry](#)], [IIIA-11 [Chronicle of Higher Education](#)], [IIIA-12 [Vice Chancellor Job Posting](#)], [IIIA-101 [Diversity in Workforce Training](#)].

The District's Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. For all positions, job requirements must include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any "required," "desired," or "preferred" qualification beyond the state minimum qualifications which the District wishes to utilize, are reviewed by the EEO Officer before the position is announced, to ensure conformity with equal employment opportunity regulations and state and federal nondiscrimination laws. All job announcements must state that the District is an "Equal Employment Opportunity Employer" [IIIA-102 [Sample Job Announcement 1](#)], [IIIA-103 [Sample Job Announcement 2](#)], [IIIA-104 [Sample Job Announcement 3](#)].

The Office of Human Resources periodically reviews its processes to ensure that no artificial barriers exist in the District's employment policies and practices. The review includes ensuring job announcements and recruitment practices include diverse applicant pools and allow for sufficient time for equitable recruitment of applicants and selection committees are diverse, appropriately trained in current EEO hiring policies and procedures, and meet the EEO expectations of the College for equitable employment opportunities.

The College's objectives focus on enhancing workplace and classroom equity, inclusion and diversity, excellence in teaching and learning, personal and social responsibility, open, respectful dialogue and collaboration, innovation, and community partnerships to ensure employment equity and diversity are consistent with its mission [IIIA-105 [YC Core Principles](#)]. The College Student Equity Committee, in collaboration with other leadership teams and committees, the Office of Student Success and Institutional Effectiveness, and the Governing Board, assesses student access, retention, and success applying a variety of measures to analyze the College's effectiveness for all student subpopulations [IIIA-75 [EEO Plan](#)], [IIIA-106 [YC Institutional Set Standards](#)], [IIIA-107 [BOT Retreat Agenda Scorecard](#)]. The College reviews the summary data and reports and revises, plans, and implements strategies to address areas of improvement and enhance existing policies, procedures, and practices to ensure continuous compliance with state regulations and alignment with the District and College's mission and objectives for diversity and fairness in employment and student achievement [IIIA-108 [Equity Planning Session Notes](#)]. As part of its assessment, the College periodically conducts campus climate surveys that provide feedback from students, full- and part-time faculty, classified staff, and administrators. Survey findings are then disaggregated by various demographic characteristics and the data are disseminated and published throughout the College for use in development of the College's strategic objectives [IIIA-109 [Campus Climate Survey Results 2015](#)], [IIIA-110 [Sense Survey Findings](#)], [IIIA-111 [CCSSE Key Findings](#)].

YC's Staff Development Committee, as a sub-committee of the College Council and in collaboration with other leadership teams, develops an annual detailed Staff Development Plan (SDP), which specifies employee training objectives [IIIA-112 [2017-18 Staff Development Plan](#)]. Staff Development is shared by both the District and YC with their respective roles delineated clearly in the Staff Development Plan (p. 11). The Staff Development Committee's objective is to improve and sustain the professional growth of faculty, staff, and administration through collegially planned learning opportunities that continue to support the institution's mission. As specified in the SDP, the District provides *mandatory training*, such as EEO, Sexual Harassment, Safety, Family Educational Rights and Privacy (FERPA), and Ergonomics for YC personnel as needed and as a regular component of the Staff Development Convocation Week Program and/or during allotted Professional Growth Days as designated by the YCCD Calendar Committee each year. This training is offered during Convocation Week and Spring Adjunct Orientation [IIIA-113 [Sample District HR Training](#)], [IIIA-114 [Examples of District and Flex Training](#)].

From review by the Staff Development Committee of the College's Needs Assessment Surveys (NAS) [IIIA-115 [NAS Results - Classified](#)], [IIIA-116 [NAS Results – Faculty](#)], the Staff Development Committee created a template reflecting training needs for faculty and classified

staff offered during August (Convocation Week) (see Appendix C of [IIIA-112 [2017-18 Staff Development Plan](#)]. Additionally, Staff Development throughout the College supports diversity through campus wide programs and events, such as Crossing Borders and Building Bridges, Black History Month, Women's History Month, and other lectures, panel discussions, and film presentations [IIIA-117 [Campus Flyer 1](#)], [IIIA-118 [Campus Flyer 2](#)]. These events bring together students, faculty, and administration to create a campus that welcomes diversity and inclusiveness in keeping with the College's EEO objectives and mission.

Analysis and Evaluation

Through its policies and practices, YC creates and maintains appropriate programs, practices, and services that support its diverse personnel and student population. The College Council, Governing Board, and Chancellor review the District's hiring and employment practices and make recommendations to the College for addressing the diverse needs of its personnel and student population, especially in relation to student access, retention, and success. The College's EEO Plan, HR Master Plan, and SDP exemplify the College's commitment to adhering to the Education Code, BPs, APs, and ACCJC Standards in its equal employment opportunity processes. New-hire training and ongoing staff development programs provide faculty and classified staff up-to-date information on diversity issues and plans for resolving inequities. In conjunction with the College's robust equal employment opportunity policies and procedures, the College encourages a diverse and inclusive campus atmosphere for working and learning through participation in ongoing cultural events and celebrations on campus by its personnel, students, and community.



IIIA.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

YC is committed to ensuring that all employees act with integrity and conduct themselves in an ethical and professional manner in accordance with policies and procedures established by the institution, shared governance, and collective bargaining units, as stipulated in the Education Code, BPs and APs, and following ACCJC Standards [IIIA-119 [AP 3050](#)]. The Governing Board maintains high standards of ethical conduct for all of its members, as stipulated in BP 2715 [IIIA-120 [BP 2715](#)]. The standards of ethical and professional conduct as described in the BP set the precedence for all employee conduct throughout the institution and help create an atmosphere of academic integrity, trust, and fairness for all constituents, including students, faculty, staff, and administrators.

Employees participate in the shared governance process, which aids in ensuring ethical practices at the College. The Yuba College Academic Senate, in the Faculty Ethics Statement, has established policies and procedures for ethical and professional conduct of faculty, which details

the College's expectations and guidelines for faculty responsibilities [IIIA-121 [YC Academic Senate Faculty Ethics Statement](#)].

Best practices for faculty are included in the YC Academic Employee Handbook, and the College has established ethical and professional standards for Managers, Confidential Employees, and Classified Staff [IIIA-122 [YC Academic Employee Handbook](#)], [IIIA-123 [Management Handbook](#)]. All students follow a Code of Conduct established by the College, as published in the YC College Catalog [IIIA-124 [YC Catalog](#)], [IIIA-125 [Student Code of Conduct](#)]. Similarly, through shared governance, the College has established grievance, disciplinary, and dismissal policies and procedures, following BP 7360, 7365, AP 7216, the HR Master Plan, full- and part-time faculty collective bargaining agreements, and student conduct policies and procedures [IIIA-126 [BP 7360](#)], [IIIA-127 [BP 7365](#)], [IIIA-128 [Student Due Process \(Complaints and Grievances\)](#)].

Analysis and Evaluation

The College has established policies to ensure the ethical and professional conduct of all personnel. Through shared governance, policies and procedures for ethical conduct are reviewed and approved by leadership teams and collective bargaining units. Additionally, ethics policies and procedures include equitable and fair practices for handling grievances, disciplinary actions, and dismissals. As part of a collaborative initiative across the College, exemplified by the established policies and practices of the Governing Board, Academic Senate, Faculty, Administrative, and Classified Staff, personnel and students work together to create an inclusive, culturally sensitive, and scholarly environment that encourages academic freedom and student success.



III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

YC is committed to providing faculty, administrators, and staff with valuable opportunities for continued professional development, consistent with the College's mission and based on evolving pedagogy, technology, and learning needs. As specified in Standard III.A.12, the Staff Development Committee, as part of the College Council and in collaboration with other leadership teams, the Academic Senate, Office of Human Resources, Governing Board, and Chancellor, reviews, plans, and implements professional development for faculty, staff, and administrators at the College.

Re-established in April 2013, the College's Staff Development Committee is a part of integrated planning for resource allocation and professional development at the college level. The Staff Development Committee's Vision Statement sets forth the Committee's purpose (see p. 7) [IIIA-68 [Staff Development Plan](#)]. The YC IP model illustrates the role that Staff Development plays in three of the five essential planning areas of YC: HR (Staff Development), Instruction (Flex and BSI), and Technology (training). Using PR, Committee/Project Team Objective Reports, and other College planning documents, these three planning areas feed information into the EMP, which drives College's resource allocation [IIIA-61 [IP Model](#)].

As specified in the Staff Development Committee's Charter Statement, the Staff Development Committee meets regularly to identify the College's needs for professional development and to ensure ongoing opportunities for employee learning and improvement (see Appendix A, SDP).

The District, in collaboration with the Staff Development Committee, provides *mandatory training*, such as EEO, Sexual Harassment, Safety, Family Educational Rights and Privacy (FERPA), and Ergonomics to YC personnel as needed and as a regular component of the Staff Development Convocation Week Program and/or during allotted Professional Growth Days as designated by the YCCD Calendar Committee each year (See Appendices B, C, E, SDP). This training is offered during Convocation Week and Spring Adjunct Orientation (III.A.12) [IIIA-113 [Sample District HR Training](#)], [IIIA-114 [Examples of District and Flex Training](#)].

In 2016-17, the SDP prioritized training needs for full- and part-time faculty, identified through the NAS:

- Best Teaching Practices
- Academic Freedom
- Teaching Techniques
- Creating Effective Assignments
- Effective Group Classroom Assignments
- Distance Education (DE) Teaching
- Dealing with Student Behavior
- TracDat

Training needs for College staff, identified by the NAS, included:

- College Support Systems
- Technology
- Student Services
- Wellness & Health
- Rules/Regulations & Current Legislation [IIIA-129 [Faculty, Staff, Needs Assessment Survey](#)]

From analysis of the NAS results, the College has expanded its professional development activities, through planning and coordination provided by the Staff Development Committee in collaboration with the Office of Human Resources and Academic Senate.

College faculty and staff identified via the NAS three preferences for professional development scheduling throughout the year as August, January, and summer. As described in Standard III.A.12, the Staff Development Committee created a template reflecting training needs for faculty and classified staff offered during August (Convocation Week) (Appendix C, SDP). It modified its existing staff development programs offered during Convocation, designated Professional Development Days and Flex workshops, and classified staff development to address the need for increased, comprehensive, and diverse new faculty training and ongoing educational training and workshops for College personnel [IIIA-28 [2017 Convocation Workshops](#)], [IIIA-27 [SP 18 PD Days Schedule](#)]. Additionally, more classified trainings are offered during summer session, along with online FLEX and DE trainings for faculty and staff [IIIA-130 [PD Program June 2017](#)]. Also, faculty and staff are encouraged, through coordination with leadership teams and the Staff Development Committee, to develop workshops and focus groups such as Reading Apprenticeship and Teaching Community to address specific area-identified needs within departments and programs across campus. This method of self-directed workshop development ensures that workshops will meet the unique needs of the diverse groups that make up the campus community.

Additionally, Staff Development throughout the College supports diversity through campus wide programs and events, such as Crossing Borders and Building Bridges, Black History Month, Women's History Month, and other lectures, panel discussions, and film presentations. These events bring together students, faculty, and administration to create a campus that welcomes diversity and inclusiveness in keeping with the College's EEO objectives and mission (III.A.12).

The Office of Human Resources, in collaboration with the College Academic Senate, Staff Development Committee, and other leadership teams, launched a more comprehensive New Employee Orientation Program in 2015. The new format is a six-module training that occurs periodically throughout the first year of employment [IIIA-131 [NEO Module 1 2017](#)]. The modules cover a range of topics to introduce new employees to all aspects of the District and College. Beginning in 2014, HR launched two 'flagship' professional development programs for managers and supervisors, Strengthening Our CORE and ASPIRE [IIIA-132 [CORE Performance Evaluations](#)], [IIIA-133 [ASPIRE Training Module II](#)]. Strengthening Our CORE (Communication, Organization, Responsibility, and Evaluation) is a multiple-module training program for all district managers and supervisors that develops competencies in management and leadership skills for all District and College managers and supervisors. ASPIRE (Accountability, Stewardship, Professionalism, and Preparation, Initiative, Responsiveness, Effectiveness, and Evaluation) was also launched in 2014. ASPIRE is a multiple-module training program that seeks to cultivate and develop "hard" and "soft" skills needed to successfully serve as a member of the confidential unit who supports the senior leadership of the colleges and district services.

The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. Evaluation of trainings and workshops is

accomplished through assessments such as the NAS, Faculty and Staff Surveys, and through the use of the online FLEX evaluations by faculty after completion of each FLEX activity [IIIA-134 [FLEX/Staff Development Evaluation Form](#)]. The YC Staff Development Committee reviews survey data in determining current professional development needs and in planning and development of future professional development activities throughout the College [IIIA-135 [Staff Development Committee minutes, Item 3](#)].

The Faculty FLEX Coordinator is in charge of keeping records of faculty professional development activities and submitting annual FLEX reports to the CCCCCO [IIIA-136 [YC Flex Coordinator](#)]. The College FLEX Committee develops the FLEX Calendar, with approval from the Governing Board, Academic Senate, and leadership teams, to provide FLEX professional development opportunities in compliance with Title 5, 555720, in support of the District's "student first" philosophy, and to provide time for faculty to participate in development activities related to "staff, student, and instructional improvement" (Title 5, 55720) [IIIA-137 [YCCD FLEX Guidelines](#)].

Full- and part-time faculty FLEX obligations align with the requirements of AP 7161, applicable job descriptions, the FLEX Calendar Guidelines, and the YCCD/FAYCCD and YC-AFT Collective Bargaining Agreements [IIIA-138 [AP 7161](#)], [IIIA-139 [FAYCCD Bargaining Agreement 2017-2020 \(redline version\)](#)], [IIIA-48 [YC-AFT CBA](#)]. Faculty, staff, and administrators are provided with compensation for participation in professional development, such as FLEX, committee work, sub-committee and work group compensation, sabbaticals, and funding for off-campus conferences and workshops.

Analysis and Evaluation

District and College committees and leadership teams develop and coordinate effective faculty- and staff-driven professional development opportunities. The Governing Board, Chancellor, and College Academic Senate approve all changes to and development of new training programs and workshops. The College Staff Development Committee and FLEX Committee work with the Office of Human Resources to systematically assess, review, and plan as a continuous process of improvement, to ensure that professional development of faculty, staff, and administrators consistently meet the College's mission and requirements for training in relation to the evolving pedagogy, technology, and learning needs of its personnel and students.



IIIA.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

District personnel records are maintained by the Office of Human Resources and are private, accurate, complete, and permanent. All personnel records are maintained in a secure and confidential manner, in compliance with AP 7145 and the Office of Human Resources Master Plan [IIIA-140 [AP 7145](#)], [IIIA-1 [HR Master Plan](#)]. Personnel files are maintained in the Office

of Human Resources, as appropriate, with the exception that (1) some Payroll records are kept in Fiscal Services and (2) in cases of statistical and financial accounting data, including Academic Employee Assignments, notation in the District computer system is the continuing or permanent record of that part of the Personnel file.

General personnel employment data are stored digitally, wherein each employee has a secure, confidential login and access to his/her employment information online through the College's WebAdvisor portal. The Office of Human Resources provides new employees with their login information during their first week of hire. The District's Information and Technology Services support has implemented safety measures such as password authentication, monitoring, auditing, and encryption to safeguard the confidentiality of digital employee information [IIIA-141 [WebAdvisor Login Page](#)].

Every employee has the right to examine and/or obtain copies of material from his/her personnel file in accordance with Education Code 87031, AP, the Labor Code, and as specified in collective bargaining agreements [IIIA-142 [EC 87031](#)], [IIIA-140 [AP 7145](#)], [IIIA-143 [LC 1198.5](#)], [IIIA-144 [FAYCCD CBA](#)], [IIIA-48 [YC-AFT CBA](#)]. Personnel files are available for inspection, except as otherwise provided by law, only to the employee and appropriate management and designated employees of the District, when necessary in the administration of the District's affairs or supervision of the employee. Information of a derogatory nature cannot be entered into the employee's personnel records unless and until the employee is given notice and an opportunity to review and comment on that information and the employee's comments are attached to the derogatory information prior to its inclusion in the personnel file.

APs for retention and destruction of personnel records are established by the Chancellor, in accordance with federal and state laws, Title 5 California Code of Regulations, BP 3310, and AP 3310 to assure the retention and destruction of all District records, including electronically stored information [IIIA-145 [BP 3310](#)], [IIIA-146 [AP 3310](#)]. The District conducts a review of its records annually to determine whether the records should be kept or destroyed.

Analysis and Evaluation

The Office of Human Resources maintains personnel records in a secure and confidential manner, and employees and designated personnel are allowed access to personnel records, in accordance with federal and state laws, BPs, and APs. Electronic records are secured with unique employee identification, passwords, and encryption. Employees can review their personnel records in accordance with District collective bargaining agreements and federal and state law.



Evidence Cited

- III A-1 [HR Master Plan](#)
- III A-2 [5-18-2017 DCAS Minutes](#)
- III A-3 [California Community Colleges Minimum Qualifications for Faculty and Administrators](#)
- III A-4 [Faculty Staffing Committee / President Notification](#)
- III A-5 [BP 7120](#)
- III A-6 [Justification to Fill/Personnel Requisition](#)
- III A-7 [Sample Classified Job Description](#)
- III A-8 [Sample Dean Job Posting](#)
- III A-9 [HR Website](#)
- III A-10 [California Community College Registry](#)
- III A-11 [Chronicle of Higher Education](#)
- III A-12 [Vice Chancellor Job Posting](#)
- III A-13 [AP 7120](#)
- III A-14 [EEO Training PPT](#)
- III A-15 [Aspen Institute Criteria](#)
- III A-16 [YC-AFT CBA, Article 11](#)
- III A-17 [FAYCCD CBA, Article 6](#)
- III A-18 [CSEA CBA Article 13](#)
- III A-19 [Title 5, Sec. 53000](#)
- III A-20 [AP 7125](#)
- III A-21 [AP 7126](#)
- III A-22 [Job Description Development](#)
- III A-23 [Faculty Job Description Development](#)
- III A-24 [BP 7100](#)
- III A-25 [Hiring Manual for FT Faculty](#)
- III A-26 [HR Recruitment Process Work Flow draft](#)
- III A-27 [SP 18 PD Days Schedule](#)
- III A-28 [2017 Convocation Workshops](#)
- III A-29 [Sabbatical Presentation](#)
- III A-30 [AP 7250](#)
- III A-31 [BP 7250](#)
- III A-32 [BP 7260](#)
- III A-33 [Strengthening Our Core](#)
- III A-34 [Leadership Plus Program](#)
- III A-35 [360 Degree Evaluation Memo](#)
- III A-36 [CHEA.org website](#)
- III A-37 [BOT Action on Equivalency](#)
- III A-38 [YCCD Equivalency Policy](#)
- III A-39 [Equivalency Application](#)
- III A-40 [Evaluation of Foreign Degree](#)

III A-41 [Faculty Evaluation HR Memo](#)
III A-42 [Faculty Evaluation Taskforce Meeting Minutes](#)
III A-43 [Faculty Evaluation Form IE 1F](#)
III A-44 [FAYCCD CBA, Article 6.10](#)
III A-45 [Assessment Results of Pilot Faculty Evaluation](#)
III A-46 [2017-18 Focus Group Schedule](#)
III A-47 [Faculty Evaluation Focus Group Analysis](#)
III A-48 [YC-AFT CBA](#)
III A-49 [Management Evaluation Form](#)
III A-50 [BP 7150](#)
III A-51 [AP 7122](#)
III A-52 [AP 7151](#)
III A-53 [BOT Action on Tenure](#)
III A-54 [Classified Employee Performance Appraisal Form](#)
III A-55 [Management and Confidential Evaluation Article 17 from Contract](#)
III A-56 [BOT Action on Educational Administrators](#)
III A-57 [IE Review and Report](#)
III A-58 [Part-Time Faculty Stipend Approval Form](#)
III A-59 [YCCD IER 2015-16](#)
III A-60 [YC Educational Master Plan](#)
III A-61 [IP Model](#)
III A-62 [Institutional Effectiveness Review and Report](#)
III A-63 [Faculty Staffing Committee Purpose](#)
III A-64 [YC PR Cycle](#)
III A-65 [Faculty Staffing Request Evaluation Rubric](#)
III A-66 [District Resource Allocation Model](#)
III A-67 [2016 FON Compliance](#)
III A-68 [YC Staff Development Plan](#)
III A-69 [YCAFT Office Hours](#)
III A-70 [BSI Senate Report](#)
III A-71 [Sample Professional Development Schedule](#)
III A-72 [YC Staffing Plan](#)
III A-73 [YC Staffing Analysis Oct. 2017](#)
III A-74 [YC Integrated Plan](#)
III A-75 [EEO Plan](#)
III A-76 [President Cabinet Agenda](#)
III A-77 [YC Organizational Structure Chart 2016-17](#)
III A-78 [YC Organizational Reporting Structure 2017-2018](#)
III A-79 [YC Administrators/Managers, Committee Assignments 08/22/16](#)
III A-80 [Dean of Student Success Job Announcement](#)
III A-81 [CTE Director Job Announcement](#)
III A-82 [BP 3420](#)
III A-83 [Benchmark Comparisons](#)
III A-84 [BOT Student Success Scorecard 2017](#)
III A-85 [BP 7140](#)

III A-86 [BP 2410](#)
III A-87 [AP 2410](#)
III A-88 [BP 1300](#)
III A-89 [BP 3410](#)
III A-90 [AP 3420](#)
III A-91 [AP 3410](#)
III A-92 [AP 7216](#)
III A-93 [CSEA CBA, Article 10](#)
III A-94 [FAYCCD CBA, Article 17](#)
III A-95 [YCAFT CBA, Article 12](#)
III A-96 [YCCD Complaint Process](#)
III A-97 [BP 3430](#)
III A-98 [Mission Values](#)
III A-99 [Title 5 Section 53004](#)
III A-100 [Diversity Report Jan 2018](#)
III A-101 [Diversity in Workforce Training](#)
III A-102 [Sample Job Announcement 1](#)
III A-103 [Sample Job Announcement 2](#)
III A-104 [Sample Job Announcement 3](#)
III A-105 [YC Core Principles](#)
III A-106 [YC Institutional Set Standards](#)
III A-107 [BOT Retreat Agenda Scorecard](#)
III A-108 [Equity Planning Session Notes](#)
III A-109 [Campus Climate Survey Results 2015](#)
III A-110 [Sense Survey Findings](#)
III A-111 [CCSSE Key Findings](#)
III A-112 [2017-18 Staff Development Plan](#)
III A-113 [Sample District HR Training](#)
III A-114 [Examples of District and Flex Training](#)
III A-115 [NAS Results - Classified](#)
III A-116 [NAS Results - Faculty](#)
III A-117 [Campus Flyer 1](#)
III A-118 [Campus Flyer 2](#)
III A-119 [AP 3050](#)
III A-120 [BP 2715](#)
III A-121 [YC Academic Senate Faculty Ethics Statement](#)
III A-122 [YC Academic Employee Handbook](#)
III A-123 [Management Handbook](#)
III A-124 [YC Catalog](#)
III A-125 [Student Code of Conduct](#)
III A-126 [BP 7360](#)
III A-127 [BP 7365](#)
III A-128 [Student Due Process \(Complaints and Grievances\)](#)
III A-129 [Faculty, Staff, Needs Assessment Survey](#)
III A-130 [PD Program June 2017](#)

- IIIA-131 [NEO Module 1 2017](#)
- IIIA-132 [CORE Performance Evaluations](#)
- IIIA-133 [ASPIRE Training Module II](#)
- IIIA-134 [FLEX/Staff Development Evaluation Form](#)
- IIIA-135 [Staff Development Committee Minutes, Item 3](#)
- IIIA-136 [YC Flex Coordinator](#)
- IIIA-137 [YCCD FLEX Guidelines](#)
- IIIA-138 [AP 7161](#)
- IIIA-139 [FAYCCD Bargaining Agreement 2017-2020 \(redline version\)](#)
- IIIA-140 [AP 7145](#)
- IIIA-141 [WebAdvisor Login Page](#)
- IIIA-142 [EC 87031](#)
- IIIA-143 [LC 1198.5](#)
- IIIA-144 [FAYCCD CBA](#)
- IIIA-145 [BP 3310](#)
- IIIA-146 [AP 3310](#)

PHYSICAL RESOURCES



III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The District/College closely adheres to all Federal, State, and Local agencies regulations, including safety vessels requirements and storage of hazardous materials [IIIB-1 [YubaCCD-HMISurvey-2016](#)], [IIIB-2 [Keenan YCCD 2017 2018 Underwriting Questionnaire](#)].

The District/College has applied facilities safety standards established by California Occupational Safety and Health Act (CAL OSHA). These standards maintain the College's workplace conditions. Maintenance and Operations staff participate in an extensive Keenan and Associates safety-training program that includes completing monthly training through the online "Safe Colleges" classes offered through Keenan. These classes cover CAL OSHA requirements and safety best practices [IIIB-3 [Keenan Available Safe College](#)]. All fire sprinklers and alarm systems are tested annually to conform with National Fire Protection Association regulations [IIIB-4 [WSF 2016 Annual Fire Inspection](#)], [IIIB-5 [Yuba College Campus Fire Alarm System Initial Project Proposal](#)]. The District/College performs annual inspections and testing of its fire extinguishers in alignment with State and Local agency regulations [IIIB-6 [YC and SCC Fire Extinguisher Inspection and Maintenance](#)], [IIIB-7 [YC Kitchen Hood Ansul Fire Systems Inspections and Testing](#)], [IIIB-8 [Yuba CC Fire Alarm Assessment Final](#)].

The District/College ensures safe and healthy adequately maintained facilities through recently established standardized frequency of care as outlined in the Maintenance and Operations Custodial, Grounds, and General Maintenance "Standards of Care" and established standardized procedures [IIIB-9 [Custodial Cleaning Frequencies Standard Of Care Revised](#)], [IIIB-10 [Grounds Team Standard of Care YC Main Campus Only](#)], [IIIB-11 [Maintenance Team Standard of Care](#)], [IIIB-12 [Procedures Restrooms Cleaning](#)], [IIIB-13 [Procedures Hard Surface Floors Cleaning and Care](#)]. The District/YC Maintenance and Operations requests for services are submitted on work order requests through the use of NetFacilities Computer Maintenance Management Software [IIIB-14 [YCCD Maintenance Work Request Process](#)]. The District/College Risk Management Staff work closely with Keenan and Associates to conduct risk mitigation assessments, which identify facilities and campus liabilities and exposures, develop loss control strategies, and implement risk-avoidance strategies [IIIB-15 [YubaCCD Keenan-HazardAssessment-\[SlipTrip\]](#)], [IIIB-16 [YubaCCD-SWACCInspectionReport](#)].

The College Planning and Budget Committee, and its Facilities subcommittee address issues of access and safety for students and staff and provides input to the facilities department on the construction and maintenance of physical resources. The College evaluates the safety and sufficiency of its facilities and physical resources by conducting annual inspections of its buildings at each site. For emergency situations, the supervisor at each location responds and utilizes its resources to act swiftly and efficiently as the emergency dictates. The District Guide for Emergency Operations, developed in 2017, addresses the College's ability to prepare for emergencies and respond to natural disasters [IIIB-17 [YCCD Guide for Emergency Operations](#)].

All classrooms in the District have recently had new easy-to-use locking door hardware installed on the main entrance door for each classroom. This provides students and staff with an easy way to lock down and secure each classroom from inside the class space by simply pushing a button or turning a knob. The door-locking hardware will automatically release when the door hardware lever is turned or emergency crash bar hardware is pressed. This new door feature could save lives in the event of an active shooter on campus [IIIB-18 [YCCD Classroom locking Door Hardware Project](#)].

The College also works to maintain a healthful learning and working environment. An example of improving the healthfulness of the environment is the decision to make the College's facilities smoke-free, approved by the Board of Trustees in June 11, 2015 as BP 3570: Smoking Policy [IIIB-19 [BP 3570 Smoke Free Campus](#)].

The District has recently installed tobacco-free and fire arms-free zone signs at all locations [IIIB-20 [CA-BREATHE EASY FOR ETC 3-1218](#)]. New electronic messaging signs have been installed at the main entrances to the YC Campus and Sutter County Campus locations. One of the planned uses of these signs will be to share important emergency messages as well as ongoing communications to students and staff.

The District is piloting a user-friendly access card system "Vanderbilt" at the District Office location that can later be applied and used District-wide [IIIB-21 [New District Location Access Card System Vanderbilt SMS Specification](#)].

The District/College Maintenance and Operations staff re-painted the parking lot areas and roadways, including cross walks, directional arrows, bus lanes, speed bumps, and stop sign lines to provide easily identified and safe traffic areas at YC [IIIB-22 [Repainting Evidence](#)].

Yuba College Safety Committee convenes monthly to develop safety training, investigate accidents, identify workplace hazards, communicate safety related materials to employees and to ensure compliance with safe and healthy work place practices [IIIB-23 [Safety Charter](#)]. The YC Safety Committee annually assesses its objectives and goals to determine goals which were met, barriers which prevented completion, and any objectives or goals requiring ongoing attention [IIIB-24 [Safety COR 2017-2018](#)].

YCCD has engaged in Mutual Aid Memoranda of Understanding with other local law enforcement agencies. AP 3520 outlines the District's working relationship with local law

enforcement and operational responsibilities [IIIB-25 [AP 3520 Local Law Enforcement Agreement](#)].

The College's Maintenance and Operations department has systems in place to ensure the safety on its campus while assessing its resource base is effectively maintained. The Maintenance and Operations Management staff, working closely with the YC Administration Team, have reviewed the challenges to provide optimum custodial, grounds, and general maintenance services to all District/College locations [IIIB-26 [Admin. Team Meeting Agenda](#)].

Maintenance and Operations budgets are divided both by District/College location and proportioned by the gross square feet of each location [IIIB-9 [Custodial Cleaning Frequencies Standard Of Care Revised](#)]. The current priority for Maintenance and Operations is to implement efficiencies and productivity improvement initiatives to fully leverage existing staff in meeting the needs of the District/Colleges. These best practice initiatives include:

1. Aligning work shifts with most productive times when full access and optimum productivity are realized.
2. Purchasing custodial supplies from a single source that provides high quality products and inventory management at competitive pricing.
3. Standardizing work procedures means and methods
4. Providing thorough and regularly scheduled safety and best practices training for staff [IIIB-3 [Keenan Available Safe College](#)]
5. Purchasing equipment that will increase productivity and reduce fatigue.

All cleaning procedures for restrooms and hard surface floor areas have been standardized [IIIB-13 [Procedures Hard Surface Floors Cleaning and Care](#)].

Equipment was purchased in 2016 to improve safety, productivity, quality of services, and reduce fatigue of staff. Additional equipment will be purchased each year to improve safety, efficiency, and productivity [IIIB-27 [Equipment Purchases](#)].

The District has accessed the services of Keenan and Associates to provide various assessments of the District/College locations. The findings of the assessments did identify possible needed action items that were presented to the Safety Committees of each College for discussion and determination of action items [IIIB-24 [Safety COR 2017-2018](#)]. These assessment studies and associated reports with recommendations and suggestions were provided by Keenan and Associates:

1. Keenan and Associates completed a Hazard Assessment for “Slip/Trip” in March 2016 for the YC Campus. This Hazard Assessment was conducted on behalf of the Statewide Association of Community Colleges Property and Liability Program. The YC Maintenance and Operations staff corrected the identified items [IIIB-15 [YubaCCD Keenan-HazardAssessment-\[SlipTrip\]](#)].

2. Keenan and Associates completed a District-wide Hazardous Materials Report (Survey & Inventory) in June 2016. This Hazardous Materials Survey included a detailed inventory of all hazardous materials at each location, verified compliance with the Hazardous Materials Business Plans, and addressed and identified specific conditions regarding storage, labeling, compatibility, fire extinguishers, eyewash stations, etc.... The report listed “Site Specific Recommendations” to reduce hazards. The YC Safety Committee reviewed and prioritized a list of corrections [IIIB-1 [YubaCCD-HMISurvey-2016](#)].
3. Keenan and Associates completed a SWACC (Statewide Association of Community Colleges) Property & Liability Inspection in April 2015. This inspection was comprehensive and covered areas such as security, emergency preparedness, fire prevention, pest management, chemical safety, forklift/utility cart procedures, playground safety, property and liability self-inspection program, asbestos hazard emergency response act, and the injury and illness prevention program. Items identified are completed/corrected [IIIB-16 [YubaCCD-SWACCInspectionReport-](#)].
4. Keenan and Associates completed a Threat and Physical Security Assessment (TAPS) report dated August 2016. This assessment provided recommendations and suggestions to help mitigate the risk of injury and/or property damage. The District Police Chief and the Director of Facilities Planning, Maintenance and Operations reviewed this information. Corrective actions were completed by summer 2017.

Analysis and Evaluation

The Maintenance and Operations department assures safe and sufficient physical resources at the YC campus and Sutter County Campus where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The College ensures that all facilities are safe. The College regularly evaluates whether it has sufficient physical resources at all locations. The College has processes by which all personnel and students can report unsafe physical facilities.



III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The District evaluates the conditions and effectiveness of its facilities and equipment through various resources including the Administrative PR, the Board Finance Committee, the College Planning and Budget Committee, and its Facilities subcommittee, and through the CCCCCO

Facilities Conditions Index audit process [IIIB-28 [AP 6700](#)], [IIIB-29 [Facilities Conditions Inventory Executive Summary](#)].

The District and YC sites address different maintenance issues based on type of needed repairs and impact on students and staff. Health and safety issues are addressed immediately by maintenance staff and local contractors. Safety credits and one-time monies are utilized to ensure these projects are funded in conjunction with the project timeline. Roof repairs were made for proper building maintenance so that the space could continue to be used effectively [IIIB-30 [YCCD Recent Roof Repairs](#)].

The District facilities conditions at some locations have been determined to warrant a significant renovation program. The District has planned to utilize General Obligation Bond funding to realize these needed renovations. The District/Colleges Board of Trustees approved and presented a General Obligation Bond Resolution, referred to as Measure Q for \$33,565,000 for various projects that include renovations, modernizations, repair, and construction of school facilities. Measure Q was passed by the District registered voters at the November 2016 elections [IIIB-31 [Bond Election Resolution Measure Q](#)]. The District/Colleges Board of Trustees approved/authorized Resolution 16-03 to issue up to \$27,500,000 in Series D General Obligation bonds for various projects that include renovations, modernizations, repair, and construction of school facilities [IIIB-32 [BOT Agenda Series T Bonds](#)].

The YC Planning and Budget Committee's Budgetary Resource Request process prioritizes expenditures on facilities and equipment [IIIB-33 [Planning and Budget Diagram](#)]. Based on this methodology, YC allocated funds for the construction of Radiological Technology classroom and lab.

The District/YC completed in September 2016 the renovation and construction of a new Radiologic Technology room in building 2100 in support of the Radiologic Technology Program [IIIB-34 [Yuba College Radiologic Technology Project Purchase Order for Construction](#)], [IIIB-35 [Yuba College New Radiologic Technology Program Equipment Information](#)].

The District/YC completed in October 2016 the renovation and construction of a new Computer Numerical Control (CNC) Equipment Technology room for six CNC machines in building 600 [IIIB-36 [Yuba College new CNC Equipment Technology room picture](#)].

The District/YC completed in January 2017 the renovation and construction of a Hydraulics Lab in building 1719 [IIIB-37 [Yuba College Newly Remodeled Hydraulics Lab](#)].

Faculty teaching in the areas to be renovated are included in the user groups to generate a Scope Document, which includes a description of what is required to meet instructional needs [IIIB-38 [Scoping Document](#)]. All projects are designed to accommodate access to all students, including those with accessibility needs. All regulations associated with accessibility are incorporated in the projects to enhance staff and student access [IIIB-39 [ADA Sidewalk](#)].

Combined project lists give a broad perspective of all the needs at the district [IIIB-40 [YCCD Combined Project List by Location](#)].

The District relies on the College's PR, EMP, YC Administrative Team, District Facilities Master Plan (FMP) [IIIB-41 [Facilities Master Plan](#)], District Budget Planning Committee [IIIB-42 [Budget Handbook](#)], Facilities Planning Committee, District Consultation Council, District Services Executive Team, and the Chancellor's Cabinet to review and analyze the resource, facilities, and equipment needs of programs and services, the associated recommendations, and then plan prioritized resource allocations.

The District considers recommendations from the shared governance process, community needs, and overall institutional planning. The FMP objectives are driven by the program needs in the EMP [IIIB-43 [Educational Master Plan](#)].

The District is relying on the recently issued Series D bonds (\$27.5 million) and the Bond Re-Authorization Measure Q bonds of \$33.565 million to make repairs, renovations, and ensure safe, secure, and healthy learning and working environments at both Colleges' locations [IIIB-31 [Bond Election Resolution Measure Q](#)]. These resources will also provide new instructional equipment, improve infrastructure systems and utilities, enhance access, and ensure instructional functional and operational capacity to meet current and future instructional and student service needs. Bond funds will also address prioritized deferred maintenance needs required to protect assets and promote functional reliability of facilities infrastructure systems such as heating, air-conditioning, control systems, fire alarm systems, energy management systems, access systems, building envelopes (roofs, exterior walls, doors and windows), lighting systems, interior wireless clock systems, utility systems, grounds irrigation systems, and wayfinding.

Analysis and Evaluation

The College, with support from District and College committees, the District Maintenance and Operations department and College leadership, plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. The institution ensures that the needs of programs and services are considered when planning its buildings. Facilities planning is aligned with the College mission. The institution ensures that program and service needs determine equipment replacement and maintenance. YC has developed a rubric to standardize the selection criteria for facilities renovation and/or new construction.





III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The District relies on the College PR, EMP, YC Administrative Team, the District FMP [IIIB-41 [Facilities Master Plan](#)], District Budget Planning Committee [IIIB-42 [Budget Handbook](#)], Facilities Planning Committee, District Consultation Council, District Services Executive Team, and the Chancellor's Cabinet to review and analyze resource, facilities, and equipment needs of programs and services, the associated recommendations, and then plan prioritized resource allocations. The EMP and FMP are reviewed every year and updated every three years. The District considers recommendations from the shared governance process, community needs, and overall institutional planning. The FMP objectives are driven by the program needs in the EMP [IIIB-43 [Educational Master Plan](#)] and include the following:

The District completed a FUSION Space Inventory Report in October 2016. It is an annual assessment of space utilization [IIIB-44 [YCCD Facilities Space Inventory Report 17](#)]. Instructional spaces were measured to ensure the accuracy of the report and all spaces were visually inspected for the correct number of student work stations. The FUSION inventory software gets updated based on visual inspection.

To ensure effective utilization of classroom facilities, one year prior to each semester, Division Deans meet with faculty to develop the following year class schedule. Based on course needs, lab and lecture space, and course caps, classroom assignment and room charts are completed through the office of the Vice President. A multi-level approval process is then initiated to include College Council, Planning and Budget Committee, the office of the College President, and the Chancellor's Cabinet review and grant final approval [IIIB-45 [Facilities Use Guidelines](#)], [IIIB-46 [Schedule Development](#)].

The District/Colleges consider space utilization by type of space, location, various instructional program full-time equivalent trending information, space capacity, and functionality needs of the space when considering which spaces to renovate.

The District invited Auditors from the California Community College Foundation office to conduct a thorough evaluation of all instructional spaces at YC. It was a comprehensive evaluation of all buildings and electrical and mechanical equipment and other utility infrastructure at the college. This information provides valuable data, used to prioritize repairs. It is also used to estimate the cost of repairs and the number of estimated life cycle used. This "Facilities Conditions Inspection" audit was completed in September 2016 [IIIB-47 [Facilities Condition Index Inspection Audit](#)].

Maintenance and Operations Directors perform a facilities-conditions inspection on 1-2 building(s) every quarter. Then they draft NetFacilities work orders [IIIB-48 [Building Safety Inspections Classrooms](#)], [IIIB-49 [Building Safety Inspections Shops](#)].

Analysis and Evaluation

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. The District relies on the Colleges' PR process, EMPs, FMPs, YC Administrative Team, District Budget Planning Committee, District Consultation Council, District Services Executive Team, and the Chancellor's Cabinet to review and analyze the resource, facilities, and equipment needs of programs and services, the associated recommendations, and then to plan prioritized resource allocations.



III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The District/Colleges FMP and EMP [IIIB-41 [Facilities Master Plan](#)], [IIIB-43 [Educational Master Plan](#)] each guide the District/Colleges in long-range capital planning. The District relies on the College's PR process, YC Administrative Team, District Budget Planning Committee, District Consultation Council, District Services Executive Team, and the Chancellor's Cabinet to review and analyze resource, facility, and equipment needs of programs and services, the associated recommendations, and then to plan prioritized resource allocations. Planning processes ensure that capital projects support college goals. BP 3500 states the Board is committed to a safe and secure District work and learning environment. To that end, the Chancellor shall establish a campus safety plan and ensure it is posted or otherwise made available to students. The District continues to prioritize available resources to renovate existing instructional spaces and has successfully completed several renovation projects: The District/YC completed in September 2016 the renovation and construction of a new Radiologic Technology classroom/lab in building 2100 in support of the Radiologic Technology Program [IIIB-34 [Yuba College Radiologic Technology Project Purchase Order for Construction](#)].

The District/YC completed in October 2016 the renovation and construction of a new CNC Equipment Technology classroom/lab for six CNC machines in building 600 [IIIB-36 [CNC Equipment Technology Picture](#)].

The District/YC completed in January 2017 the renovation and construction of a Hydraulics Lab in building 1719 [IIIB-37 [Yuba College Newly Remodeled Hydraulics Lab](#)].

The District/YC completed in August 2018, the renovation and construction of Veterinary Technology Program. The updated facility provided for relocating the veterinary Technology Program to a larger and suitable space [IIIB-50 [RFP YC Vet Tech Building Renovation](#)].

The District/Colleges consider the Total Cost of Ownership to be the sum of initial construction cost, operating costs such as utilities and maintenance staff to clean and make repairs, renovation costs to sustain functionality and reliability of the spaces, capital equipment replacement, and the cost of annual regulatory testing and inspections for systems and facilities. Best practices regarding the Total Cost of Ownership over the time horizon of the building's expected life are included in the reinvestment of renovation bond funding with several examples listed below. These improvements may include energy reduction technologies that will reduce the cost of operating buildings and associated systems.

The following energy saving technologies, means, and methods may be considered on future projects:

- The Latest LED lighting equipment and control systems [IIIB-51 [Prop 39 Allocations](#)].
- Enhancing existing energy management systems programming to maximize savings associated with HVAC air conditioning and heating systems that control occupied and unoccupied temperature values tied to utilization of instructional spaces.
- Increasing the insulation value of roofs when roofs are replaced.
- Installing double pane windows where single pane windows are now present.
- The use of highly efficient air conditioning and heating equipment.
- Maximizing the benefits of existing solar PV array systems in providing electricity for adjacent campus uses.
- Daylight harvesting control systems that will dim LED lighting when beneficial daylighting enters the buildings.
- “Free” thermal-mass cooling systems that allow cool air to enter buildings during unoccupied times during the night hours in the summer. This cool air can enter building spaces through economizers on HVAC systems that will then cool concrete floors and allow the thermal mass of the structure to help maintain cool temperatures during the occupied day periods when classes are scheduled and staff use the buildings.

The District considers maintenance low-cost best practices on renovation projects by utilizing the following construction material types that will reduce long-term maintenance of the facilities.

- New handrails may be materials that do not require maintenance. Handrails that are brushed aluminum or stainless steel will provide long-term no maintenance finishes.
- Hard surface floors in restrooms may have minimal tile grout lines to allow them to be cleaned easier, in less time.

- Partitions in restrooms may have anti-graffiti type properties that will not allow paint, scratches, and other things to be applied to them, allowing them to have a longer service life and take fewer maintenance resources.
- Interior walls in classrooms may have “bumper strips” that protect the walls from scratching and wear.
- Carpet tiles may be used to allow small stains to be replaced more easily by replacing a single tile.
- LED Lighting will be used. LED light fixtures have no maintenance requirements for many years of service life, often exceeding 15 years [IIIB-51 [Prop 39 Allocations](#)].
- Low Maintenance ZERO Scape Landscaping will be considered.
- Low Maintenance landscape strategies that utilize strategies that reduce weed growth and allow established low-level bushes and plantings to keep weeds out will reduce the need for hand weeding and spraying chemicals.
- Equipment types will be proven reliable brands and models that will not fail prematurely.
- New exhaust fans will have direct drive motors, which eliminates the need for belts and reduces maintenance costs. Exhaust fans will also have sealed bearings, which eliminates the need for lubrication and reduces maintenance costs.

The District/College defines space use best practices to increase utilization building by building during blocks of time. For example:

- Classes are assigned in some buildings but not in others during the summer semester by centralizing class use for general education and classes that do not require specialized instructional spaces. This will reduce operating costs by allowing some buildings to have temperatures controlled at an unoccupied temperature when not in use. Custodians will not need to clean buildings as often if classes are not scheduled in them.
- Classes are assigned rooms by zones on some buildings to allow HVAC heating and cooling systems to be turned on only in the “zones” needed rather than in the entire building if classes are spread out randomly throughout the space.

The District/Colleges also remove buildings and modulars that have exceeded their useful life, have increasing Total Cost of Ownership, and have a high cost to renovate them to current instructional standards. This will reduce operating costs.

The District/Colleges use the following resources to renovate and reduce the Total Cost of Ownership of its existing spaces:

1. Ballot Measure Q, which is a multiple renovation project measure, was passed by the local District registered voters. Measure Q includes \$33.565 million in renovation funding. These funds will be used to renovate instructional spaces at various District locations during the next three to five years [IIIB-31 [Bond Election Resoulution Measure Q](#)].

2. Proposition 39, year 4 and 5 project funding of approximately \$400,000 in total will provide resources to convert existing exterior lighting to LED lighting at the Lake County Campus, YC Campus, and Sutter County Campus. Lighting levels will be improved to brighten up dark areas near buildings and to provide safe bright walking paths from buildings to parking lot areas.

The District/Colleges consider space utilization by type of space, location, various instructional program full-time equivalent trending information, space capacity, and functionality needs of the space when considering which spaces to renovate.

Analysis and Evaluation

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. The College regularly assesses the use of its facilities. The College uses the results of the evaluation to improve facilities or equipment.



Evidence Cited

- IIIB-1 [YubaCCD-HMISurvey-2016](#)
- IIIB-2 [Keenan YCCD 2017 2018 Underwriting Questionnaire](#)
- IIIB-3 [Keenan Available Safe College](#)
- IIIB-4 [WSF 2016 Annual Fire Inspection](#)
- IIIB-5 [Yuba College Campus Fire Alarm System Initial Project Proposal](#)
- IIIB-6 [YC and SCC Fire Extinguisher Inspection and Maintenance](#)
- IIIB-7 [YC Kitchen Hood Ansul Fire Systems Inspections and Testing](#)
- IIIB-8 [Yuba CC Fire Alarm Assessment Final](#)
- IIIB-9 [Custodial Cleaning Frequencies Standard Of Care Revised](#)
- IIIB-10 [Grounds Team Standard of Care YC Main Campus Only](#)
- IIIB-11 [Maintenance Team Standard of Care](#)
- IIIB-12 [Procedures Restrooms Cleaning](#)
- IIIB-13 [Procedures Hard Surface Floors Cleaning and Care](#)
- IIIB-14 [YCCD Maintenance Work Request Process](#)
- IIIB-15 [YubaCCD Keenan-HazardAssessment-\[SlipTrip\]](#)
- IIIB-16 [YubaCCD-SWACCInspectionReport-](#)
- IIIB-17 [YCCD Guide for Emergency Operations](#)
- IIIB-18 [YCCD Classroom Locking Door Hardware Project](#)
- IIIB-19 [BP 3570 Smoke Free Campus](#)
- IIIB-20 [CA-BREATHE EASY FOR ETC 3-1218](#)
- IIIB-21 [New District Location Access Card System Vanderbilt SMS Specification](#)
- IIIB-22 [Repainting Evidence](#)

- IIIB-23 [Safety Charter](#)
- IIIB-24 [Safety COR 2017-2018](#)
- IIIB-25 [AP 3520 Local Law Enforcement Agreement](#)
- IIIB-26 [Admin. Team Meeting Agenda](#)
- IIIB-27 [Equipment Purchases](#)
- IIIB-28 [AP 6700](#)
- IIIB-29 [Facilities Conditions Inventory Executive Summary](#)
- IIIB-30 [YCCD Recent Roof Repairs](#)
- IIIB-31 [Bond Election Resolution Measure Q](#)
- IIIB-32 [BOT Agenda Series T Bonds](#)
- IIIB-33 [Planning and Budget Diagram](#)
- IIIB-34 [Yuba College Radiologic Technology Project Purchase Order for Construction](#)
- IIIB-35 [Yuba College New Radiologic Technology Program Equipment Information](#)
- IIIB-36 [Yuba College new CNC Equipment Technology Picture](#)
- IIIB-37 [Yuba College Newly Remodeled Hydraulics Lab](#)
- IIIB-38 [Scoping Document](#)
- IIIB-39 [ADA Sidewalk](#)
- IIIB-40 [YCCD Combined Project List by Location](#)
- IIIB-41 [Facilities Master Plan](#)
- IIIB-42 [Budget Handbook](#)
- IIIB-43 [Educational Master Plan](#)
- IIIB-44 [YCCD Facilities Space Inventory Report 17](#)
- IIIB-45 [Facilities Use Guidelines](#)
- IIIB-46 [Schedule Development](#)
- IIIB-47 [Facilities Condition Index Inspection Audit](#)
- IIIB-48 [Building Safety Inspections Classrooms](#)
- IIIB-49 [Building Safety Inspections Shops](#)
- IIIB-50 [RFP YC Vet Tech Building Renovation](#)
- IIIB-51 [Prop 39 Allocations](#)

TECHNOLOGY RESOURCES



III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

YC is part of the multi-college YCCD, serving multiple campuses and centers throughout the counties covered by YCCD. Enterprise technology functions are centralized to the Information Technology Services department (IT) [IIIC-1 [IT Webpage](#)]. The IT department is staffed by 19.5 full-time equivalent positions across three areas including Enterprise Software, Enterprise Hardware, and Technology Support Services.

1. Enterprise Hardware:
 - a. Datacentre
 - b. Network Infrastructure
 - c. Voice and Video over IP Systems (including DE)
 - d. Enterprise provided or approved end user hardware
 - e. System Security
2. Enterprise Software:
 - a. ERP/CRM Primary operations and student management data systems
 - b. Ancillary student success, operations, student data systems
 - c. WEB, Internet and Intranet
 - d. Access and Data Security for all software systems
3. Enterprise Systems End User Support and Training (for ALL constituents)
 - a. Enterprise provisioned desktop systems (including VDI)
 - b. Voice and Video Over Internet Protocol
 - c. Enterprise provisioned mobile devices
 - d. All mobile devices (when full mobile access plan is implemented)

The District has formed a new District Technology Committee [IIIC-2 [Tech Committee Charter](#)], with representation from various College departments, charged with establishing technology policies, procedures, and standards including those related to the acquisition of technology equipment.

The College's Planning and Budget Committee established a Technology sub-committee [IIIC-3 [2017-18 Charter PBC](#)] to create a College Technology Plan, review proposals to insure

compliance with EMP goals, and interface with the District's Technology committee. The College's re-established technology committee has three primary areas of responsibility. One, it will develop, maintain, and regularly update a College Technology Plan. Two, it will, as a subcommittee of the Planning and Budget Committee, review and prioritize technology requests received through the PR process in accordance with the College EMP. Three, it will identify technology requests as either a College- or District-level request. If it is determined to be a District-level request, it will be forwarded to the District Technology Committee for evaluation. The committee membership is diverse and includes students, staff, faculty, and administration. There are currently just over 1,000 computers serving instructional labs, student support services, and faculty offices across the three campuses. One hundred fifty-two of the College's classrooms are technology enhanced.

The College has virtualized 200 lab systems using Virtual Desktop Infrastructure (VDI) and plans to expand on this in the 2018-19 academic year. Unfortunately, due to budget shortfalls, the district has been unable to fund the desired five-year computer replacement lifecycle. By expanding VDI systems, which have an 8- to 10-year terminal replacement need, the District and College can move closer to the desired replacement cycle on non-VDI systems, while achieving significant cost savings (approximately \$300 per unit). The District also plans to work with the College to evaluate the feasibility of reducing the overall number of computer labs, based upon lab utilization.

In support of the College's faculty, staff, and students, the District's IT department maintains and regularly updates several software site licenses including, but not limited to, Microsoft, Adobe, and others. The College's "MyCampus" Portal and mobile app provide many online services in a self-service format to students and employees [IIIC-4 [MyCampus Portal](#)], [IIIC-5 [Yuba Mobile App](#)]. Via MyCampus portal, students are able to connect to Office 365, Canvas (learning management system), WebAdvisor (student records and profile), and read about campus announcements and events. In addition to those activities listed above, staff use the portal to make IT department service requests, print shop requests, and maintenance and operations requests. Faculty use the portal to access Canvas for class maintenance and WebAdvisor for leave balance, pay advices, and W-2s.

The College's comprehensive mobile application provides faculty, staff, and students alike access to important communications, upcoming events, and contact information from their mobile device. In addition, students can register for classes, check their schedules, and reference important financial aid information.

In support of the colleges' Management Information System reporting requirements and 320 reporting submissions, IT provides custom reports and works with Admissions & Records to provide any necessary customizations to our Enterprise Student Information System (Ellucian-Colleague). IT developed custom data quality audits, which it provides to the College departments for data maintenance on a regular basis to ensure accurate reporting.

System maintenance is performed routinely by on-campus District IT staff, dependent on systems. Data backups of Data Center and SAN data are performed on a daily basis. Backups are

replicated via our Exagrid process to our Data Center. The District does not backup individual computers' local hard drives; faculty and staff are encouraged to use One Drive and/or a shared drive in the data center, and they are expected to backup any data that they retain locally.

In an emergency, a natural gas generator takes over providing power for the primary data center. If that system fails, an adequate battery back-up system is in place to allow staff time to shut down systems properly and reduce the potential for damage.

District IT staff routinely monitor the performance of YC networks and systems. This includes system health, vulnerability checks, and security checks. Staff respond accordingly to these checks, mitigating problems with hardware/software failure, suspicious activity, or any other issues affecting technology resources. To protect YC's information and technology resources, many safeguards are in place including hardware and software firewalls, anti-virus/anti-malware technologies, access controls, and data-handling procedures.

The District's Strategic Technology Master Plan (TMP) articulates the IT department's mission and values in supporting the College's technology needs [IIIC-6 [District Technology Master Plan](#)]. Furthermore, the plan provides detailed objectives/action plans for the year. The TMP is reviewed annually and will be a large component of the newly established District Technology Committee responsibilities.

Analysis and Evaluation

The District's IT department provides the College a wide array of services including technical support, hardware and software recommendations, security and privacy systems, processes for disaster recovery, and infrastructure reliability monitoring. The District and College Technology Committees, comprising staff, faculty, students, and managers, are complimentary in identifying technology needs and trends and systems access and use and establishing processes for decision-making, evaluating, and recommending courses of action related to technology.



Although the College has well-established structures and processes for catalog development, the Catalog Team has been frustrated with the lack of integration between the curriculum system and the catalog development process. The College has been working with District IT to identify an integrated system that connects curriculum data and catalog information. A workgroup began researching software options during the spring 2016 semester. The District and Colleges needs to complete the selection and implementation process to realize the efficiencies and improvement in accuracy that an integrated system will provide.



Similarly, the College recognizes that its current curriculum system does not have adequate reporting capabilities. The College will work with District IT to evaluate alternate curriculum systems to identify an integrated system that has a robust reporting module or District IT will improve the reporting function of its existing system.



Additionally, as noted above, as a result of budget shortfalls, the District has been unable to fund the desired five-year computer replacement lifecycle. By expanding VDI systems, which have an 8 to 10-year terminal replacement need, the College can meet the desired replacement cycle on non-VDI systems.



III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

YC and the District's IT department ensure that various types of technology needs are identified, updated, and replaced through multiple planning and administrative processes to ensure technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. This occurs through several methods whereby the College and the District IT department collaborate on technology-related issues.

The District's Strategic TMP, the EMP and the College's TMP provide the technology planning framework to support the strategic goals of the District Strategic Plan and the objectives of the College's EMP.

At the College level, multiple layers of planning are used to ensure that YC's technology needs are met. Guided by its mission, the College undertakes numerous, coordinated steps towards planning, updating, and working with District IT in replacing and updating technology needed on the College's three campuses. Through the PR process, departments identify and request software and equipment updates. These requests are reviewed and prioritized by the Division Deans into one division/area list. The second review is conducted by the Deans and the Vice President. The third review is conducted by the Planning and Budget Committee, who look at recommendations and emergent needs. The fourth review and recommendation to the College President is by the College Council [IIIC-7 [2015-2016 Institutional Effectiveness Review and Report](#)]. The College Technology Committee, a sub-committee of Planning and Budget Committee, identifies the technology requests as "District" or "College" requests. The District-level requests (systemic or global software/hardware) are forwarded to Information Technology. The College-level technology requests are incorporated in the prioritized list of Budgetary Resource Requests (BRR) [IIIC-8 [2017-2018 PBC Charter](#)] and are funded from the College's Instructional Equipment and Deferred Maintenance allocation [IIIC-9 [Action Plan and Resource Allocation Yuba College \(2017\)](#)].

The District-level process is the result of monitoring systems, tracking age of technology, and infrastructure upgrades. Requests from College departments, which are determined to be a District responsibility or have District-level impact, are referred to the District's Technology

Committee. All of these inputs are evaluated and prioritized in the annual update to the TMP [IIC-2 [Tech Committee Charter](#)], [IIC-10 [District Technology Master Plan](#)].

The TMP becomes the blueprint to address many key needs. Recognizing that the YC network is over 10 years old and that multiple network systems were reaching functional end of life, the IT department is implementing a new network infrastructure. CENIC (Corporation for Education Network Initiatives in California) currently provides a 1GB connection to the district's main data center at YC and our disaster recovery center located at WCC. This new infrastructure improvement will upgrade both facilities to the industry-standard 10GB WAN connections with satellite campuses upgraded to 1GB connections. Essentially, the two main data centers will see a tenfold increase in network capacity and the satellite campuses will more than double in capacity. Additionally, the District is replacing firewalls across the entire network and has implemented Cisco Meraki WiFi points, increasing student access in the most populated areas of the campuses.

In the spirit of continuous improvement and to ensure operational stability, the District is extending the functionality of its Enterprise Resource Planning (ERP) software application (Colleague) to automate more of the business and administrative processes for Fiscal, HR, and Student Services operations.

The District ensures a robust and secure technical infrastructure for DE through managed hosting with Canvas. This is a hosted system that is highly reliable in terms of availability of services and security. District Canvas staff monitor system performance and provide first-line support to faculty and students.

College faculty and staff at any location can request technological help via ITS's online request process or through the helpdesk [IIC-11 [ITS Service Requests](#)]. Requests can include access/modify system accesses; portal or website creation or modification; enterprise software assistance; and computer, phone, or email assistance. A ticket will be generated, a technician will be assigned, and the ticket will be tracked to resolution.

Analysis and Evaluation

Practices and policies in place are sufficient to ensure that the College has a robust, up-to-date, sustainable, and secure technical infrastructure that is reliable for students and faculty. A high priority is placed on classroom and other end-user technology improvements that directly impact students and faculty. Many planned technology plan action items are currently underway, including improvements to WAN systems (access to the internet), LAN systems (access internally), and wireless systems (both speed, reliability, and area of coverage). Decisions regarding technology-related services are identified, reviewed, prioritized, and decided upon through a comprehensive planning process. Technology projects at the District and College levels are integrated and coordinated through committee interactions and plan development for the benefit of teaching and learning.



As noted in Standard III.C.1., due to budget shortfalls, the District has been unable to fund the desired five-year computer replacement lifecycle. By expanding VDI systems, which have an 8- to 10-year terminal replacement need, the institution can meet the desired replacement cycle on non-VDI systems.



III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

YC works with the District IT department to ensure that all locations where courses, programs, and services are offered have technology resources that assure reliable access, safety, and security. AP 3720, Computer and Network Usage, describes the specific responsibilities and obligations related to use of District computers and networks [IIIC-29 [AP 3720](#)].

YC comprises three distinct locations: the main campus in Marysville, the Sutter County Center in Yuba City, and the Beale Outreach Center located on Beale Air Force Base. Housed in the education center of a government installation, the Beale Outreach Center is a unique case and creates certain exceptions in the services the IT department provides to YC. Due to restrictions, the Beale location is not part of the local four-digit dialing for internal district wide calls and voicemail. Beale AFB IT staff provide some of the computers in the computer lab, instructor computers, and the large classroom displays in the classrooms. They maintain their own equipment. Infrastructure upgrades are completed in cooperation and consultation with Air Force staff to ensure services fall within their permitted guidelines. The College has equipped one classroom with video conferencing technology to broadcast classes to and from other similarly equipped classrooms at the main campus or Sutter County Center. With these noted exceptions, the Beale site has access to and is provided the same services as the rest of the College as are highlighted below.

Working with the CENIC, the IT department is currently working on a project to increase internet access at the main campus in Marysville from the current 1GB connection to 10GB. Center locations will be increased to redundant 1GB connections, more than doubling current speeds and ensuring access even if one backbone line fails. As part of this project, the firewalls at all locations are being replaced with a single brand of firewall to and configured for optimal security given the necessary changes in our network design. Internet upgrades are scheduled to be completed in September 2018 [IIIC-12 [CENIC Hubsite Map](#)].

An initiative driven by conversations by the YC Safety Committee [IIIC-13 [YC Safety Committee Meeting Minutes](#)], the Wi-Fi Project was intended to upgrade aging wireless access points to a modern standard 802.11ac system [IIIC-14 [Marysville WiFi Coverage Map](#)], [IIIC-15 [Sutter WiFi Coverage Map](#)]. This was deemed a safety initiative, as there is poor cellular phone

coverage on many areas of our campus. By improving WiFi access across all areas of the district, we increase the deliverability and access to messages being delivered through our recently implemented Catapult Emergency and Crisis Management mobile application [IIIC-16 [Catapult EMS Screenshot](#)].

In addition to cooperative technology committees, the College and the District are reviewing an IT Service Level Agreement (SLA) that outlines the scope, requirements, and availability of services provided [IIIC-17 [Technology SLA](#)]. The District IT department provides and supports the network infrastructure, including the file servers, and makes sure the core set of data and telecom services are available at all district locations. These include telephone service with local four-digit dialing for internal district calls and voice mail, local microcomputer and network service, internet services, email service, and access to core administrative services such as the Student System, Financial Aid, Finance, and Human Resources Payroll departments. The District IT staff is also responsible for the support and refresh of classroom-specific computers and audio-visual equipment. Each system has Symantec Anti-virus installed and administrative access to install software is locked down. In most labs, Faronics Deep Freeze endpoint protection is also installed to make sure the system is restored to its original state when the computer is restarted.

Examples of District-supported systems are:

- Administrative ERP Systems (Student Information System including Financial Aid, Finance, HR, and Payroll)
- District-wide Area Network (CENIC, Comcast, Frontier)
- Campus-based local area networks (LANS)
- Internet and Intranet Security Systems (Symantec Anti-virus, Sonicwall, Palo Alto)
- Office 365 (Outlook, Word, Excel, PowerPoint)
- Communications Infrastructure (PBX, Voice Mail, Catapult Emergency Messaging)
- WiFi access points (Aruba, Meraki)
- Web Services
- Remote Access Services
- Appointment scheduling and tracking (SARS/eSARS, Tutor Trac)

These systems are all covered by technology maintenance and refresh budget at the District level. Major system replacements are considered a capital budget project and requested through the District's Budget Development Committee.

As described previously, the District maintains vendor agreements to ensure reliable access, safety, and security are maintained. These vendor agreements include Microsoft, Symantec Anti-virus, VMWare, Meraki, DeepFreeze endpoint protection, Sonic Wall, and other vendors. The District also maintains a sufficient stock of key technology components and parts to allow District IT to replace when needed. District IT can usually install a replacement part faster than a

vendor can dispatch a repair person to perform the replacement. Examples of such parts are network switches and blades, servers, and raid array hard disks.

To protect information and technology resources, the District has enacted many safeguards including access control. Employees must complete an online Account Request System form, accessible through MyPortal, for the system they need access to [IIIC-18 [ITS Account Access Request](#)]. The form will be automatically routed to their immediate supervisor for approval. IT maintains a database of account requests.

Analysis and Evaluation

Current practices adequately provide for the management, maintenance, and operation of the technological infrastructure and equipment at all locations. To maintain instructional and business continuity, regular monitoring is performed with industry-standard tools and protocols. The IT Department is proactively expanding wireless access and upgrading hardwired infrastructure to support College activities and students. The College partners with the District to consistently develop plans for the maintenance, upgrade, and routine replacement of technology systems and equipment.



To ensure reliable access, IT will conduct an analysis to evaluate if District and College websites are compliant with Section 508 of the Rehabilitation Act. The analysis work is expected to be completed during the fall 2018 semester and will include recommendations and timelines for any needed compliance work.



III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

YC provides its faculty, staff, and administrators instruction and support in the effective use of technology and systems related to its programs, service, and operations. The IT department maintains a help desk for college staff, faculty and students. The help desk is staffed Monday through Friday 8:00 AM to 5:00 PM. In addition, the IT department maintains an extensive Help Desk website [IIIC-19 [Help Desk Webpage](#)] with information organized by audience—student or faculty/staff. The link is accessible at the bottom of many YC webpages [IIIC-20 [Help Desk link at bottom of YC webpage](#)]. In addition to the Help Desk website referenced above, students also have access to technology support from the library staff [IIIC-21 [Library Tech Support](#)].

The YC Flex and Staff Development Committees assess, allocate, and evaluate staff/faculty trainings, including technology topics, on an annual basis. The SDP [IIIC-22 [Staff Development Plan](#)] is informed by staff and faculty requests for and feedback from trainings. Technology trainings are regularly presented by peers, IT Department staff, and consultants. Trainings are consistently presented during convocation and professional development days [IIIC-23 [2017](#)].

[Convocation Workshops Descriptions](#)], [IIC-24 [2016 Convocation Workshops Descriptions](#)], [IIIC-25 [Professional Development January 2017 Program](#)], [IIIC-26 [Professional Development June 2017 Agenda](#)]. IT department trainings on hardware and software can also be requested directly from the IT department for newly hired staff or off-cycle upgrades. Videos are made available by various departments or committees to help train employees, such as using TracDat for program review [IIIC-27 [3C Media Videos TracDat Prog Rev Prog Rec](#)].

The College is dedicated to providing quality supports to disabled students. When those supports entail access to specialized software or hardware, training is provided directly by the office of DSPS staff. The Administrative Support Team holds training for the staff to update their software use skills, new district/college processes, and updates on APs [IIIC-28 [Agenda AST Jan 2017](#)].

Analysis and Evaluation

The College consistently assesses, allocates, and evaluates its instruction and support of staff and students in the effective use of technology and technology systems. The Staff Development Committee and Flex Committee coordinate during convocation and professional development days to offer a wide variety of relevant training opportunities, including those in the technology arena. Staff and faculty are regularly surveyed for input on the offerings and evaluation of trainings/workshops presented. Students and staff have access to the comprehensive help desk website and live support person on a dependable schedule. The IT department is responsive to requests for trainings and support.



III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

YC and the District have implemented policies and procedures to guide the appropriate use of technology and to ensure the reliable, equitable, safe, and appropriate use of technology in the teaching and learning and administrative/operational processes [IIIC-29 [AP 3720](#)], [IIIC-30 [AP 3721](#)], [IIIC-31 [BP 3720](#)]. Specifically related to DE instruction, definitions and approval processes are provided in District AP 4105 and in the College DE Handbook [IIIC-32 [AP 4105](#)], [IIIC-33 [YC DE Handbook](#)]. The District and College regularly review policies and procedures, comparing them to emerging industry standards and best practices in order to maintain a proactive approach on compliance. The appropriate use of technology guidelines is made available to students in the Student Code of Conduct accessible from the YC website [IIIC-34 [Student Code of Conduct](#)]. For faculty, relevant APs are referenced in the Faculty Quick Reference guide published on the YC Faculty and Staff webpage [IIIC-35 [Faculty Quick Reference Guide](#)].

Analysis and Evaluation

YC, in cooperation with the District, has put in place policies and procedures that guide the use and access of technology in the teaching and learning process. There are protections against abuse, and the College retains the right to monitor and restrict future use for violations of existing policies and procedures.



Evidence Cited

- IIIC-1 [IT Webpage](#)
- IIIC-2 [Tech Committee Charter](#)
- IIIC-3 [2017-18 Charter PBC](#)
- IIIC-4 [MyCampus Portal](#)
- IIIC-5 [Yuba Mobile App](#)
- IIIC-6 [District Technology Master Plan](#)
- IIIC-7 [2015-2016 IE Review and Report](#)
- IIIC-8 [2017-2018 PBC Charter](#)
- IIIC-9 [Action Plan and Resource Allocation Yuba College \(2017\)](#)
- IIIC-10 [District Technology Master Plan](#)
- IIIC-11 [ITS Service Requests](#)
- IIIC-12 [CENIC Hubsite Map](#)
- IIIC-13 [YC Safety Committee Meeting Minutes](#)
- IIIC-14 [Marysville WiFi Coverage Map](#)
- IIIC-15 [Sutter WiFi Coverage Map](#)
- IIIC-16 [Catapult EMS Screenshot](#)
- IIIC-17 [Technology SLA](#)
- IIIC-18 [ITS Account Access Request](#)
- IIIC-19 [Help Desk Webpage](#)
- IIIC-20 [Help Desk link at bottom of YC webpage](#)
- IIIC-21 [Library Tech Support](#)
- IIIC-22 [Staff Development Plan](#)
- IIIC-23 [2017 Convocation Workshops Descriptions](#)
- IIIC-24 [2016 Convocation Workshops Descriptions](#)
- IIIC-25 [Professional Development January 2017 Program](#)
- IIIC-26 [Professional Development June 2017 Agenda](#)
- IIIC-27 [3C Media Videos TracDat Prog Rev Prog Rec](#)
- IIIC-28 [Agenda AST Jan 2017](#)
- IIIC-29 [AP 3720](#)
- IIIC-30 [AP 3721](#)
- IIIC-31 [BP 3720](#)
- IIIC-32 [AP 4105](#)
- IIIC-33 [YC DE Handbook](#)
- IIIC-34 [Student Code of Conduct](#)
- IIIC-35 [Faculty Quick Reference Guide](#)

FINANCIAL RESOURCES



III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

The YCCD plans and manages its financial affairs with integrity and in a manner that ensures financial stability. YC adheres to business and fiscal affairs policies in the planning and budget process, specifically AP 6300 [IIID-1 [AP 6300](#)]. At the college level, the governance body that oversees financial affair is the Planning and Budget Committee, which includes the President [IIID-2 [Planning and Budget Committee Charter](#)].

Every year, YC goes through an annual audit performed by Cossolias Dominguez/Wilson Leavitt Certified Public Accountants. The independent auditor's report expresses management's responsibility in preparing and presenting in a fair manner the financial statements and that these statements are free from material misstatement, whether due to fraud or error. The auditor's opinion expresses that the District's financial statements are presented fairly in all material respects and in accordance with accounting principles generally accepted in the United States of America [IIID-3 [2016-17 Audit Report](#)].

YCCD has maintained an unrestricted General Fund reserve over the BP minimum of 8 percent for the last five years and has maintained an average reserve of over 13 percent for the last four years. For fiscal year (FY) 2016-17, the Board of Trustees adopted a budget with a 6 percent operating reserve, a 10 percent reserve for Retiree Health Benefits, and a contingency reserve of over 1 percent. The FY 2017-18 budget adopted by the Board of Trustees in September 2017 estimates a budget with a projected operating reserve of 5.02 percent, a 7.58 percent reserve for Retiree Health Benefits, and a contingency reserve of over 1 percent. The Board of Trustees is committed to sustaining and promoting student success and outcomes while maintaining fiscal stability.

As shown in Table 28, the District has shown a trend that provides sufficient support and sustainability for learning programs and services.

Table 35

Fiscal Year	Begin Fund Balance	Revenue	Expenditures	Ending Balance	Expenses as a Percent of Gen Fund Balance
2016-17	\$9,069,959	\$51,242,525	\$51,189,080	\$9,123,404	17.8%
2015-16	\$5,303,992	\$55,607,267	\$51,841,300	\$9,069,959	17.5%
2014-15	\$5,255,530	\$46,733,850	\$46,685,388	\$5,303,992	11.4%
2013-14	\$5,500,588	\$45,611,397	\$45,856,455	\$5,255,530	11.5%
2012-13	\$7,474,670	\$44,600,113	\$46,574,195	\$5,500,588	11.8%

Resource allocations are assessed annually and then changes are made to the model. The District allocates funds to each College. Originally, the model for allocating funds to the Colleges and Centers/Sites was based on the full-time equivalent students at each location. Ultimately, it was determined that this model was not working because college needs were not being met. The District then adopted a model of intent [IIID-4 [DCAS Minutes](#)]. An example of this is the Strong Workforce funding distributed to the Colleges based on the three criteria used by the State to determine the amount awarded to the District.

Additionally, multi-year budget modeling was initiated beginning FY 2015-16, anticipating the multi-year CalSTRS and CalPERS rate increases. The District also requested School Services to review the budget assumptions. An example of this is also the Strong Workforce funding distributed to the Colleges based on the three criteria used by the State to determine the amount awarded to the District.

On September 14, 2017, YCCD approved the final 2017-18 budget, which contains the allocation of general funds to all program and services. In addition to the general funds, YC operates with adequate and well utilized categorical funds such as Extended Opportunity Programs and Services (EOPS), Financial Aid, California Work Opportunity and Responsibility to Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE) [IIID-5 [17-18 BFAP SFAA Annual Report](#)], [IIID-6 [YC EOPS Signature Final Expenditure Report 16.17](#)], [IIID-7 [YC CARE Signature Final Expenditure Report 16.17](#)], [IIID-8 [CalWORKs Proposed Budget FY 17-18 submitted 102017](#)].

As noted above, the District and College have sought alternative funding through grants to augment budgets and provide funding for new initiatives. The grants that have been awarded have allowed the College to provide additional support to educational programs [IIID-9 [List of Grants](#)].

During the annual budget development process, the College reviews the existing budget, evaluates and incorporates current and future obligations, and integrates the cost of College goals an initiatives as identified in the EMP.

The YC Planning and Budget Committee drafted a BRR process to make PR the guiding document in funding program recommendations. The workflow for prioritizing requests go

through four levels of review before requests are presented to the College President [IIID-10 [2017-2018 Guide to IP and IE](#)]. The Planning and Budget Committee is currently considering having Faculty Staffing Recommendations follow the same workflow until after the 2nd review. One-time funds from the District are allocated following the same workflow, as well as ongoing requests. For example, during the 2017 spring term, each department submitted a request for one-time allocation. This information was compiled in an Action Plan and Resource Allocation report, which was reviewed according to the four levels of the YC BRR process [IIID-11 [Action Plan and Resource Allocation YC 2017-18](#)].

With student learning and institutional effectiveness in mind and with the 2017-18 budget approved on September 14, 2017, YC followed its budgeting processes to allocate the general funds to the appropriate programs and services [IIID-12 [2017-2018 Adopted Budget](#)].

Analysis and Evaluation

YCCD plans and manages its financial affairs with integrity and in a manner that ensures financial stability. YCCD adheres to the Business and Fiscal Affairs policies in the planning and budget process, specifically AP 6300. The auditor's opinion expresses that the District's financial statements are presented fairly in all material respects and in accordance with accounting principles generally accepted in the United States of America. The District has worked to identify additional funding through alternative sources such as grants.



III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The District's mission and vision and the YCCD strategic goals guide all organizational planning and financial practices. The District relies on the College's EMP and PR as a foundation for the planning cycle. Discussions with constituent groups, such as the District Colleges Academic Senates (DCAS) and District Colleges Consultation Council (DC3), are held regularly to review the financial status of the District [IIID-13 [2017-04-06 DCAS Minutes](#)], [IIID-14 [2017-03-02 DCAS Minutes](#)], [IIID-15 [DC3 2018-2019 Budget Update](#)]. Monthly meetings with the Board Finance Committee and the Board Facilities Committee are also held to keep the Board apprised of the District's financial situation [IIID-16 [Regular Board Meeting, Thursday November 9, 2017](#)].

YCCD adheres to the established Board Policies and Administrative Procedures to ensure sound financial practices and financial stability. Chapter 6 – Business and Fiscal Affairs contain the BPs listed in Table 29 [IIID-17 [CHP 6 BP and AP](#)].

Table 36

BP	Title
6150	Designation of Authorized Signatures
6200	Budget Preparation
6250	Budget Management
6300	Fiscal Management
6307	Debt Issuance and Management
6320	Investments
6330	Purchasing
6340	Bids and Contracts
6341	Informal Bidding Procedure – Uniform Public Construction Cost Accounting Procedures (UPCCAP)
6342	Uniform Public Construction Cost Accounting Procedures (UPCCAP)
6400	Financial Audits
6450	Wireless or Cellular Telephone Use
6500	Property Management
6520	Security for District Property
6540	Insurance
6550	Disposal of Property
6600	Capital Construction
6610	District Sustainability
6620	Naming Buildings
6700	Civic Center and Other Facilities Use
6740	Citizens’ Oversight Committee
6750	Parking
6800	Safety
6900	Bookstores

The District’s Tentative and Adopted Budgets, financial audits, quarterly financial reports (CCFS-311Q), and annual financial reports (CCFS-311) are on the District’s website after approval by the Board of Trustees [IIID-18 [CCFS-311-Report-2016-2017](#)]. YCCD has developed adequate policies and procedures that ensure sound financial practices. This is corroborated by the audit report, which confirms through a CPA validation that the College is utilizing its financial resources according to the established policies and the required accounting principles generally accepted in the United States of America [IIID-3 [2016-17 Audit Report](#)].

Financial reports are also available through the District’s Colleague system so departments and Colleges can review and monitor their department budgets.

YC's management, faculty, staff, and students perform a series of compression planning sessions to update the college mission every three years. A crucial component addressed in the most recently revised mission is the quality of the College's programs and student services [IIID-19 [Mission](#)]. High-quality programs can only be achieved with adequate financial planning and

adequate utilization of financial resources. College Principle #3, College Processes and Systems, states that the College is committed to being a steward of resources through data-informed practices that continually improve service and increase efficiency.

Financial planning is an integral part in the development of the EMP, which creates a road map for where the College wants to be, devises strategies to help the College achieve its goals, and defines how the College will measure success [IIID-20 [Educational Master Plan](#)]. Specific actions to meet college objectives are defined in the EMP, and funding resources are identified for each action. Program review also links funding requests to the College's mission and objectives. Request for personnel, supplies, and equipment are reviewed according to the four levels of the college Program Budgetary Resource Requests process. This process is used to prioritize the requests and allows for participatory governance to occur [IIID-10 [2017-2018 Guide to IP and IE](#)].

Appropriate financial information is disseminated throughout the College in a timely manner. On September 14, 2017, the YCCD, in collaboration with the Board of Trustees and the Yuba College President, approved and published the final 2017-18 budget. This document was presented to the Planning and Budget Committee and made available college wide through the YCCD website [IIID-12 [2017-2018 Adopted Budget](#)]. The Planning and Budget committee is diligent in making accessible all the agendas and meeting minutes where important financial information is discussed and/or approved [IIID-2 [Planning and Budget Committee Charter](#)]. College President's Reports are also a vehicle in which the College President and the College can disseminate important financial information. Those reports are sent through the campus wide e-mail system and also made available through the YC Campus Portal [IIID-21 [College Report 030116](#)], [IIID-22 [College Report 080316](#)], [IIID-23 [College Report 121516](#)]. Financial metrics are also tracked and communicated as part of the monitoring of institutional standards and goals [IIID-24 [IEPI BOT Presentation](#)].

Analysis and Evaluation

District and College financial planning is integrated with institutional planning. All requests for funding are initiated and validated through the college program review process, which is aligned with the mission and EMP objectives. Progress towards meeting the mission, goals, and objectives are communicated through reports and presentations. BPs and APs ensure the organization follows sound financial practices. The College Planning and Budget Committee reviews budget and allocation processes annually to make improvements and continuously improve.



While the District and College meet this standard, there is a need to review and more fully document all budgetary processes to ensure all documentation is accurate and reflects current practices.



III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The District's and College's planning and budget documents describe how guidelines and processes are used for budget development, with constituent groups having input through regular PRs and participation in planning and budget governance bodies. The District follows the Strategic Planning Process and the YCCD Resource Allocation Model. Under this model, in an annual cycle, strategic planning teams prepare district annual action plans. After this process has been accomplished, the available resources are allocated to maintain adequate fund levels and to accomplish annual action plans. This culminates in the adoption of the final budget [IIID-25 [District Resource Allocation Model](#)], [IIID-12 [2017-2018 Adopted Budget](#)]. All planning adheres to established policies and procedures, and this is confirmed by the annual audits performed by Cossolias Dominguez/Wilson Leavitt Certified Public Accountants [IIID-3 [2016-17 Audit Report](#)].

BP 6200 establishes guidelines and processes for financial planning and budget development, with appropriate collaboration from all constituencies. The Chancellor presents to the Board of Trustees a budget developed in accordance with Title 5 and the CCC Budget and Accounting Manual. The developed budget is required to meet the following criteria [IIID-26 [BP 6200](#)]:

- Budget projections address long-term goals and commitments.
- Budget development processes shall include consultation with appropriate groups, as identified within each college.
- A schedule is provided to the Board in January of each year, which includes presentation of the tentative and final budgets. The tentative budget shall be presented no later than July 1, and the final budget no later than September 15. A public hearing on the budget shall be held on or before September 15.
- Two copies of the adopted budget shall be submitted to the CCCCCO on or before September 30.
- Appropriate forms (311's) shall be submitted to the CCCCCO.

The District is still transitioning to a multi-college budgeting process and continues to review and revise allocation models. Currently, budgets are developed based on revenue and expenditure scenarios using the most current information from the CCCCCO and legislative changes [IIID-27 [Senate Bill 839](#)], [IIID-28 [Assembly Bill 1806](#)]. District expenditure assumptions include funding all staffed positions, including cost-of-living increases and step/longevity movements for the coming year. The expenditure budgets also account for positions that are vacant but authorized for recruitment. Multi-year budgeting forecasts and assumptions are used as the basis for budget decisions [IIID-29 [Board Minutes](#)]. On September

14, 2017, the Governing Board adopted the 2017-18 Budget, which was developed following the previously mentioned State requirements and BP [IIID-12 [2017-2018 Adopted Budget](#)].

At the college level, the Planning and Budget Committee is the participatory governance committee responsible for budget processes, reviewing priorities, and making recommendations to the Yuba College Council [IIID-2 [Planning and Budget Committee Charter](#)]. The College budget development closely adheres to the District's budget development process and planning guidelines. Budget development guidelines are communicated to budget managers from the District Business Office. Managers are provided timelines and guidelines developed by the District [IIID-30 [2018-2019 YCCCD Budget Memo](#)]. Budget managers receive a report that shows prior year budget and expenditures to-date. Managers are asked to review a proposed budget and to submit changes using the budget development form. Budget managers can request budget changes, which may include transfers among discretionary accounts or reductions.

For one-time equipment or facilities requests, the College prioritizes requests through the four levels [IIID-10 [2017-2018 Guide to IP and IE](#)]:

- 1st Review: Division/Area Faculty and Staff, working with their Dean or Director, prioritize program recommendations from department PRs and combine into one division/area list.
 - Directors work with Deans to combine all Division recommendations into one list (if needed)
- 2nd Review: Deans prioritize college recommendations with Vice President
- 3rd Review: Planning and Budget Committee reviews recommendations from Deans and considers emerging needs
- 4th Review: College Council approves prioritized list and forwards to the College President

As an example, during the 2018 spring term, Deans, Directors and Division/Area faculty, and staff worked diligently to complete the review process for the 2018-19 academic year resulting in a prioritized resource list that was then reviewed and approved by Planning and Budget committee. This list was then forwarded to College Council and to the President [IIID-31 [Prioritization Timeline](#)], [IIID-32 [Resource Request Prioritization Report](#)], [IIID-33 [PBC Minutes 041318](#)], [IIID-34 [PBC Minutes 121817](#)], [IIID-35 [PBC Minutes 120117](#)], [IIID-36 [College Council Agenda 5-1-18](#)], [IIID-37 [2018-2019 Flex Budget Update & Training](#)].

Analysis and Evaluation

YC clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies who have an appropriate opportunity to collaborate in the development of institutional plans and budgets. YC's revised mission statement and goals are the foundation for financial planning, which in turn is an integral component of all institutional planning. Currently, budgets are developed based on revenue and expenditure scenarios using the most current information from the State. Multi-year budgeting forecasts and assumptions are used as the basis for budget decisions. The District and College continues to regularly assess how

the distribution of resources supports the development, maintenance, allocation, and reallocation of programs and services with integrity and ensuring financial stability.



III.D.4. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.

Evidence of Meeting the Standard

The District's annual budget development process begins with an assessment of the expected revenues for the new fiscal year. Information is gathered to make budget projections and includes information from the CCCCO, enrollment projections, inflation, cost of living adjustments, and expense trends. The District's expenditure requirements begin with the rolling over of the current budget. Adjustments are made as needed to reflect increases or decreases in costs such as legal, insurance, step and column salary adjustments, etc. [IIID-12 [2017-2018 Adopted Budget](#)]. The District and College budget process strives to anticipate and plan for fluctuations in funding sources.

The largest percentage of YC's financial resources is from state appropriation with additional revenues from property taxes and student fees. Additional financial resources are provided through state and federal grants, categorical programs, and partnership with businesses. The District hired a grant writer in 2016 to develop additional funding sources and continued application and renewal of currently awarded state, federal, and local grants. The Foundation works closely with donors and manages funds and endowments to support educational programs and student scholarships. To support College fiscal requirements, the College also explores alternative sources of funding for ongoing operational costs, new program development, and capital improvement projects. These alternative sources include state and federal grants, private fundraising through the Foundation, and the formation of Workforce and Economic Development partnerships.

Due to the unpredictability of state apportionment levels, changes in funding formulae, and the development of new funding streams such as Strong Workforce and Guided Pathways, impacts on financial resource availability is fluid. Members of the College community participate in state-level governance organizations to stay abreast of these changes, which allow the College to make realistic plans for the revenue side of its annual budget.

Institutional planning and the realistic assessment of financial resource availability, financial resource development, and partnerships and expenditure requirements are also reinforced through the annual independent audits and the development of the audit report, which contains detailed information on financial resources, expenditures, and expenditure requirements [IIID-3 [2016-17 Audit Report](#)].

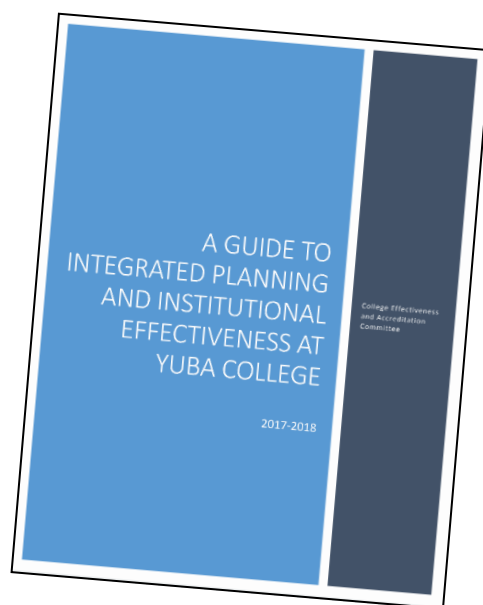
The college Planning and Budget Committee reviews the District Budget Handbook, audit report, and budget information to evaluate processes and the overall economic environment. Available resources are prioritized to support college objectives following the established financial planning processes. The Planning and Budget Committee is the participatory governance committee responsible for recommending budget processes and priorities to the Yuba College Council [IIID-38 [2017-2018 PBC Charter Statement](#)]. The Planning and Budget Committee specifically:

- Reviews district resource allocations, other sources of revenue, and expenditures
- Oversees development of budget priorities for the annual budget
- Assesses and recommends improvements for both college and district budget processes
- Assures alignment between the college budget and the college's missions, goals, and planning
- Communicates with the college community on fiscal issues and the committee's work and recommendations
- Develops the FMP

YC, through the College Effectiveness and Accreditation Committee, developed the Guide to Integrated Planning and Institutional Effectiveness, which describes strategic planning and operational planning at the College [IIID-10 [2017-2018 Guide to IP and IE](#)]. YC's integrated planning process systematically promotes continuous improvement through an interactive cycle of planning, implementation, assessment, and reflection resulting in changes focused on improving student learning and institutional performance. Realistic assessment of fiscal viability, resource development, and expenditure guidelines are reflected in the integrated planning process, which is used to provide the foundation for strategic planning and decision-making in facilities, staffing, equipment, technology, budget and other areas that improve institutional effectiveness [IIID-39 [Integrated Planning Model](#)].

Analysis and Evaluation

The District's budget development process has been realistic in its assessment of financial resources and expenditure requirements. The District has also worked to identify alternative sources of revenue such as grants. The College collaborates very closely with the District Office for a fair distribution of resources based on its mission and EMP and other planning documents. The College President is part of the Administrative Team that works with the District and Board of Trustees in the development of the budget, which is developed with budget information received from the Statewide Office. The developed budget strives to address the current and future costs of current staffing, programs, and services.





III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District has internal controls integrated into both its financial software and organizational structure. The District Fiscal Services department oversees the financial integrity of the College to ensure the responsible use of its financial resources. The Colleague financial information system has appropriate control mechanisms to provide financial reporting and facilitate sound financial decision-making. Because the largest element of the budget is salaries and benefits, both the District and the College invest substantial time evaluating the use of certificated and classified human resources each term. One example of a mechanism in place to ensure that financial resources are used properly and with integrity is the electronic submission system for student workers and hourly employees. The system ensures that the proper supervisor submits the employee timesheets and that submitted hourly wages are correct. Another is effective enrollment management. Budget managers can access their budgets and expenditures online at any time. Assistance is available from Fiscal Services. Sound financial management practices and internal controls are reviewed and evaluated annually by external auditors.

Both College- and District-level attention are placed on monitoring enrollment growth related to Weekly Student Contact Hours and Full Time Equivalent Students. The more effectively resources are used, the more students can be served.

The District chief business officer, along with external auditors, regularly evaluates the institution's financial management practices and uses the results to improve internal control systems. The District is audited each year by an independent certified public accounting firm with expertise in governmental accounting, community college accounting practices, and California state law. The audit tests and evaluates internal controls over accounting procedures, compliance with applicable accounting standards, recording reliability, and reporting accuracy. The District Fiscal Services office provides an overview of the annual audit to the Board of Trustees [IIID-3 [2016-2017 Audit Report](#)]. The District has maintained an unqualified/unmodified audit although the 2013-14 audit revealed a material weakness in fiscal oversight that has been remedied [IIID-40 [2013-2014 Audit Report](#)].

BP 6300 lays the foundation for financial integrity and responsible use of financial resources [IIID-41 [BP 6300](#)]. The Chancellor shall establish procedures to assure the District's fiscal management is in accordance with Title 5 regulations, including:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.

- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

YC is committed to the financial integrity and adequate use of financial resources as established by BPs and federal and state mandates. Budget preparation is in accordance with Title 5 and the CCC Budget and Accounting Manual [IIID-42 [Budget and Accounting Manual 2012 Edition](#)].

The College reviews Colleague fiscal information along with real-time expense tracking to assess College fiscal trends and needs. College fiscal processes are reviewed annually to ensure adherence to District fiscal processes and prompt attention is paid to any audit exceptions. Departments and centers use the PR process to determine program needs based upon past levels of funding as well as anticipated future funding. The budget monitoring process involves the review of areas of funding to identify possible savings and any areas that may need funding beyond their approved budget allocation. Deans and directors regularly run budget reports, and they also review reports from District Fiscal Services and reconcile expenditures to stay within approved budget guidelines. Fiscal reports are also used by managers to re-allocate funding within their departments to ensure that funding is used efficiently within their centers, departments, and divisions, as well as to help address needed program or service improvements.

Analysis and Evaluation

The District has implemented internal controls to ensure financial integrity. The internal controls are regularly reviewed and evaluated. The District chief business officer, along with external auditors, regularly evaluates the institution's financial management practices and uses the results to improve internal control systems. The District is audited each year by an independent certified public accounting firm with expertise in governmental accounting, community college accounting practices, and California state law. The audit tests and evaluates internal controls over accounting procedures, compliance with applicable accounting standards, recording reliability, and reporting accuracy. The District Fiscal Services office provides an overview of the annual audit to the Board of Trustees.

YC regularly evaluates its processes and the results are used to make financial and management improvements. The strategic planning process flow chart provides a timeline of the evaluation process, from budget forecast to budget approval. In addition, the Planning and Budget Committee is tasked with reviewing district resource allocation, overseeing the development of budget priorities, assessing and recommending improvements, assuring alignment between the budget and the college mission, and maintaining constant communication with all College stakeholders on fiscal issues.



III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

A recent external audit of the YCCD budget, submitted to the Board of Trustees in December 2016, provides evidence of the accuracy and credibility of the use of financial resources to support student learning programs and services. Annual audits include all funds of the District and are conducted by an independent certified public accounting firm. The annual audit examines the District's financial records and statements to ensure compliance with Governmental Accounting Standards Board (GASB); Office of Management and Budget Circular A-128; and A-133, the CCC Contracted College Audit Manual [IIID-3 [2016-17 Audit Report](#)].

YC ensures its financial documents, including the budget, have a high degree of credibility and accuracy and reflect appropriate allocation to support student learning by complying with Title 5 regulations. BP 6200, Budget Preparation, requires the Chancellor to present to the Board of Trustees a budget in accordance with Title 5 and CCC Budget and Accounting Manual. In addition, the adopted budget is submitted to the CCCCO on or before September 30 [IIID-26 [BP 6200](#)].

Financial documents also have a high degree of credibility and accuracy, as all categorical programs must submit a year-end report to the CCCCO for approval. Those reports are submitted through the Student Service Automated Reporting for Community Colleges. The District is also required to submit the 311 form to the CCCCO [IIID-5 [17-18 BFAP SFAA Annual Report](#)], [IIID-6 [YC EOPS Signature Final Expenditure Report 16.17](#)], [IIID-7 [YC CARE Signature Final Expenditure Report 16.17](#)], [IIID-8 [CalWORKs Proposed Budget FY 17-18 submitted 102017](#)].

The Chief Business Officer reviews all reports with the Board Finance committee [IIID-43 [Finance Committee Meeting 2 28 2018](#)].

The annual independent audit performed by Cossolias Dominguez/Wilson Leavitt Certified Public Accountants reaffirms the financial documents, including the budget, have a high degree of credibility and accuracy. Any documented audit findings are addressed quickly and appropriately.

The District budget, along with monthly financial reports and cash flow analysis, is provided to the Board Finance Committee on a monthly basis. The Board has an interest in monitoring the cash basis of the District so that a Tax and Revenue Anticipation Note is not required. The Chief Business Officer reviews all reports with the Board Finance committee.

The District budget allocation process is reviewed annually to ensure that it continues to meet its objectives and provides an equitable distribution of resources to YC. All College funds are allocated based on the College's program review process, a practice that allows the College to

meet its current and future EMP goals and objectives. The Colleague financial management system is accessible to all College budget managers to monitor financial activity. The system is updated daily and managers have full access to the system to monitor their departments' financial activity in a current and timely manner.

Analysis and Evaluation

YCCD and YC adhere to the checks and balances to ensure the financial reports and budget represent accurate and credible information. Budget development and allocation follow state laws and regulations as stipulated on BP 6200. Appropriate groups, such as the Administrative Team, Academic Senate, Planning and Budget Committee, and Yuba College Council, are involved in the development, approval, and allocation process of the budget. Departments must comply with federal and state spending and reporting requirements. The entire fiscal year is evaluated through an intensive external audit, which ensures the financial statements are presented fairly. As of June 30, 2017, the YCCD financial position and respective cash flows ended in accordance with generally accepted accounting principles in the United States of America. The District has a defined process of budget development. The financial documents have a high degree of credibility as confirmed by external audits. Financial activity is monitored through budget reports.



III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

YCCD engages an independent audit firm to conduct an annual audit of the District's financial records and internal controls. The audit is presented to the Board Audit Committee and the full Board of Trustees before the required December 31 deadline. The District is proud to have had unqualified/unmodified audits [IIID-44 [BP 6400](#)], [IIID-45 [AP 6400](#)].

Each year, Fiscal Services receives the final Audit report and posts it to the department's website to ensure adequate and timely communication with the college community [IIID-3 [2016-17 Audit Report](#)].

Audit results and findings are communicated promptly to the Board and the specific department, which will develop and present a resolution plan to the Board of Trustees [IIID-3 [2016-17 Audit Report](#)]. On December 14, 2017, draft 2016-17 Audit Report was presented to the Board of Trustees. The draft report identified one compliance finding, which is related to the District's internal control policies regarding segregation of duties. The District has reviewed the finding, developed a response to the finding, and has implemented a corrective action plan [IIID-46 [BOT Agenda Audit Finding Response December 14, 2017](#)].

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. The College is provided copies of the audit exceptions that are directly related to its operations and with assistance from the district staff, YC responds to any issues in a timely manner.

To ensure the exceptions have been adequately addressed, auditors reexamine exception areas in the subsequent year's audit and include their current findings in the next year's audit report. There have been no repeat audit findings in the last five years.

Analysis and Evaluation

As required by state and federal law, the YCCD conducts an annual external audit in compliance with Title 5 California Education Code and United States Office of Management and Budget's Circular A-133, which sets forth standards for obtaining consistency and uniformity among federal agencies for the audit of states, local governments, and non-profit organizations expending federal funding. The external audit process is comprehensive and time-consuming, but one in which the District willingly engages.

The District responses to external audit findings are comprehensive, timely, and communicated appropriately. The 2016-17 Audit report contained one finding, which has been corrected in a timely manner. There have been no repeat audit findings in the last five years. There were not federal or state award findings or questioned costs.



III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Every year, the District undergoes an intensive audit in which the auditors are responsible for assessing the risk of material misstatement of the financial statements, whether due to fraud or error. As part of the annual independent audit, the audit firm reviews and evaluates financial and internal controls in addition to expressing an opinion on the accuracy of the financial data. The Contracted District Audit Manual provides requirements the auditors must review. In making the risk assessment, the auditors consider the internal controls relevant to the institution's preparation and fair presentation of the financial statements [IIID-3 [2016-17 Audit Report](#)]. During the 2016-17 audit, auditors identified a finding pertaining to internal controls and segregation of duties. This issue arose when the Accounting Specialist and Senior Accounting Technician jobs were merged into one position. The Accounting Specialist job duties include receipting of cash while the Senior Accounting Technician job duties include reconciliation of cash receipts. Within the Fiscal Services unit, it has been determined that the Accounting Assistant position has the capacity and knowledge to assume the duties associated with cash receipting, including collecting, recording, and depositing cash. The District has recently implemented the use of electronic on-site depositing of checks. This has eliminated travel time to

the bank and ensures the Accounting Assistant has ample time to assume this new task. This new procedure has been implemented and became effective immediately.

Additionally, the BPs and APs in Chapter 6 of the Board Policy and Administrative Procedure Manual, Business and Fiscal Affairs, are integral components of the internal controls [IIID-47 [CHP 6 BP and AP](#)]. Policies ensure financial and internal controls are evaluated and assessed for validity and effectiveness, and any results are used for improvement. The Board of Trustees may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District [IIID-48 [AP 2410](#)].

In a proactive effort to evaluate internal controls, the Fiscal Services Department conducts yearly trainings on the correct procedures to maintain and operate the budgets [IIID-49 [Purchasing PowerPoint](#)]. In addition, Fiscal Services continuously evaluates, improves, and communicates the proper use of the Cal Cards for small purchases [IIID-50 [Cal Card](#)], [IIID-51 [Cal Card email](#)].

Analysis and Evaluation

The College's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Chapter 6 of the Board Policy and Administrative Procedure Manual constitutes an important part of the internal controls. AP 2410 states all APs will be reviewed every five years at the beginning and middle of the decade. This specific AP was last evaluated on December 10, 2014. APs ensure the College operates according to the required laws and regulations.

Fiscal Services is taking a proactive approach of providing yearly training in the correct procedures of preparing and approving purchases, how to manage budgets and run reports, and the correct procedures on how to process travel requests. This training reinforces the internal control systems. On June 27, 2017, Fiscal Services provided a comprehensive training to all administrative assistants on the topics noted above.

Yearly audits contain a report on Internal Control Over Compliance, which represents a direct evaluation and attests whether internal controls are valid and effective. Audit findings result in improvements.





III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District has sufficient cash flow and reserves to maintain financial stability without the need for a Tax Revenue Anticipation Note. Yuba County Treasurer allows the District to use the cash balances of all District funds at the county treasury so the District can meet their financial obligations in anticipation of tax revenues at calendar year-end.

Risk management is realized through a self-insurance model for health and welfare benefits (Tri County Schools Insurance Group), property and liability, and workers' compensation insurance (Northern California Community Colleges Self-Insurance Authority, State-Wide Association of Community Colleges, and Schools Excess Liability Fund).

Sufficient cash flows and reserves to maintain stability are addressed in BP 6250, in which any accruing revenue in excess of amounts budgeted shall be added to the District's Reserve for Contingencies [IIID-52 [BP 6250](#)].

During the planning and budgeting process, the Board of Trustees, the administrative team, and college committees develop the guidelines for the current fiscal year's budget [IIID-12 [2017-2018 Adopted Budget](#)]. One of the important requirements is to keep the reserves at a level high enough so there is no need to borrow. The contingency reserve is adopted to address project revenue shortfalls and expenditure overruns during the fiscal year [IIID-3 [2016-17 Audit Report](#)].

The Statement of Cash Flows is audited on a yearly basis and according to Cossolias Dominguez/Wilson Leavitt Certified Public Accountants, the Statement of Cash Flows meets the Generally Accepted Accounting Principles in the United States of America. The Statement of Cash Flows for the fiscal year ending June 30, 2017 reported the District had a net decrease in cash flows of \$3,821,723 and a total cash flows of \$51,054,001 at the end of the year [IIID-53 [Cash Flow Projections](#)].



Table 37

Statement of Cash Flows-Primary Government		
	2017	2016
Cash Flows from Operating Activities		
Tuition and fees	2,501,287	3,295,602
Grants, contacts and other income	10,618,702	7,646,416
Payment to or on behalf of employees	(55,283,196)	(47,909,618)
Payments to vendors and operating expenses	(14,194,264)	(17,397,361)
Payments to students	(17,344,643)	
Other operating cash flows		(30,850)
Net cash used by operating activities	(73,702,114)	(54,395,811)
Cash Flows from Non-Capital Activities		
State apportionments	20,658,693	14,947,064
Property taxes	25,249,463	23,819,274
State taxes and other revenues	6,423,040	21,237,163
Financial aid revenues	14,492,093	18,565,758
Financial aid expenses		(18,836,727)
Other nonoperation cash flows	1,949,791	3,309,381
Net cash provided by non-capital financing activities	68,773,080	63,041,913
Cash Flows from Capital Financing Activities		
Acquisitions and construction of capital assets	(608,209)	(630,017)
Debt issuance		26,290,000
Local property taxes-capital	8,792,937	7,553,425
Principal paid on capital debt	(2,590,999)	(2,511,164)
Interest paid on capital debt	(4,971,206)	(2,815,687)
Interest on capital investments		541,963
Net cash used by capital financing activities	622,523	28,428,520
Cash Flows from Investing Activities		
Investment income	484,788	44,866
Net cash provided by investing activities	484,788	44,866
Net increase/(decrease) in cash & cash equivalents	(3,821,723)	37,119,488
Cash and cash equivalents, beginning of year	54,875,724	17,759,236
Cash and cash equivalents, end of year	51,054,001	54,878,724

In an effort to demonstrate sufficient cash flows and reserves are available to maintain financial stability, the District presents to the Board Finance Committee and the full Board of Trustees monthly cash flows projections throughout the fiscal year. The latest cash flow projections for 2017-18 were presented to the Board on February 28 and April 4, 2018. Projections show funds 11 and 12 as having positive cash flows through the end of the fiscal year [IIID-53 [Cash Flow Projections](#)].

Monthly, the Board Finance Committee is presented with a cash summary of all funds and cash flow projections for the General Fund to monitor the cash position of the District. Cash is very important for the current and future operations of the institution. One of the core values of the District is the fiscal stability of the institution and for that reason, the District developed policies and procedures that ensure the District maintains adequate cash flow. Audited financial statements show a decrease in cash from the 2015-16 FY to the 2016-17 FY. It is important to acknowledge the District has been experiencing negative cash flow from operations, which have been covered by non-capital or capital financing activities.

Overall cash flows have been positive, and the monthly cash flow projections have assisted the District and Colleges in maintaining sufficient cash and reserves to meet financial emergencies and unforeseen occurrences. Per AP 6305, the Board of Trustees expects a fiscally responsible ending year fund balance to be 8 percent. In the event the 8 percent ending fund balance is not met, the District will implement a plan to replenish the amount needed to meet the 8 percent reserve [IIID-54 [AP 6305](#)].

One of the contingency plans the District can research in case the cash flows and reserve are not able to meet the current operations or support strategies is the Tax Revenue Anticipation Notes. The current financial stability of the District has prevented the need to access those notes.

Analysis and Evaluation

The District's fiscal policies and accounting practices provide sufficient cash flow and reserves to preserve stability and meet identified obligations and fiscal emergencies. The District has implemented policies for appropriate levels of risk management.



III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Intentional design and implementation of YCCD's budgetary practices, such as monthly and quarterly financial review and submission to the Board of Trustees provides oversight for financial aid, grants, externally funded programs, and the foundation. Fiscal Services staff provide oversight to ensure internal controls are in place and being followed, as well as to

monitor expenditures for appropriateness and budget. External audits review both financial and internal control procedures to ensure that the District follows all requirements. Any findings are addressed and corrected with the goal to eliminate future audit findings. The Foundation Board meets quarterly and receives revenue and expenditure reports. The Foundation Board is now reviewing and updating policies and procedures and is working on a plan for providing funding for future fund-raising events.

Effective oversight of finances, financial aid, grants, externally funded programs, contractual relationships, foundation, and institutional investments and assets is mandated by AP 6300, which requires sound fiscal management to provide responsible stewardship of available resources [IIID-55 [AP 6300](#)]. According to AP 6300, the Chief Business Officer shall "provide for safeguarding and managing District assets to ensure ongoing effective operations; maintenance of adequate cash reserves; implementation and maintenance of effective internal controls; determination of sources of revenues prior to making short-term and long-term commitments; establishment of a plan for the repair and replacement of equipment and facilities."

Fiscal Services provides support for the business operations at YC, as well as oversees District-wide budget development, financial responsibility, and accountability. The Chief Business Officer is the administrator for Fiscal Services Office, Foundation, and Facilities and Maintenance. Additionally, Fiscal Services is responsible for the administrative oversight of grants, payroll, purchasing, accounts payable/receivable, construction services, and contract services. The Chief Business Officer also plays a key role in negotiations with classified staff and faculty bargaining units. The Fiscal Services Department also provides effective financial oversight through the Colleague financial management system [IIID-56 [COD G5 COLLEAGUE](#)]. Programs' and departments' allocated budgets are monitored monthly. Restrictions within the system also prevent programs or departments from overspending or creating purchase requisitions in amounts greater than the available balance.

Fiscal Services' monthly financial reports presented to the Board of Trustees also represent effective oversight [IIID-57 [Monthly Financials Report](#)], [IIID-58 [Monthly Financials Report – September](#)]. In addition to the monthly reports, the yearly independent audit ensures BPs are followed, as well as federal and state regulations as they relate to the proper use of financial resources.

Direct and effective oversight also comes from the Yuba County Treasurer Tax Collector, who is responsible for investing the funds of the District that are not immediately required for the needs of the District and College [IIID-59 [AP 6320](#)].

Fiscal Services also rely on funding agencies (The Department of Education, California Student Aid Commission, CCCCO) to ensure effective oversight of financial aid, grants, externally funded programs, and contractual relationships. The Financial Aid department and Fiscal Services must submit to the DOE the amount of financial aid paid to students throughout the year and, in addition, it must submit the Fiscal Operation Report and Application to Participate (FISAP) report each September [IIID-60 [2016-17 FISAP Report](#)]. Cal Grant program

reconciliation is performed with the California Student Aid Commission every year to ensure adequate awarding and payment per student [IIID-61 [2016-2017 Cal Grant Reconciliation](#)], [IIID-62 [2016-2017 Cal Grant Reconciliation_V2](#)], [IIID-63 [2016-2017 Cal Grant Reconciliation_V3](#)]. In addition to FISAP and Cal Grant program, the Financial Aid Department and Fiscal Services must submit the Board Financial Assistance Program year-end report to the CCCCCO [IIID-5 [17-18 BFAP SFAA Annual Report](#)]. This report ensures the correct use of allocated financial aid operational funding. Additional reports submitted to the CCCCCO for oversight are those for EOPS, CARE, and CalWORKs [IIID-6 [YC EOPS Signature Final Expenditure Report 16.17](#)], [IIID-7 [YC CARE Signature Final Expenditure Report 16.17](#)], [IIID-8 [CalWORKs Proposed Budget FY 17-18 submitted 102017](#)].

Fiscal Services, in collaboration with IT, play a crucial role in the oversight of financial aid, grants, categorical programs, contractual relationships, foundation, and investments and assets. Fiscal Services uses the approved budget to create the budgets in the Colleague system. Only specific staff in each individual program or service area is authorized to view the allocated budget, request budget transfers, and create purchase requisitions. Fiscal Services will not process any purchase orders until proper documentation has been received with authorized signatures and the information has been put into the Colleague system. In addition, the Colleague system has built-in requirements that will not allow a staff member to create a purchase requisition if the amount exceeds the allocated or available funding. Fiscal services utilized the revenue and expenditure data collected in the Colleague system to generate the monthly reports presented to the Board of Trustees.

Fiscal Services, in collaboration with the Financial Aid Department, maintain the required oversight of all financial aid programs. Fiscal Services serves as the checks and balances in the awarding and payments of financial aid, and helps maintain the separation of duties, which is crucial for federal, state, and audit requirements. The Financial Aid Department awards and requests grant money for payments while Fiscal Services draws down money from the Department of Education for disbursements. In the year-end reconciliation process, amounts generated by financial aid must match with Fiscal Services general ledgers and with the amount recorded by Department of Education.

Fiscal Services, in collaboration with deans and directors, is responsible for the oversight of categorical programs. Fiscal Services develops the programs' budgets based on the allocated funds from the CCCCCO. Each categorical program has specific requirements on allowed and disallowed expenditures with those funds. At the year-end reconciliation process, each categorical program must complete a report that Fiscal Services reviews and approves before it is submitted to the CCCCCO.

Contracts are created through Agreements for Service through Fiscal Services Website and Memoranda of Understanding that are approved by the Board of Trustees. Fiscal Services handles the administration of contracts once board approval has been received.

Fiscal Services Department maintains the financial records for all restricted, unrestricted, and categorical programs in the Colleague system. All financial records are compiled in the year-end financial statements, which are audited as part of the College's annual external audit.

The District uses Fund 71 accounts for student clubs and organizations to manage those groups' funding and bookkeeping. Only allowable expenditures are approved for purchase when the organization records in their meeting minutes that an allowable expenditure has been approved by the group's membership. The procedures are defined in a document that is provided to all student clubs. A similar process is used for foundation purchasing. Funds to be distributed from foundation accounts are submitted via a check request form for the specific foundation account to fiscal services along with supporting documentation. When the requisition is approved and fund availability has been verified, a check is submitted to the vendor as specific on the requisition form.

All grants must be approved by the College President, and approval includes completion of a rubric to ensure that the grant aligns with the EMP. The YCCD Grants Office provides central support for all grant applications that are initiated at the colleges. The grant analyst works with the college representative to complete the grant application and submits the application to the YCCD Chancellor's office for approval before the grant is submitted to the granting agency for review and approval. A process has been developed by the Grants Office that outlines the steps a typical grant application takes from grant research to awarding and receiving the grant to oversight, management, and finally, the sunset for the grant. The Grants Office assists the recipient of the grant with establishing the appropriate management and oversight for the administration of the grant, including setting up budget codes and establishing a schedule for compliance reporting, which becomes the responsibility of the Director of the grant program.

Financial assets are held by the Yuba County Treasurer per the Budget and Accounting Manual of the CCC system. All oversight and management of YCCD funds is maintained by the county treasurer.

The Planning and Budget Committee also plays an important role in the oversight of financial resources. The committee reviews allocations and sources of revenue and expenditures, oversees the development of budget priorities, and assures alignment between the college budget and the College's mission and objectives [IIID-38 [2017-2018 PBC Charter Statement](#)].

Analysis and Evaluation

The District has a history of compliance with sound financial management and oversight practices as evidenced by independent external audits and internal audit practices. YC maintains strict policies and procedures for carrying out effective oversight of its finances. Ultimate fiscal responsibility for the College rests with the YCCD Board of Trustees, which reviews and approves the institutional budget and budget reports, as well as reports on financial aid and grant and contract agreements. All grant and externally funded programs and contractual relationships must be approved and accepted by the Board of Trustees. Creation of budgets for grants and other externally funded projects and payment to contractors and vendors are dependent upon Board approval.



III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Recent YCCD and YC financial multi-year budget modeling efforts demonstrate how the institution considers its long-range financial priorities to assure financial stability. Revenue and expenditure assumptions are used to forecast planning scenarios, including the increased cost of pensions and health benefits. In FY 2016-17, a 1 percent contingency reserve was budgeted to preserve stability in the event of a reduction in revenues.

Through the integrated budget planning process and the development and approval of the fiscal budget, the District and the College take into consideration the short- and long-term obligations. The following are five of the Board Budget Planning Guidelines [IIID-12 [FY 2017-2018 Adopted Budget](#)]:

- Long-term debt assumptions
- Buying down of debt and how that alleviates the pressure on the budget
- Keeping the reserves high enough so there is not a need to borrow
- Build budget/annual planning with the costs to retire the debt associated with the current and future employee liability
- Total long-term cost

BP 6301 ensures the District's and the College's financial resources provide reasonable expectation of both short- and long-term financial solvency [IIID-64 [BP 6301](#)]. The District is committed to a fiscally prudent debt policy, since issuing obligations commits the District and its taxpayers for several years into the future and may limit flexibility to respond to changing service priorities.

The District's net position helps determine the level of financial resources and how those resources can help meet both short- and long-term obligations. YCCD's total net position decreased by \$44.4 million from 2014 to 2015 due to the required adoption of new pension standards [IIID-65 [2014-2015 Audit Report](#)]. Total net position increased by \$0.3 million from 2015 to 2016 due to gains on refund bonds, offset by changes in pension data, and debt refunding [IIID-66 [2015-16 Audit Report Final](#)].

The District's working capital (current assets minus current liabilities) helps determine if current financial resources are sufficient to meet current obligations. As of June 30, 2016, the working capital was \$46,289,536; in the prior year, 2015, the working capital was \$11,802,925. A significant increase from the previous year indicates more than enough assets to meet current obligations.

The District's solvency is also measured through the Current Ratio (current assets divided by current liabilities) and Quick Ratio (cash + short-term investments + accounts receivable divided by current liabilities), which measures the institution's ability to pay short- and long-term obligations, and the institution's ability to meet its short-term obligations with its most liquid assets, respectively. The 2016 current ratio was 4.26 and it decreased to 4.22 in 2017. The 2016 Quick Ratio was 4.23 and it decreased to 4.19 in 2017 (see Table 31).

Table 38

Solvency Ratios		
	2015-16	2016-17
Current Assets	\$60,472,262	\$61,617,359
Current Liabilities	\$14,182,726	\$14,589,916
Working Capital	\$46,289,536	\$47,027,443
Current Assets	\$60,472,262	\$61,617,359
Current Liabilities	\$14,182,726	\$14,589,916
Current Ratio	4.26	4.22
Cash		
Short-term Investments	\$54,875,724	\$51,054,001
Accounts Receivable	\$ 5,120,799	\$10,109,170
Total Quick Assets	\$59,996,523	\$61,163,171
Current Liabilities	\$14,182,726	\$14,589,916
Quick Ratio	4.23	4.19

Analysis and Evaluation

The District is keenly aware of the implications of long-term financial needs and is addressing them in the multi-year budget process. The biggest future issue for the District is the funding of future health care costs for retirees. An actuarial study is performed every two years to determine the level of future liabilities and funding required. For the 2016-17 FY, the District has set aside \$5 million for the Retiree Health Fund to begin a funding mechanism for future costs.

Short- and long-term solvency are important components addressed in the budget development and in BP 6301, which sets the parameters for issuing and managing debt and provides guidance to decision-making concerning the timing and purpose for which debt may be issued. In addition, the debt policy recognizes a binding commitment to full and timely repayment of all debt, the conditions for issuing debt, the conditions for issuing short-term debt, the limitations of long-term debt issuance, and the sound financing of debt.

To better understand District Solvency, the District analyzes the audited Balance Sheet to determine the working capital, current ratio, and quick ratio. The 2016 working capital shows the

District has \$46,289,536 in excess current assets after fulfilling the current liabilities. The 2016 current ratio shows that for every dollar in current liabilities, the District has four dollars to meet that current obligation. Similarly, the quick ratio shows that for every dollar in current liabilities, the District has four dollars in liquid assets to meet those current obligations. The District is able to show its strong solvency to meet its short-term and long-term obligations.



III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

YCCD's adopted budget allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. An actuarial study is completed every two years as required by appropriate accounting standards. The next report was completed in July 2017. The District has budgeted a 6 percent reserve of \$5 million to be transferred to the Retiree Health Benefits Fund to establish funding for the OPEB liability [IIID-12 [FY 2017-2018 Adopted Budget](#)].

The District has contracted an Actuarial Study of retiree health liabilities in compliance with GASB Statements 74 and 75. The actuarial report is dated June 2017 and is effective for fiscal year 2017-18. Previously, under GASB statements 43 and 45, actuarial studies were required every two years. Under the new pronouncements, Statements 74 and 75, an actuarial study must be completed annually. The next report will be done in July 2018.

The District's OPEB balance as of June 30, 2017 is \$47,809,628. The District pays for post-employee benefits for current retirees, recognizing expenditures for these costs in the annual budget. The District has also budgeted a 6 percent reserve of \$5 million to be transferred to the Retiree Health Benefits Fund to establish funding for the OPEB liability [IIID-12 [FY 2017-2018 Adopted Budget](#)]. In addition, the Board of Trustees at its August 23, 2017 meeting approved and established a qualified irrevocable trust under GASB provisions, with the CalPERS, California Employers Retirement Benefits Trust (CERBT) to provide compliance services for the District's outstanding accrued liability for post-employment benefits. The Retirement Board of Authority (RBOA) addressed movement of OPEB reserves to the CalPERS CERBT Fund [IIID-67 [RBOA Minutes August 23, 2017](#)].

Compensated absence costs are accrued when earned by employees and accumulated unpaid employee vacation benefits are recognized at year's end as liabilities of the District. The District has a load banking program for eligible faculty employees whereby the employee may accrue

overload service toward a paid leave. As of June 30, 2017, the District's long-term liability as it relates to compensated absence was \$1,365,275 [IIID-3 [2016-17 Audit Report, page 34](#)]. BP 6301 guides the planning process for allocating appropriate resources for the payment of liabilities and future obligations. The section entitled SOUND FINANCING OF DEBT in the policy states that when the district utilizes debt financing, the following activities will occur and be presented to the Governing Board at an official meeting to ensure that the debt is structured appropriately [IIID-64 [BP 6301](#)]:

- Analysis of the financial impact, both short-term and long-term, of issuing the debt.
- Conservatively project the revenue sources or tax assessments that the district will use to repay the debt.
- Ensure that the term of any long-term debt the district incurs shall not exceed the expected useful life of the asset the debt financed.
- Maintain a debt service coverage ratio that ensures the revenues pledged for the repayment of the outstanding debt will be adequate to make the required debt service payments.
- Proposed debt service schedule of the financing presented to the Governing Board before adoption.

Prior to approval, the Board of Trustees may employ its own independent counsel to review the details of the proposed financing.

The Statement of Cash Flows allows the institution to see how much cash was allocated and paid on liabilities and future obligations. The payments to or on behalf of employees in the 2017 Statement of Cash Flows was \$55,283,196. The principal and interest paid on capital debt in 2017 was \$2,590,999 and \$4,971,206, respectively [IIID-68 [Statement of Cash Flows](#)].

As of June 30, 2017, the District engaged Total Compensation Systems Inc. to analyze liabilities associated with its current retiree health programs. The actuarial study conducted by Total Compensation Systems Inc. was intended to serve the following purposes [IIID-69 [Board Ratification Agenda-June 8, 2017](#)]

- To provide information to enable YCCD to manage the costs and liabilities associated with its retiree health benefits.
- To provide information to enable YCCD to communicate the financial implications of retiree health benefits to internal financial staff, the Board, employee groups, and other affected parties.
- To provide information needed to comply with Governmental Accounting Standards Board Accounting Standards 74 and 75 related to "other postemployment benefits" (OPEBs).

This actuarial study aids the district in planning and allocating resources to meet its obligations including the OPEBs.

Analysis and Evaluation

A RBOA was established in 2014 to address the District's future obligations for retiree health costs. The RBOA has selected CalPERS CERBT as trustee for OPEB GASB compliance services. The RBOA at its next meeting will start working on a spending plan. This will be an agenda topic for the finance committee in June 2018 and the RBOA meeting scheduled shortly thereafter.



III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

YCCD has two Qualified Energy Conservation loans in the amount of \$21,364, which are subsidized by the federal government and Pacific Gas and Electric (PG&E), along with two California Energy Commission loans in the amount of \$1.6 million. Both Qualified Energy Conservation and California Energy Commission debts are funded by the General Fund. The long-term debt service payments as a percentage of General Fund expenditures are 3.2 percent for FY 2017-18 and 4.9 percent for FY 2016-17.

The District also had a Supplemental Employee Retirement Plan that was paid off in FY 2015-16. This payoff of \$692,602 has restored much needed General Fund resources for College and District operations.

The District accrues costs for Compensated absences as they are earned by employees. Compensated absences such as vacation and banked leave are tracked and funded as required using continuing budget appropriations. Accumulated unpaid employee vacation benefits are recognized at year end as liabilities of the District's Annual Auditor's Report [IIID-3 [2016-17 Audit Report](#)].

General Obligation bonds are financed through the levy of local property taxes as approved by voters. GO bonds do not represent an adverse impact on the financial stability of the District. Measure J bond funds were approved by voters in November 2006 for \$190M. The last sale of Measure J, Series D bonds was in April 2016 in the amount of \$26.5M. Due to time limitations in the law, the balance of the Measure J bonds was refunded, and the voters approved Measure Q bonds on November 8, 2016 for \$33.5 million. The refunding of the bonds saved local taxpayers \$5.2 million.

BP 6301 sets the parameters used to assess and allocate resources for the repayment of any locally incurred debt instruments. The section entitled SOUND FINANCING OF DEBT outlines the following activities [IIID-64 [BP 6301](#)]:

- Analysis of the financial impact, both short-term and long-term, of issuing the debt.

- Conservatively project the revenue sources or tax assessments that the district will use to repay the debt.
- Ensure that the term of any long-term debt the district incurs shall not exceed the expected useful life of the asset the debt financed.
- Maintain a debt service coverage ratio that ensures the revenues pledged for the repayment of the outstanding debt will be adequate to make the required debt service payments.
- Proposed debt service schedule of the financing is presented to the Board of Trustees before adoption.

The audited Balance Sheet contains crucial information on the next year's current debt instruments. The District utilizes this information in the annual planning and resource allocation process to allocate the necessary resources for the repayment of all debt instruments. Information is clearly addressed in the District's annual audit report [IIID-3 [2016-17 Audit Report](#)].

Analysis and Evaluation

As a priority, resources are allocated annually for repayment of locally incurred debt through the budget process. The College and District takes its obligations in regard to locally incurred debt seriously and addresses such debt instruments responsibly and accurately. Assessments through the annual auditing process have not yielded any findings that demonstrate a negative financial condition of the institution.



III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The YCCD and YC practice effective oversight and have procedures in place to ensure that all financial resources, including short- and long-term debt instruments and grants, are used in a manner consistent with the intended purpose of the funding. The District does not have any Certificates of Participation. Bond and grant expenditures are monitored to ensure the funds are used appropriately.

BP 6300 ensures that District and College fiscal management is in accordance with the principles contained in Title 5, Section 58311 [IIID-41 [BP 6300](#)]. AP 6100 delegates authority to the Chief Business Officer to: supervise budget preparation and management; oversee fiscal management; and purchase, sell, lease, or license real and personal property in accordance with BP and federal or state laws. This ensures all financial resources are used with integrity and with the stated intended purpose [IIID-70 [AP 6100](#)].

Categorical funded programs such as Financial Aid, EOPS, CARE, and CalWORKs have specific requirements from the CCCCCO regarding allowed expenditures for each program. To ensure funds are used with integrity and with intended purpose, each program is required to submit a year-end report, which is reviewed and approved by Fiscal Services before submission to the state [IIID-71 [201718FAAllAdvRev](#)], [IIID-6 [YC EOPS Signature Final Expenditure Report 16.17](#)], [IIID-7 [YC CARE Signature Final Expenditure Report 16.17](#)], [IIID-8 [CalWORKs Proposed Budget FY 17-18 submitted 102017](#)].

The Financial Aid Department ensures the grants, scholarships, and federal work study are managed in accordance with the Title IV federal regulations [IIID-72 [Federal Student Aid Handbook](#)]. In addition, the separation of duties between the Financial Aid Department and Fiscal Services strengthens the integrity and use of those financial resources. The Financial Aid Department also submits a year-end report entitled Fiscal Operations Report and Application to Participate (FISAP), which the federal Department of Education reviews and approves [IIID-60 [16-17 FISAP Report](#)].

The integrity and proper use of all financial resources are tested every year through the annual external audit. The external audit assesses all categorical and General Fund programs and ensures they meet the generally accepted auditing standards and the governmental accounting standards [IIID-3 [2016-17 Audit Report](#)].

The YCCD Foundation Board and Fiscal Services Staff supervise Foundation accounts and assures that funds are appropriated to budget codes to match donors' intents and are expended in accordance with budget code restrictions. The Foundation Board carries out all fiduciary responsibility of the combined investment portfolio for the colleges and the District. Management of fund investment is under Spectrum Asset Management. Advice from Spectrum Asset Management guides investment of funds and is approved by the YCCD Foundation Board. The Foundation Board also administers the District's scholarship program.

For all donations, a quarterly and yearly statement specifies where all contributions went, and the foundation sends a letter acknowledging receipt of all funds to all donors. In addition, the District Foundation is audited separately from the District and provides an annual financial statement and auditor report [IIID-73 [2016-17 Foundation Annual Financial Audit](#)], [IIID-74 [YCCD Foundation Board Minutes-February 7, 2018](#)], [IIID-75 [YCCD Foundation Financial Report February 7, 2018](#)].

Analysis and Evaluation

The District and College carefully monitor the use of all resources generated to support the College mission, to ensure that resources are used with integrity and in a manner consistent with their intended purposes. In addition to an annual audit, many of these programs are also evaluated in other ways including performance-based audits that ensure funds are used in the manner they were intended. The continued success of the District in securing voter-approved General Obligation Bonds is a testament to the community's support for the District and their approval of how previously funded bond measures were implemented and used.



III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

YCCD currently does not offer student loans. The institution does monitor and manage past students' loan default rates, revenue streams, and assets to ensure compliance with federal requirements. Current federal guidelines require a default rate under 30 percent. The default rate from 2012-13 was 21 percent. ACCJC Annual Fiscal Report shows YC Default Rates at 21 percent in 2012-13, 22 percent in 2013-14, and 15 percent in 2014-15 [IIID-76 [ACCJC Annual Fiscal Report 2016-2017](#)].

YC is proactive in monitoring and managing student loan default rates, as well as revenue streams, to ensure compliance with federal regulations. The College, in collaboration with the District, monitors and manages federal revenue streams through the Common Origination & Disbursement website, the United States Department of Education's Grant Management System, and the Colleague system [IIID-56 [COD_G5_COLLEAGUE](#)].

At the Board Meeting held June 13, 2013, the YCCD Board of Trustees opted to suspend the Federal Student Loan Program, effective fall 2013 [IIID-77 [Board Minutes June 13, 2013](#)]. The Board's action to suspend federal student loans will protect all federal student aid, including Pell Grants, meaning that eligible students will still be able to receive all federal grants as well as state Cal grants.

Although the Federal Student Loan Program was suspended, YC contracted with i3 Group, LLC on November 25, 2013 to help manage and reduce student loan default rates [IIID-78 [i3 Master Service Agreement](#)], [IIID-79 [Agreement for Services](#)], [IIID-80 [i3 Invoice](#)]. The college keeps current on compliance with the Department of Education and the California Student Aid Commission by maintaining a Program Participation Agreement (PPA) and Institutional Participation Agreement, respectively [IIID-81 [PPA Expiration Date 12 31 2022 Copy to School](#)] [III-82 [Institutional Participation Agreement](#)]. In addition, the College must submit the Annual FISAP report, which reports completed academic year financial aid expenditures and secures financial aid funding for the upcoming academic year [III-60 [16-17 FISAP Report](#)].

Every year, the District undergoes an annual audit, which covers the compliance with Federal regulations, including Title IV of the Higher Education Act. Section III – Federal Award Finding and Questioned Costs identifies the audit findings required to be reported by Circular A-133, Section 5110(a) [IIID-3 [2016-17 Audit Report](#)]. The District's current default rate meets the federal standard.

The suspension of the Federal Student Loan Program was the initial step to remedy the institution's high default rates. The next proactive step to monitor, manage, and specifically lower the student loan default rate was to contract with i3 Group, LLC. YC has maintained the

contract with i3 since November 2013, and has submitted Agreement for Services to the Fiscal Services Departments for subsequent years [III-79 [Agreement for Services](#)]. Current invoices from i3 Group, LLC show they are working with the 2015, 2016, and 2017 cohort groups [IIID-80 [i3 Invoice](#)]. National Student Loan Data System shows the 2014 three-year official default rate for the College at 21.6 percent [IIID-83 [NSLDS Cohort Default Rate History](#)].

The collaboration and separation of duties between the Fiscal Services Department and the Financial Aid Department ensures YC monitors and manages the federal revenue stream according to the federal requirements. The Financial Aid Department submits payment data to the Department of Education through Common Origination & Disbursement. In turn, Fiscal Services draws down funds from the Department of Education through the Grant Management System. Both submission and drawdown must match before funds are disbursed to students. The Colleague system plays an important role in overseeing the federal revenue funding. It is through this system that the College tracks each federal program funding and payment to students and reconciles with the funding sources.

The District annual audit ensures YC takes the adequate steps to monitor and manage all federal funds. On page 82, the auditors stated, “There were not federal award findings or questioned costs identified during 2016-17” [IIID-3 [2016-17 Audit Report](#)].

Analysis and Evaluation

The College and District proactively manage financial aid practices to ensure default rates are in acceptable standards.



III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with external entities are governed by all applicable state and federal laws (education, government and public contract codes) and YCCD BPs and APs. All contractual agreements, regardless of the amount, are submitted to the Board of Trustees monthly for ratification or approval. The Board has delegated the YC President and the Chief Business Officer the authority to sign contractual agreements up to \$50,000, and the Chancellor has authority up to \$100,000. Any contractual agreements over \$100,000 must have Board of Trustees approval prior to committing District funds.

BPs 6330–Purchasing and 6340–Bids and Contracts ensure all contractual agreements are consistent with the mission and goals of both the College and the District. Each contains appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations [IIID-84 [BP 6330](#)], [IIID-85 [BP 6340](#)].

Corresponding APs 6340, 6345, 6350 guide all contractual agreements. These procedures align with District policies and state and federal laws, including public contract codes, and provide protections to the District and external customers [IIID-86 [AP 6340](#)], [IIID-87 [AP 6345](#)], [IIID-88 [AP 6350](#)]. The District’s Fiscal Services and Purchasing Department maintain a website for all contractual agreements [IIID-89 [District Purchasing Website](#)]. The website stipulates the need to comply with all provisions of the California Education, Government and Public Contract Codes, and the Board of Trustees policies and APs. In addition, external entities wanting to contract with YC can find the Trade Ad document inviting them to register on the YCCD Bidders List and use the YCCD Bidders List Information Form [IIID-90 [2017 Trade Ad](#)], [IIID-91 [2017 YCCD Bidders List Information Form](#)], [IIID-92 [Confirmation of Review Form](#)], [IIID-93 [Contract Review and Monitoring Form](#)], [IIID-94 [District Contract Master List](#)].

AP 6340 reinforces BP 6330 and 6340 and adds additional information related to maintaining compliance with stipulated regulations from the CCCCO (Public Contract Code 20651) and correct procedures to enter into a contract that will maintain the integrity of the institution and the quality of its programs, services, and operations [IIID-85 [AP 6340](#)]. YCCD Contract Review process is outlined in AP 6345 [IIID-87 [AP 6345](#)].

YCCD Fiscal Services and Purchasing Department maintains a website for all contractual agreements [IIID-89 [District Purchasing Website](#)]. The website stipulates the need to comply with all provisions of the California Education, Government and Public Contract Codes, and Board of Trustees policies. External entities wanting to contract with YC can find the Trade Ad document inviting them to register on the YCCD Bidders List and use the YCCD Bidders List Information Form [IIID-90 [2017 Trade Ad](#)], [IIID-91 [2017 YCCD Bidders List Information Form](#)], [IIID-92 [Confirmation of Review Form](#)], [IIID-93 [Contract Review and Monitoring Form](#)], [IIID-94 [District Contract Master list](#)].

Analysis and Evaluation

All College contractual agreements are monitored by the District’s Purchasing Department and are consistent with the mission and goals of both the College and District. All follow the prescribed state and government regulations, BPs, and Aps and contain the Confirmation of Review form and the YCCD Contract Review Template for the purposes of processing and approval. The review process outlined in AP 6345 ensures appropriate control mechanisms are in place to monitor contract compliance throughout the term of a contractual agreement.



Evidence Cited

- IIID-1 [AP 6300](#)
- IIID-2 [Planning and Budget Committee Charter](#)
- IIID-3 [2016-17 Audit Report](#)
- IIID-4 [DCAS Minutes](#)
- IIID-5 [17-18 BFAP SFAA Annual Report](#)

- IIID-6 [YC EOPS Signature Final Expenditure Report 16.17](#)
- IIID-7 [YC CARE Signature Final Expenditure Report 16.17](#)
- IIID-8 [CalWORKs Proposed Budget FY 17-18 submitted 102017](#)
- IIID-9 [List of Grants](#)
- IIID-10 [2017-2018 Guide to IP and IE](#)
- IIID-11 [Action Plan and Resource Allocation YC 2017-18](#)
- IIID-12 [2017-2018 Adopted Budget](#)
- IIID-13 [2017-04-06 DCAS Minutes](#)
- IIID-14 [2017-03-02 DCAS Minutes](#)
- IIID-15 [DC3 2018-2019 Budget Update](#)
- IIID-16 [Regular Board Meeting, Thursday November 9, 2017](#)
- IIID-17 [CHP 6 BP and AP](#)
- IIID-18 [CCFS-311-Report-2016-2017](#)
- IIID-19 [Mission](#)
- IIID-20 [Educational Master Plan](#)
- IIID-21 [College Report 030116](#)
- IIID-22 [College Report 080316](#)
- IIID-23 [College Report 121516](#)
- IIID-24 [IEPI BOT Presentation](#)
- IIID-25 [District Resource Allocation Model](#)
- IIID-26 [BP 6200](#)
- IIID-27 [Senate Bill 839](#)
- IIID-28 [Assembly Bill 1806](#)
- IIID-29 [Board Minutes](#)
- IIID-30 [2018-2019 YCCD Budget Memo](#)
- IIID-31 [Prioritization Timeline](#)
- IIID-32 [Resource Request Prioritization Report](#)
- IIID-33 [PBC Minutes 041318](#)
- IIID-34 [PBC Minutes 121817](#)
- IIID-35 [PBC Minutes 120117](#)
- IIID-36 [College Council Agenda 5-1-18](#)
- IIID-37 [2018-2019 Flex Budget Update & Training](#)
- IIID-38 [2017-2018 PBC Charter Statement](#)
- IIID-39 [Integrated Planning Model](#)
- IIID-40 [2013-2014 Audit Report](#)
- IIID-41 [BP 6300](#)
- IIID-42 [Budget and Accounting Manual 2012 Edition](#)
- IIID-43 [Finance Committee Meeting 2 28 2018](#)
- IIID-44 [BP 6400](#)
- IIID-45 [AP 6400](#)
- IIID-46 [BOT Agenda Audit Finding Response DECEMBER 14, 2017](#)
- IIID-47 [CHP 6 BP and AP](#)
- IIID-48 [AP 2410](#)
- IIID-49 [Purchasing PowerPoint](#)
- IIID-50 [CAL Card](#)

IIID-51 [CAL Card email](#)
IIID-52 [BP 6250](#)
IIID-53 [Cash Flow Projections](#)
IIID-54 [AP 6305](#)
IIID-55 [AP 6300](#)
IIID-56 [COD G5 COLLEAGUE](#)
IIID-57 [Monthly Financials Report](#)
IIID-58 [Monthly Financials Report – September](#)
IIID-59 [AP 6320](#)
IIID-60 [16-17 FISAP Report](#)
IIID-61 [2016-2017 Cal Grant Reconciliation](#)
IIID-62 [2016-2017 Cal Grant Reconciliation_V2](#)
IIID-63 [2016-2017 Cal Grant Reconciliation_V3](#)
IIID-64 [BP 6301](#)
IIID-65 [2014-2015 Audit Report](#)
IIID-66 [2015-16 Audit Report Final](#)
IIID-67 [RBOA Minutes August 23, 2017](#)
IIID-68 [2017 Statement of Cash Flows](#)
IIID-69 [Board Ratification Agenda-June 8, 2017](#)
IIID-70 [AP 6100](#)
IIID-71 [201718FAAllAdvRev](#)
IIID-72 [Federal Student Aid Handbook](#)
IIID-73 [2016-17 Foundation Annual Financial Audit](#)
IIID-74 [YCCD Foundation Board Minutes-February 7, 2018](#)
IIID-75 [YCCD Foundation Financial Report February 7, 2018](#)
IIID-76 [ACCJC Annual Fiscal Report 2016-2017](#)
IIID-77 [Board Minutes June 13, 2013](#)
IIID-78 [i3 Master Service Agreement](#)
IIID-79 [Agreement for Services](#)
IIID-80 [i3 Invoice](#)
IIID-81 [PPA Expiration Date 12 31 2022 Copy to School](#)
IIID-82 [Institutional Participation Agreement](#)
IIID-83 [NSLDS Cohort Default Rate History](#)
IIID-84 [BP 6330](#)
IIID-85 [BP 6340](#)
IIID-86 [AP 6340](#)
IIID-87 [AP 6345](#)
IIID-88 [AP 6350](#)
IIID-89 [District Purchasing Website](#)
IIID-90 [2017 Trade Ad](#)
IIID-91 [2017 YCCD Bidders List Information Form](#)
IIID-92 [Confirmation of Review Form](#)
IIID-93 [Contract Review and Monitoring Form](#)
IIID-94 [District Contract Master list](#)

STANDARD IV



Leadership and Governance

DECISION-MAKING ROLES AND PROCESSES



IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

All institutional leaders at Yuba College (YC) create and encourage innovation leading to institutional excellence through broad governance participation and a culture focused on continuous improvement. Yuba College Council and the Academic Senate, along with their related subcommittees—the College Effectiveness and Accreditation Committee (CEAC) and the Curriculum Committee (CC), among many others—promote institutional excellence through a commitment to and focus on improving practices, programs, and services. Many College committees include student representatives, and meetings are open to the public for suggestions and input. All committees post their agendas and minutes on a website accessible by the public [IVA-1 [YC Committee Reporting 2017](#)], [IVA-2 [Screenclip Council](#)], [IVA-3 [Screenclip Academic Senate](#)], [IVA-4 [CEAC Charter](#)], [IVA-5 [Council Charter](#)], [IVA-6 [Academic Senate Constitution and Bylaws](#)], [IVA-7 [Curriculum Committee Charter](#)].

Intentional YC governance design and implementation empowers administrators, faculty, staff, and students to take initiative for improving the practices, programs, and services in which they are involved, as occurred with the development of Dusty's Pantry, a food pantry for needy students; the new College marquees; and the Guided Pathways work that led to the college's selection for participation in the California Pathways Project [IVA-8 [YC Council Handbook 2017-2018](#)], [IVA-9 [Dusty's Pantry Flier](#)], [IVA-10 [Marquee Funding Review Background](#)], [IVA-11 [Marquee State Approval for Funding](#)], [IVA-12 [Pathways Selection Email](#)].

The Program Review (PR) feedback process demonstrates systematic and participative processes for continuous improvement. The resulting revision of PR included the addition of specific review questions for service areas and emphasizes Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) [IVA-13 [PR Feedback Template](#)], [IVA-14 [PR Feedback FAQ](#)], [IVA-15 [PR Feedback Services Instruction Checklist](#)], [IVA-16 [PR Feedback Services Checklist](#)], [IVA-17 [SLO/SAO Website](#)].

Compression Planning Diagram

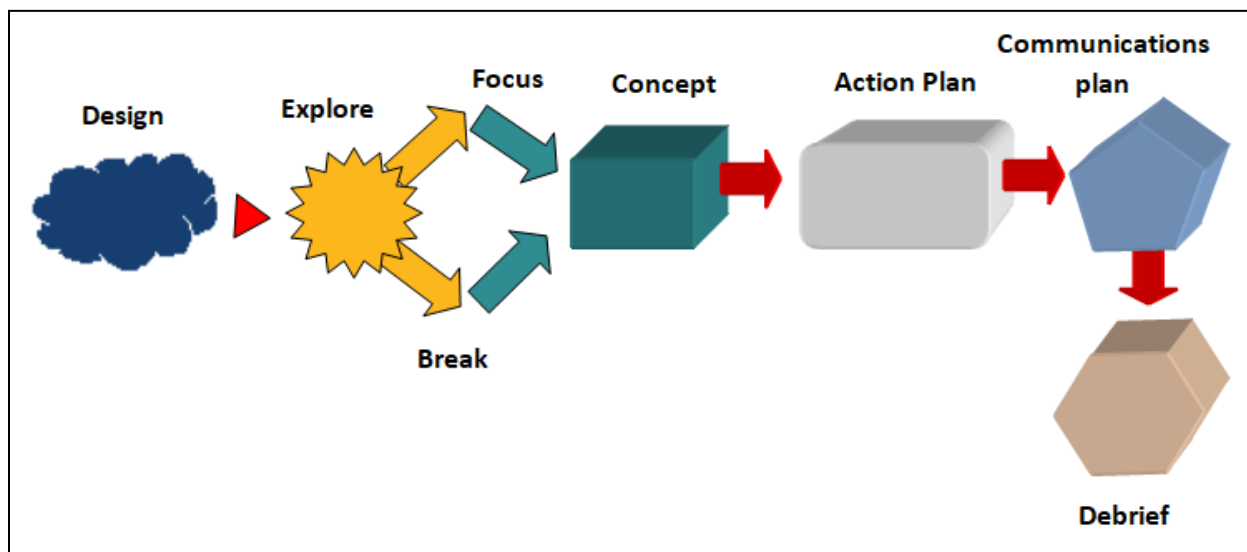


Figure 18

To encourage systematic participation in important governance processes, the College uses Compression Planning, an interactive process of brainstorming and prioritizing ideas. During the fall 2016 semester, for example, College Council held three Compression Planning sessions as part of the process for updating the YC Mission and Core Principles. Eighty-two faculty, staff, administrators, and students identified strengths in the current mission statement, engaged in discussion about the future direction of the College, and identified key mission components. This input formed the foundation for the revisions to the mission and core principles [IVA-18 [Compression Planning Day 1](#)].

The Staff Development Committee has offered an extensive series of workshops and presentations relevant to all constituent groups, providing mentoring and encouraging best practices and innovation. For example, the committee planned dedicated Classified Professional Development Days that included addresses from the College President and Vice President and covered a range of topics, including the staff's role in various initiatives for creating a culture of student success, retention, and persistence [IVA-19 [Classified PD OnCourse Handout](#)], [IVA-20 [Classified PD Workshop Frontline Staff](#)], [IVA-21 [YC SD Survey Results](#)].

The Staff Development Committee also works with the Flex Committee to support the work of the Teaching and Learning Community, a group of full- and part-time faculty, mostly (but not exclusively) from the English and English as a Second Language (ESL) departments. This group meets throughout the year to explore innovative ways to better support basic skills students, particularly in reading and writing. They share best practices, teaching strategies, assignments, and classroom activities, and they invite others from the college community to give insight on the student populations and the services provided. For example, the Extended Opportunities Program and Services (EOPS) and Foster Youth Program were invited, along with a small group

of students from these programs, to offer ideas to faculty on classroom practices that might encourage students to participate, as well as to communicate when they are struggling [IVA-22 [Email inviting EOPS to Teaching and Learning Community](#)], [IVA-23 [Teaching and Learning Website SnapShot](#)].

College leadership recommended scheduling additional Staff Development opportunities for all staff throughout the entire year, moving away from the historical one-day, faculty-centered Convocation Day during August's Opening Week, and bringing faculty, staff, and administrators together to discuss institution wide issues. Additional Staff Development days were added to the Yuba Community College District (YCCD) Academic Calendar, beginning in 2016-17. During these days, faculty and staff received presentations about issues as varied as campus safety, online course design, institutional processes and technology, accreditation, and many others [IVA-24 [Opening Week Program 2017](#)], [IVA-25 [Fall 2016 Flex Email](#)], [IVA-26 [Fall 2016 Flex Schedule](#)], [IVA-27 [Fall 2016 Flex Program](#)], [IVA-28 [Spring 2017 Program](#)].

The Student Equity Plan (SEP) (Integrated Plan) funds innovative initiatives to close achievement gaps for categories of students experiencing disproportionate impact. For instance, equity funds allowed EOPS to hire a 40 percent EOPS counselor and to provide field trips that allowed first generation, educationally disadvantaged students to visit universities [IVA-29 [15-16 SEP Plan](#)], [IVA-30 [EOPS SP17 Field Trip](#)].

With the support of the District's new Grant Research and Development Officer, the College has been able to obtain grants for innovative projects, including an Institutional Effectiveness Partnership Initiative (IEPI) Leadership Development Funding Grant, the California Pathways Initiative Project, and an Upward Bound Grant. IEPI also funded the Aspen visit, which produced both District-level and College-level reports that have informed the institution's self-evaluation and plans for improvement [IVA-31 [IEPI LD Funding Grant](#)], [IVA-32 [California Pathways Initiative Project](#)], [IVA-33 [Upward Bound Grant](#)], [IVA-34 [Upward Bound Letter](#)], [IVA-35 [Aspen Report](#)].



The College's Mission and Core Principles reflect the organization's commitment to student success, educational quality, continuous improvement, and innovation. The systematic approach to institutional improvement is embedded in College's integrated planning processes (see Integrated Planning Model in Figure 19) that focus on continuous improvement designed to improve service to students and promote student success, learning, and achievement [IVA-36 [2017-18 Guide to IP and IE](#)].

Yuba College Integrated Planning Model

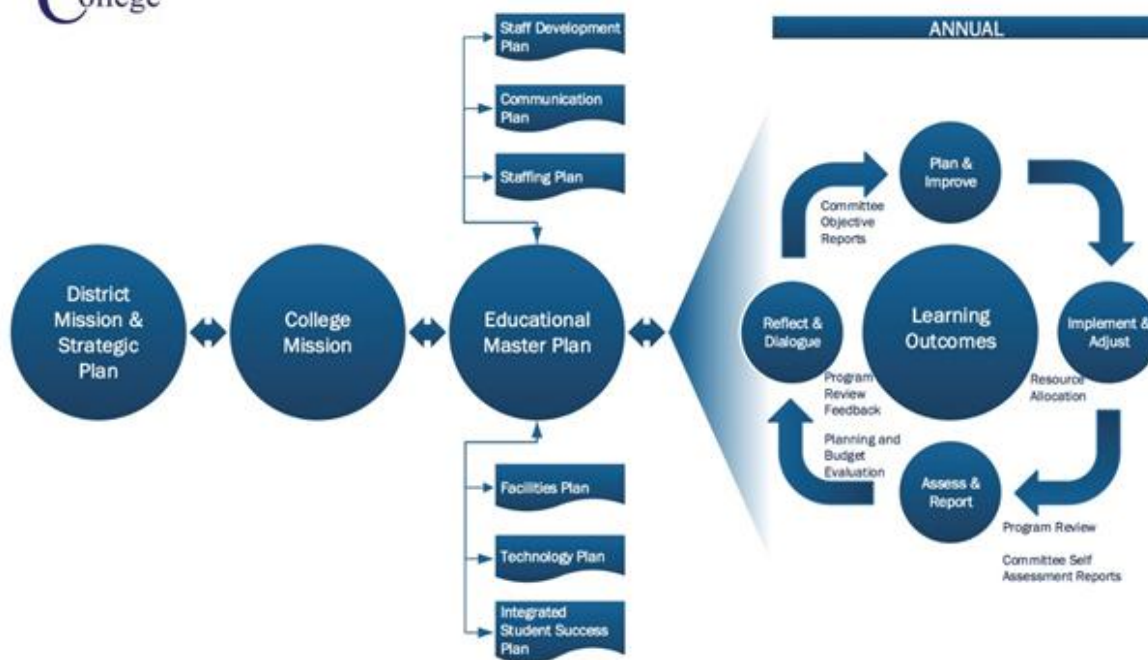


Figure 19

Analysis and Evaluation

The College's leadership and governance structure has created a culture of innovation and continuous improvement. Leadership comes from all levels of the organization, including faculty, staff, students, and administrators. Innovative practices are supported, evaluated, and scaled as appropriate.



IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

YC is committed to participatory decision-making and governance, recognizing the roles of administrators, faculty, staff, and students as defined by Title 5. The College Council Handbook provides a detailed overview of the governance process. Board Policy (BP) 2510 and Administrative Procedure (AP) 2510 outline participation and decision-making in regard to

faculty (through the Academic Senate), staff, and students (through the Associated Students' organizations). The College's governance structure and processes encourage all constituencies to participate in the decision-making for the College [IVA-37 [Title 5, Section 53201-53206 Academic](#)], [IVA-38 [Title 5, Section 51023.5 Staff](#)], [IVA-39 [Title 5 Section 51023.7 Students](#)], [IVA-8 [YC Council Handbook 2017-2018](#)], [IVA-40 [BP 2510 Local Decision Making](#)], [IVA-41 [AP 2510 Local Decision Making](#)].

The Academic Senate represents the faculty and makes recommendations to the administration and the Governing Board with respect to academic and professional matters, as long as the exercise of such functions does not conflict with the lawful collective bargaining agreements, as outlined in Title 5 (Sections 53200-53206). The Academic Senate has primacy on curriculum, degree and certificate requirements, and grading policies. On other academic and professional matters, the Academic Senate will reach mutual agreement with the Board [IVA-37 [Title 5, Section 53201-53206 Academic](#)], [IVA-7 [Curriculum Committee Charter](#)], [IVA-6 [Academic Senate Constitution and Bylaws](#)], [IVA-42 [AP 4020 Program and Curriculum Development](#)], [IVA-41 [AP 2510 Local Decision Making](#)].

The College's Classified Staff participate in the development of District policies and procedures that have a significant effect on staff, as outlined in Title 5 (Section 51023.5), through active membership and participation in both District and College committees [IVA-38 [Title 5, Section 51023.5 Staff](#)].

Additionally, students participate effectively in the development of policies and procedures that have a significant effect on students, as outlined in Title 5 (Section 51023.7). Students are selected, in consultation with student government, to serve as active participants on many District and College governance committees. These governance practices and policies provide for the consideration of student views [IVA-39 [Title 5 Section 51023.7 Students](#)].

The College Council, the primary committee for developing recommendations on issues that may have a College- or District-wide impact, comprises representatives from all constituent groups. In Council—as in all committees—the College recognizes the defined roles of faculty, staff, and students, and fully supports and values participatory governance as the foundation for College decision-making [IVA-5 [Council Charter](#)].

YCCD has two primary District-wide participatory decision-making bodies: District Consultation and Coordination Council (DC3) and District College Academic Senate (DCAS). DC3 and DCAS assess their effectiveness with surveys, followed by discussions about improvement of processes and the survey instrument itself. The evaluation cycle is every two years [IVA-43 [DC3 Charter](#)], [IVA-44 [DCAS Purpose Statement](#)].

DCAS serves as the forum for addressing academic and professional matters that require collaboration between the two colleges, as outlined in BP 2510: Participation in Local Decision Making. Leadership from the District, the College, and its Academic Senate and Woodland Community College (WCC) and its Academic Senate meet at least once each month during the academic year for this coordinating function [IVA-44 [DCAS Purpose Statement](#)].

Administrators participate in the majority of all committees. They also participate in President's Cabinet and Administrative Team meetings, providing input to the President on College issues, including the impact of decision-making [IVA-45 [YC Admin Team Committee Assignment](#)], [IVA-46 [YC Admin Team MTG Agenda](#)], [IVA-40 [BP 2510 Local Decision Making](#)], [IVA-41 [AP 2510 Local Decision Making](#)].

The Associated Students of Yuba College (ASYC) provides an opportunity for students to grow through leadership, participation, community service, social interaction, and the development of individual attitudes and values. Eligible students are elected to ASYC by majority vote and represent the student body on College committees [IVA-39 [Title 5 Section 51023.7 Students](#)], [IVA-47 [ASYC Constitution](#)], [IVA-48 [ASYC Nomination Packet](#)].

To set goals and evaluate their effectiveness, YC committees utilize and publish Committee Objective Reports (CORs) and Committee Self-Assessment Reports (CSARs), both tracked by the CEAC [IVA-49 [COR Council](#)], [IVA-50 [CSAR Council](#)], [IVA-51 [COR Curriculum](#)], [IVA-52 [CSAR Curriculum](#)], [IVA-53 [YC Committee Website](#)], [IVA-4 [CEAC Charter](#)].

An example of consideration of relevant perspectives can be seen with the change to the campus smoking policy. Students brought the issue to Council. After taking the students' perspectives into consideration, the Council created a task force that included the community, academic senators, faculty, classified, administration, and students. This taskforce recommended a new policy (see AP 3570), adopted in 2016 [IVA-54 [Smoking and Coalition Report](#)], [IVA-55 [YCCD smoke & tobacco free release](#)], [IVA-56 [Smoke Free Campus FAQs](#)], [IVA-57 [Minutes ASYC Tobacco](#)], [IVA-58 [Minutes YCC Tobacco](#)], [IVA-59 [Minutes of YCC Tobacco 11.10.15](#)], [IVA-60 [Academic Senate President Report on Anti-Tobacco Task Force](#)], [IVA-61 [Smoking Task Force Email Asking Faculty to Join](#)], [IVA-62 [Tobacco Free Campus Timeline](#)], [IVA-63 [BP 3570 Smoking Use of Tobacco Products](#)], [IVA-64 [AP 3570 Smoking Use of Tobacco](#)].

Analysis and Evaluation

YC has well-developed governance structures and participatory processes. The College has a collaborative culture that is articulated in its mission and core principles. The committee process supports inclusive decision-making and allows for multiple perspectives and engaged dialogue.



IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

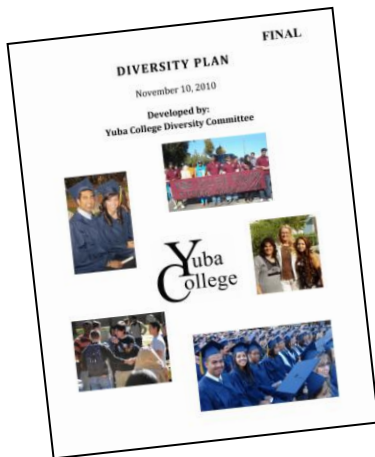
Evidence of Meeting the Standard

YC clearly defines the substantive role of administrators and faculty in institutional policies, planning, and budget in the College Council Handbook, the Faculty Handbook, and various

committee charters. These are all aligned with the District's policies and procedures, including those involving local decision making and fiscal management [IVA-8 [YC Council Handbook 2017-2018](#)], [IVA-5 [Council Charter](#)], [IVA-65 [BPC Charter](#)], [IVA-7 [Curriculum Committee Charter](#)], [IVA-66 [Faculty Handbook](#)], [IVA-40 [BP 2510 Local Decision Making](#)], [IVA-41 [AP 2510 Local Decision Making](#)], [IVA-67 [BP 6300 Fiscal Management](#)], [IVA-68 [AP 6300 Fiscal Management](#)].

College administrators exercise a substantive voice in institutional policies, planning, and resource allocation related to their areas of responsibility and expertise. For example, the Dean of Applied Academics serves as Chair to the Perkins and Strong Workforce Committees and also serves as a member of the CEAC and CC [IVA-8 [YC Council Handbook 2017-2018](#)].

Faculty primacy in academic and professional matters is focused in the Academic Senate, which appoints faculty to serve on a range of committees, including College Council, the CC, CEAC, the Planning and Budget Committee, and many others related to instruction and student success. Department faculty also participate in the planning and resource allocation process through their division meetings and program reviews [IVA-8 [YC Council Handbook 2017-2018](#)], [IVA-7 [Curriculum Committee Charter](#)], [IVA-65 [BPC Charter](#)], [IVA-69 [SSS Charter](#)], [IVA-4 [CEAC Charter](#)].



Committees work together to create integrated planning documents that guide the work of the College and/or District. BP 3250 calls for a "broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the Colleges' communities" and includes district facilities, matriculation, and technology, as well as college planning included in education master plans, basic skills, diversity, and student equity plans [IVA-70 [BP 3250 Institutional Planning](#)], [IVA-71 [District Facilities Plan](#)], [IVA-72 [Matriculation Plan](#)], [IVA-73 [Technology Plan](#)], [IVA-74 [EMP](#)], [IVA-75 [BSI Plan](#)], [IVA-76 [Diversity Plan](#)], [IVA-77 [Integrated Plan](#)].

Analysis and Evaluation

BPs, Faculty Handbook, Committee Purpose Statements, Instructional Effectiveness (IE) processes (such as PR) show sufficient evidence that administrators and faculty have clearly defined roles related to their responsibilities and expertise in the governance process, including policies, planning, and budget matters. They exercise a substantial voice in their areas of responsibility and expertise.



IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The YCCD Board of Trustees, which is accountable for curriculum and programs, has affirmed, in BP 2510, that it will rely primarily upon the recommendations of the Academic Senate in matters regarding curriculum and will reach mutual agreement on issues regarding educational program development. The Curriculum Committee Handbook identifies the policies, procedures, and structures that govern the responsibilities for recommendations about curriculum and student learning programs and services. The Handbook aligns with District AP 4020 and California's Program and Course Approval Handbook [IVA-40 [BP 2510 Local Decision Making](#)], [IVA-41 [AP 2510 Local Decision Making](#)], [IVA-78 [CC Handbook](#)], [IVA-79 [BP 2410](#)], [IVA-80 [AP 2410](#)], [IVA-42 [AP 4020 Program and Curriculum Development](#)], [IVA-81 [PCAH 6th edition](#)].

The Handbook is a living document, approved by the YC Academic Senate in October 2015. It is updated regularly and adapted as needed. For example, when the realignment of the Lake County Campus from YC to WCC required a revision of membership, the CC recommended an expanded membership, which was accepted by the Academic Senate in September 2016 and then approved by the DCAS on October 2016 [IVA-82 [Academic Senate Minutes 9/15/16](#)], [IVA-83 [DCAS Minutes 10/6/16](#)].

Curriculum Committee Membership includes voting members from across disciplines, including faculty representatives from counseling, academics, and applied academics (Career and Technical Education [CTE]), as well as Academic Deans [IVA-7 [Curriculum Committee Charter](#)], [IVA-84 [Curriculum Committee Agenda](#)].

Recommendations involving curriculum and student learning programs and services arise out of Program and Services Reviews, which serve as a means for instructional programs and student services departments to reflect on curriculum development and learning outcomes assessment. Through the Academic Senate, the CC, Distance Education (DE) Committee, CEAC, PR Committee, and the SLO Committee, faculty and administrators make recommendations about student learning programs and services and curriculum. The SLO and PR processes are faculty driven and used to help programs develop effective outcomes and continuously improve the processes [IVA-85 [CC Handbook pg. 68](#)], [IVA-86 [SLO Handbook](#)], [IVA-87 [Email Reminder of PR Review Deadline](#)], [IVA-88 [Research and Planning Website on PR](#)], [IVA-89 [YC PR Cycle](#)], [IVA-90 [Academic Senate Charter](#)], [IVA-4 [CEAC Charter](#)], [IVA-91 [SLO Charter](#)], [IVA-92 [DE Charter](#)], [IVA-7 [Curriculum Committee Charter](#)].

Analysis and Evaluation

YC's processes for recommendations about curriculum and student learning programs and services are established through BPs and further defined through committee purpose statements and handbooks, which clearly define the procedures for development and oversight of curriculum and program development, including input from both faculty and academic administrators.



IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

BP 2510: Participation in Local Decision-Making establishes consideration of relevant perspectives are aligned with expertise and responsibility [IVA-40 [BP 2510 Local Decision Making](#)], [IVA-41 [AP 2510 Local Decision Making](#)].

YC's organizational structure and governance process provides opportunities for the participation of all members of the campus community in discussion of issues significant to the institution while preserving the decision-making authority of the Board of Trustees [IVA-93 [YCCD Integrated Planning Process Framework](#)], [IVA-94 [YCCD Org Chart](#)], [IVA-95 [YC Org Chart 2017-18](#)].

The College's decision-making bodies operate primarily under two governing committees: College Council and the Academic Senate. The Council, the lead shared governance committee, annually reviews the purpose, membership, and need for each of the College's committees. Over the last two years, the College's 19 standing committees have been reduced to 16 committees. This was done after an in-depth evaluation of the College's decision-making structures and a re-organization was undertaken to improve effectiveness, clarify responsibilities, reduce redundancy, and balance workload. The analysis included review of statewide governance structures to identify best practices. Two committees were eliminated, two were combined, and a new PR committee was created [IVA-96 [College Council Minutes 9/5/17](#)], [IVA-97 [College Council Minutes 10/17/17](#)], [IVA-98 [College Council minutes 11/7/17](#)]. Figure 20 illustrates the current reporting structure of committees [IVA-36 [2017-18 Guide to IP and IE](#)].

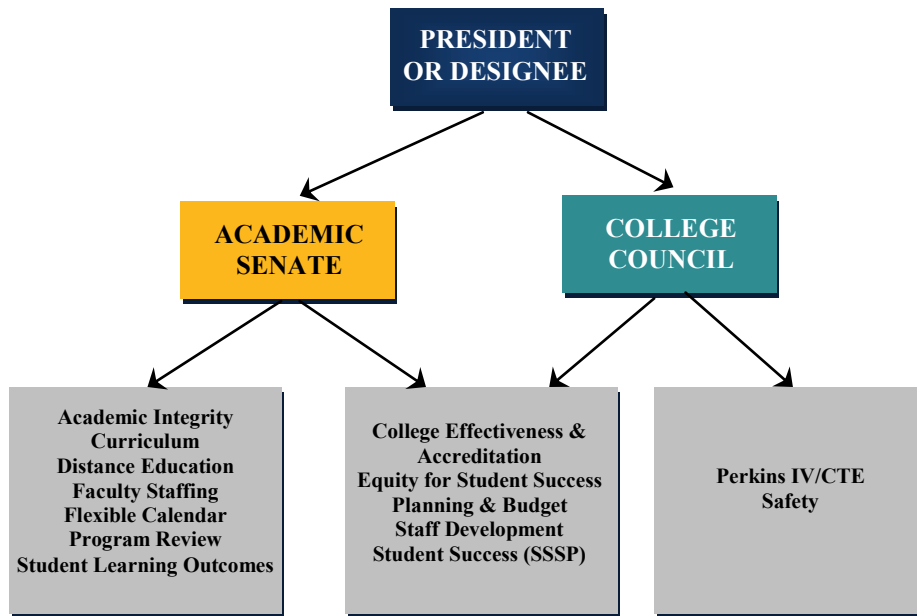


Figure 20

College constituencies provide input on institutional plans, policies, curricular change, and other issues of institutional importance through participation or representation on campus committees. The institution structures committees to ensure consideration of relevant perspectives. As an example, the College Council includes representation of all constituents including Administrative, Academic Senate, Classified, ASYC, as well as Adjunct Faculty Representation. See College Council membership in Figure 21.

Table 39

Position	Term	Member
Vice President, Academic & Student Services	Ongoing by Position	Sonja Lolland
Academic Senate President	Ongoing by Position	Greg Kemble
Director, Sutter County Campus	Ongoing by Position	Roy Martin
Administrative Representative		Cris Sanchez
Academic Senate Representative		Neena Gill
Academic Senate Representative		Vacant
Adjunct Faculty Representative	3 years	Sam Provenzano
Classified Representative		Ryan Goergen
Classified Representative		Joseph Stottmann
Classified Representative		Paul Mickelson
ASYC Representative	By Appointment	John Thom
Recorder	Ongoing by Position	Claudette Michel
Membership Confirmed 2/15/18		

Most committees include membership from staff, faculty, and administration, as well as students, depending on the purpose of the committee. Many committees with faculty representation include representatives from different disciplines or responsibilities. Issues of institutional importance, including planning, resource allocation, and institutional review processes, culminate in discussions at College Council. The College Council then makes recommendations to the President, signifying institutional support for decisions [IVA-5 [Council Charter](#)].

The Academic Senate represents faculty on all issues involving academic and professional matters. The Senate exceeds the requirements of the Brown Act by providing an opportunity for all guests to participate in meetings beyond open comment, allowing guests to participate in all discussions [IVA-99 [YC Academic Senate MTG Agenda 9.14.17](#)], [IVA-100 [YC Academic Senate MTG Agenda Email 9.14.17](#)].

Program and service area reviews were established as a means to collect information about individual department needs as well as providing an institutional perspective when those needs are examined holistically [IVA-101 [SAO Handbook](#)]. An example of consideration of relevant perspectives can be seen with the change in smoking policy. See Standard IV.A.2.

Institutional plans are reviewed and approved by constituent groups, then submitted and implemented in a timely manner. APs and BPs are updated consistently with regulation changes as prescribed in AP 2410: Development and Revision. Academic and professional matters are brought to DCAS, who then determine the timeline. DCAS regularly prioritizes and reprioritizes its activities to complete work in a timely manner. They also changed the BP/AP approval procedures to allow more for timely updates. The College catalogue is regularly updated to include the most current changes to state law and the California Community College Chancellor's Office (CCCCO).

An example of timely action is illustrated by the responsiveness of governance bodies regarding a Guided Pathways application. Participation in the California Guided Pathways Project required rapid response on the part of the College and the Senate, with less than a month to get the required commitments. The Academic Senate received a presentation about the Project on 2/2/2017, approved it on 2/9/2017, and the College submitted application before the deadline on 2/28/2017 [IVA-102 [Sample Timeline SSP](#)], [IVA-80 [AP 2410 Dev and Rev of Admin Procedures](#)], [IVA-103 [DCAS Minutes Prioritization 6.22.17](#)], [IVA-104 [AS Meeting Minutes 2/2/2017](#)], [IVA-105 [California Guided Pathways Project Application Yuba College](#)].

The CEAC reviews the governance processes and publishes the results in a biennial report, Institutional Effectiveness Review and Report (IER), which allows opportunities to gather input and review the effectiveness of the governance structure for appropriate participation and timely action [IVA-106 [YC IER Report](#)].

Analysis and Evaluation

BPs, committee structures and operational processes, minutes, committee documents, and institutional planning procedures show how the College's consideration of perspectives aligns

with expertise and responsibility in decision-making. Timely action is taken on institutional plans, policies, curricular changes, and other key considerations through the established shared governance process.



IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The processes for decision-making are documented and widely communicated across the institution in the YC Guide to Integrated Planning and Effectiveness. This guide documents campus wide processes for making decisions, including the Institutional Planning (IP) Model, Institutional Planning Timelines, and Budget Process [IVA-36 [2017-18 Guide to IP and IE](#)].

Decisions themselves are documented and widely communicated across the institution through a range of venues, depending on the area of decisions. Decisions involving academic and professional matters are documented in the Yuba College Academic Senate's minutes, which are available on the Senate webpage. In addition to individual minutes, the page includes a list of official actions taken by the Senate, updated after each meeting [IVA-107 [YCAS Website Screenshot](#)], [IVA-108 [YCAS Motions 2017.05.01](#)].

Decisions that fall outside the purview of the Senate, or decisions that the Senate shares with the College Council, are documented in Council minutes, which are available on the Council webpage [IVA-2 [Screenshot Council](#)].

The College Council and the Academic Senate are informed by the work and recommendations of committees across the College. A list of these committees is available in the College Council Handbook, which records committee charters, decision-making processes, chain of command, and membership. Agendas and minutes for each committee can be found on each committee's webpage [IVA-8 [YC Council Handbook 2017-2018](#)], [IVA-5 [Council Charter](#)]. To help ensure that the processes for decision-making and the resulting decisions are documented and widely communicated across the institution, CEAC created a training for all committee members and chairs that will be offered prior to each academic year during the Convocation Week [IVA-109 [YC Committee Training](#)].

In November 2017, the College Council approved the YC Communication Plan. The purpose of this strategic communication plan is to support an organized communication system for the College. It is the first formal communication plan and represents a framework for managing and coordinating all internal and external communication regarding the College. All communication processes and initiatives will be aligned with the overall plan to govern the efforts of communicating messages to various audiences [IVA-110 [YC Communication Plan](#)].

The College coordinates information dissemination to the broader community and for information campaigns to ensure appropriate marketing and branding of major decisions and initiatives. Recent examples of coordinated communication include the Safety Campaign and the Oroville Dam Emergency communication [IVA-111 [Chancellor's Email](#)], [IVA-112 [Evacuation FAQ](#)], [IVA-113 [EMS Notification](#)], [IVA-114 [Portal Emergency Message](#)].

Likewise, district-level decisions are communicated across the institution. The DC3 Newsletter is an example of decisions being documented and widely communicated across the institution. In November 2016, the committee reviewed its Charter [IVA-115 [November 1, 2016 DC3 Minutes](#)]. One theme for improvement, based on the council's latest evaluation, was how to communicate DC3's work to constituencies or other audiences. In December 2016–January 2017, the council decided to have a centralized newsletter come from the CCCCCO, with updates from a range of District committees [IVA-116 [December 13, 2016. DC3 Minutes](#)], [IVA-117 [January 31, 2017 DC3 Minutes](#)]. The purpose of the update is to improve communication district wide. The newsletter has been published regularly since spring 2017 [IVA-118 [DC3 Newsletter 8.1.17](#)].

Analysis and Evaluation

The Guide to Integrated Planning and Institutional Effectiveness and the Yuba College Council Handbook provide clear and complete explanations of how decisions at the College are made. Widely disseminated communication occurs across the campus regularly through agendas, minutes, and email updates. Committees distribute documents through email and post information on the appropriate webpages. Furthermore, communications from leaders are also widely disseminated.



While the College meets this standard, it recognizes that information could be shared and disseminated more effectively with a better software management system. The District currently uses BoardDocs to manage all Board of Trustee meeting minutes, agendas, and communications. The College will explore if it can utilize BoardDocs for its committees and taskforces to facilitate information sharing and allow for documents to be searched.



Additionally, to help ensure that the processes for decision-making and the resulting decisions are documented and widely communicated across the institution, CEAC is developing a training for all committee members, recorders, and chairs that will be offered prior to each academic year during the Convocation Week.



IV.A.7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

YCCD and YC leadership roles; governance; and decision-making policies, procedures, and processes are regularly evaluated to ensure their integrity and effectiveness, as demonstrated by the biennial publication of IER. The report is written by the CEAC and addresses YC's efficacy in the following areas: Academic Quality, Student Success, Enrollment Management, Strategic Planning and Budget Processes, Governance, and Evaluation and Research Processes [IVA-106 [YC IER Report](#)], [IVA-8 [YC Council Handbook 2017-2018](#)], [IVA-4 [CEAC Charter](#)]. The report is publicly accessible through the website; through CEAC presentations to both the College Council and Academic Senate, it is able to communicate results broadly across the college and identify areas for future improvement [IVA-106 [YC IER Report](#)], [IVA-119 [CEAC Website Screenshot](#)], [IVA-120 [DCAS Minutes 2017-06-22 Prioritization Survey](#)], [IVA-121 [AS Minutes IER 5.12.16](#)], [IVA-122 [Council Minutes IER 5.10.16](#)].

All College committees annually complete CORs and CSARs to identify and evaluate their goals, effectiveness, and areas for improvement [IVA-123 [COR Template](#)], [IVA-124 [Email to Committee Chairs requesting the completion of COR](#)], [IVA-125 [Curriculum COR](#)], [IVA-126 [Curriculum CSAR](#)], [IVA-127 [YC Council Minutes 5.2017 Decision on CSAR](#)], [IVA-128 [YC Academic Senate Minutes 5.18.17 Decision](#)], [IVA-129 [COR/CSAR Report to YC Council 10.3.17](#)]. These reports are posted to the College website and are shared with the community by the CEAC. YC's culture of evaluation and focus on continuous improvement is demonstrated by the institutional commitment to re-evaluate decisions and improve processes and procedures for IE. The institution utilizes after-action reports to learn from large events such as the Oroville Flood closure [IVA-130 [YC Council Minutes 4.11.17 Decision](#)], [IVA-131 [After Action Report on Oroville Flood Closure](#)].

The College regularly evaluates its governance structure through a systematic review of the CORS and CSARS and by researching best practices. The most recent governance analysis resulted in the College’s 19 standing committees being reduced to 16 committees. This was done after an in-depth evaluation of the College's decision-making structures and a re-organization was undertaken to improve effectiveness, clarify responsibilities, reduce redundancy, and balance workload. The analysis included review of statewide governance structures to identify best practices and to learn about the structures at similarly sized institutions. At YC, two committees were eliminated, two were combined, and a new program review committee was created [IVA-96 [College Council Minutes 9/5/17](#)], [IVA-97 [College Council Minutes 10/17/17](#)], [IVA-98 [College Council minutes 11/7/17](#)].

YCCD governance committees, such as DCAS, also conduct self-evaluation surveys and review results to make changes for improvement [IVA-132 [2017 DCAS Self-Assessment Results](#)], [IVA-133 [2017 DC3 Self-Assessment Results](#)].

The process for reviewing and revising policies is outlined in BP 2410: Board Policies and Administrative Procedures. All BPs are reviewed on a five-year cycle; APs are reviewed as needed (e.g., when regulations change). BPs are vetted through the Board of Trustee's Policy Committee; policies that are the purview of the Academic Senate are reviewed and revised in the DCAS meetings. BP changes received from the Community College League of California's (CCLC's) Policy and Procedure Service that are minor in nature only, such as a reference change, can be approved by the Chancellor [IVA-79 [BP 2410](#)], [IVA-134 [DCAS Minutes reflecting Policy Revisions](#)].

As part of the regular evaluation of institutional integrity and effectiveness, the College conducts the College Employee Satisfaction Survey every other year. Additionally, in 2016, the College participated in The Aspen Institute College Excellence Program, resulting in the Aspen Report, which provided feedback in support of the College's efforts to improve student success. This report—the result of extensive document review, significant data analysis, and in-person site visit interviews—includes recommendations and direction for YC leadership. Some of the Aspen Report guidance has been incorporated into action items in the Educational Master Plan (EMP) [IVA-74 [EMP](#)], [IVA-135 [Yuba 2015 CESS Summary](#)], [IVA-35 [Aspen Report](#)].

Analysis and Evaluation

Evaluation of governance, leadership roles, and decision-making processes is conducted annually to ensure effectiveness and continuous improvement. College committees identify and evaluate their goals, effectiveness, and areas for improvement annually. The evaluation process for YC governance bodies is documented in the College Council Handbook. Guiding principles and measurable actions and data are used to improve governance practices. CEAC reviews the governance processes and publishes the results in a biennial report, IER.



While the College and District meet this standard and a process for systematically reviewing and updating policies is in place, there are policies that have not been updated in five years. Efforts have been made to speed up the revisions, but some policies take longer to process through the shared governance structure. The College will continue to collaborate with the District to create a timeline and/or plan to ensure all BPs and APs have been reviewed and/or revised within the five-year guidelines as currently stated in BP and AP 2410 [IVA-136 [12 7 2017 DCAS Minutes](#)].



Evidence Cited

- IVA-1 [YC Committee Reporting 2017](#)
- IVA-2 [Screenclip Council](#)
- IVA-3 [Screenclip Academic Senate](#)
- IVA-4 [CEAC Charter](#)
- IVA-5 [Council Charter](#)
- IVA-6 [Academic Senate Constitution and Bylaws](#)
- IVA-7 [Curriculum Committee Charter](#)
- IVA-8 [YC Council Handbook 2017-2018](#)
- IVA-9 [Dusty's Pantry Flier](#)
- IVA-10 [Marquee Funding Review Background](#)
- IVA-11 [Marquee State Approval for Funding](#)
- IVA-12 [Pathways Selection Email](#)
- IVA-13 [PR Feedback Template](#)
- IVA-14 [PR Feedback FAQ](#)
- IVA-15 [PR Feedback Services Instruction Checklist](#)
- IVA-16 [PR Feedback Services Checklist](#)
- IVA-17 [SLO/SAO Website](#)
- IVA-18 [Compression Planning Day 1](#)
- IVA-19 [Classified PD OnCourse Handout](#)
- IVA-20 [Classified PD Workshop Frontline Staff](#)
- IVA-21 [YC SD Survey Results](#)
- IVA-22 [Email inviting EOPS to Teaching and Learning Community](#)
- IVA-23 [Teaching and Learning Website SnapShot](#)
- IVA-24 [Opening Week Program 2017](#)
- IVA-25 [Fall 2016 Flex Email](#)
- IVA-26 [Fall 2016 Flex Schedule](#)
- IVA-27 [Fall 2016 Flex Program](#)
- IVA-28 [Spring 2017 Program](#)
- IVA-29 [15-16 SEP Plan](#)
- IVA-30 [EOPS SP17 Field Trip](#)
- IVA-31 [IEPI LD Funding Grant](#)
- IVA-32 [California Pathways Initiative Project](#)
- IVA-33 [Upward Bound Grant](#)
- IVA-34 [Upward Bound Letter](#)
- IVA-35 [Aspen Report](#)
- IVA-36 [2017-18 Guide to IP and IE](#)
- IVA-37 [Title 5, Section 53201-53206 Academic](#)
- IVA-38 [Title 5, Section 51023.5 Staff](#)
- IVA-39 [Title 5 Section 51023.7 Students](#)
- IVA-40 [BP 2510 Local Decision Making](#)

IVA-41 [AP 2510 Local Decision Making](#)
IVA-42 [AP 4020 Program and Curriculum Development](#)
IVA-43 [DC3 Charter](#)
IVA-44 [DCAS Purpose Statement](#)
IVA-45 [YC Admin Team Committee Assignment](#)
IVA-46 [YC Admin Team MTG Agenda](#)
IVA-47 [ASYC Constitution](#)
IVA-48 [ASYC Nomination Packet](#)
IVA-49 [COR Council](#)
IVA-50 [CSAR Council](#)
IVA-51 [COR Curriculum](#)
IVA-52 [CSAR Curriculum](#)
IVA-53 [YC Committee Website](#)
IVA-54 [Smoking and Coalition Report](#)
IVA-55 [YCCD smoke & tobacco free release](#)
IVA-56 [Smoke Free Campus FAQs](#)
IVA-57 [Minutes ASYC Tobacco](#)
IVA-58 [Minutes YCC Tobacco](#)
IVA-59 [Minutes of YCC Tobacco 11.10.15](#)
IVA-60 [Academic Senate President Report on Anti-Tobacco Task Force](#)
IVA-61 [Smoking Task Force Email Asking Faculty to Join](#)
IVA-62 [Tobacco Free Campus Timeline](#)
IVA-63 [BP 3570 Smoking Use of Tobacco Products](#)
IVA-64 [AP 3570 Smoking Use of Tobacco](#)
IVA-65 [BPC Charter](#)
IVA-66 [Faculty Handbook](#)
IVA-67 [BP 6300 Fiscal Management](#)
IVA-68 [AP 6300 Fiscal Management](#)
IVA-69 [SSS Charter](#)
IVA-70 [BP 3250 Institutional Planning](#)
IVA-71 [District Facilities Plan](#)
IVA-72 [Matriculation Plan](#)
IVA-73 [Technology Plan](#)
IVA-74 [EMP](#)
IVA-75 [BSI Plan](#)
IVA-76 [Diversity Plan](#)
IVA-77 [Integrated Plan](#)
IVA-78 [CC Handbook](#)
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IVA-115 [November 1, 2016 DC3 Minutes](#)
IVA-116 [December 13, 2016. DC3 Minutes](#)
IVA-117 [January 31, 2017 DC3 Minutes](#)
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IVA-128 [YC Academic Senate Minutes 5.18.17 Decision](#)
IVA-129 [COR/CSAR Report to YC Council 10.3.17](#)
IVA-130 [YC Council Minutes 4.11.17 Decision](#)

- IVA-131 [After Action Report on Oroville Flood Closure](#)
- IVA-132 [2017 DCAS Self-Assessment Results](#)
- IVA-133 [2017 DC3 Self-Assessment Results](#)
- IVA-134 [DCAS Minutes reflecting Policy Revisions](#)
- IVA-135 [Yuba 2015 CESS Summary](#)
- IVA-136 [12 7 2017 DCAS Minutes](#)

CHIEF EXECUTIVE OFFICER



IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

YC's institutional chief executive officer (CEO) is the President recruited and hired, as described in AP 7122, using processes "established to provide the District with highly qualified individuals who can foster overall college effectiveness." To help assure that the president provides effective leadership, the Board of Trustees conducts an annual evaluation in accordance with BP 2435: Evaluation of the College President. This policy addresses the frequency and timelines for the president evaluations by the Board of Trustees and includes input from the faculty, staff, and students [IVB-1 [AP 7122](#)], [IVB-2 [BP 2435](#)].

YC's Organizational Structure (Figure 22) indicates that the President is in the position of primary responsibility.

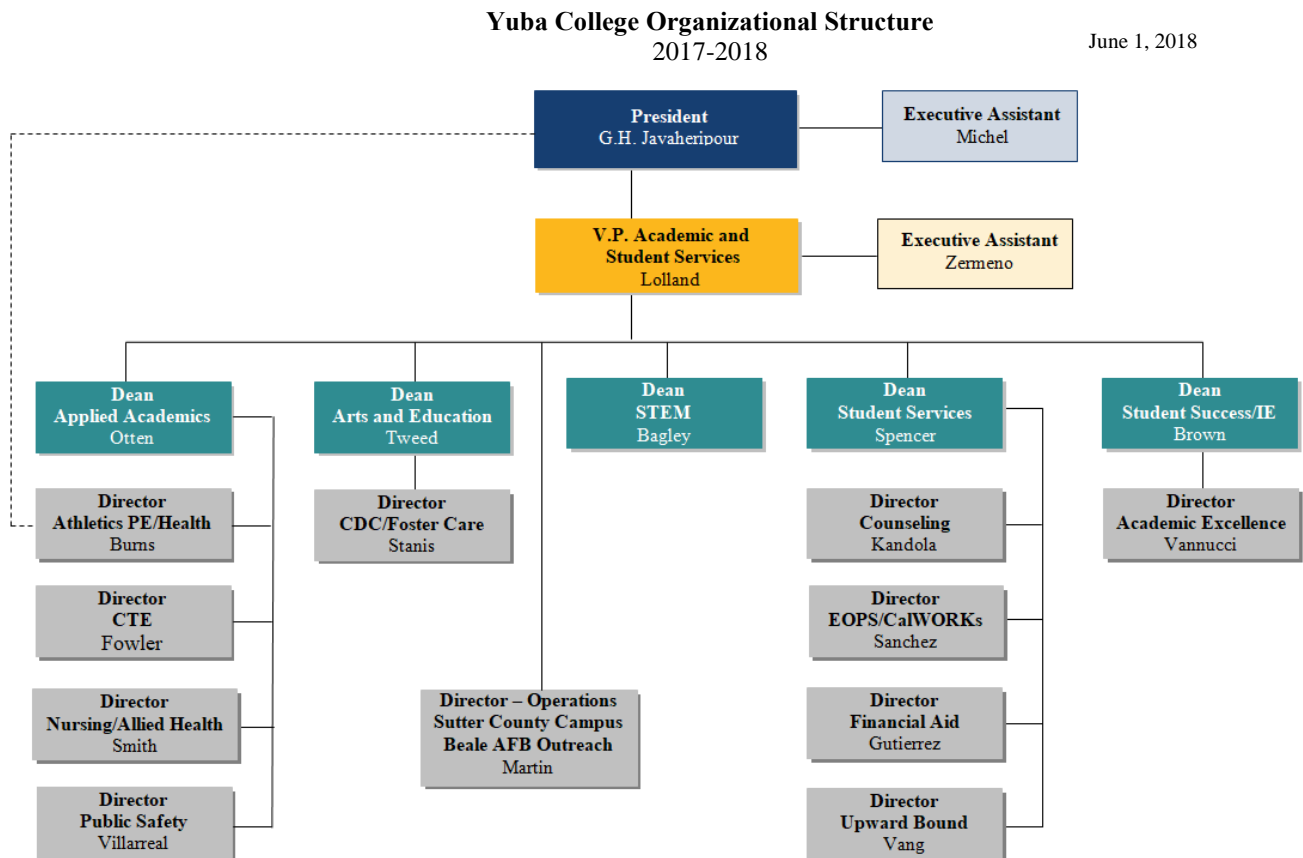


Figure 21

The President communicates regularly with internal and external stakeholders regarding relevant information, including institutional values, goals, and standards. He sends regular newsletters to all College employees by email, and makes monthly reports to the Board of Trustees. He meets three times per month with the cabinet, consisting of the College Vice President and the deans; he also meets twice per month with the College administrative team, consisting of deans, directors, and managers. In addition, the President meets monthly with the Student Trustee and president of the ASYC. He also meets individually, as needed, with the presidents of the Academic Senate, the Faculty Association (FA YCCD), and the classified staff union in order to address any matters related to institutional quality and effectiveness in realizing the YC mission [IVB-3 [YC Org Chart](#)], [IVB-4 [President Report to Board 4.13.17](#)], [IVB-5 [President Calendar Snapshot](#)].

Further, the President communicates with members of the community, including the Rotary Club of Marysville, Sutter County Museum, YCCD Foundation Board, and Yuba County and Sutter County Superintendents of Schools. Under his leadership, the College purchased three electronic marquees to prominently display information to the community. Through the President's leadership, the College has launched its first ever Alumni & Friends organization [IVB-6 [Marquee Funding Review Background](#)], [IVB-7 [Marquee State Approval for Funding](#)], [IVB-8 [Alumni & Friends Organization Form](#)], [IVB-9 [YCCD Foundation Minutes](#)], [IVB-10 [SCOE Minutes](#)], [IVB-11 [Sutter County Museum Invite](#)].

The President has primary authority for the College budgets. Although the day-to-day operations of the budget are delegated to the administrative team members, they meet as needed to discuss fiscal matters. Approved budget decisions go through the Planning and Budget Committee, on which the President serves as co-chair, and on to College Council for vetting and presenting to the President [IVB-12 [PBC Budget Decision Minutes 5.19.17](#)], [IVB-13 [YCC Budget Decision 5.23.17](#)].

Under the President's leadership, the Planning and Budget Committee developed a Program Recommendation/Budgetary Resource Requests (BRR) process to ensure PR serves as the guiding document in funding program recommendations. Requests are prioritized through four levels of review before submission to the President [IVB-14 [PBC Program Recommendation/Augmentation Request](#)].

The President's participation in the District committees, such as the Chancellor's Cabinet and District Consultation Council, helps align the College budget and personnel processes with the District [IVB-15 [Chancellor's Cabinet Meeting Agenda](#)], [IVB-16 [District Consultation Council Meeting Agenda](#)], [IVB-14 [PBC Program Recommendation/Augmentation Request](#)].

The President participates in the hiring of administrators and full-time faculty. The Faculty Staffing Committee prioritizes the requests for the hiring of full-time faculty and forwards its recommendations to the President. The President reviews the faculty staffing list and, relying upon advice from the Faculty Staffing Committee, makes recommendations to the Chancellor. The President, along with the hiring committee chair, conducts final hiring interviews of the candidates recommended by each hiring committee; after consultation with the committee chair,

the President selects the candidate [IVB-17 [Faculty Hiring Handbook](#)], [IVB-18 [President Calendar Snapshot of 2nd Interview](#)].

The President provides leadership that advances the quality of the institution. For example, during summer 2016, he hosted a three-day McNellis Compression Planning workshop for College administrators and faculty leadership. Participants learned how to design and implement a Compression Planning session, a systematic process for fostering collaboration, team building, analysis of complex issues, and development of action and communication plans. The College now uses Compression Planning for major projects to achieve organizational results.

Consequently, planning at YC—whether for a single committee’s project or for a large-scale endeavor, such as updating the college mission statement—has used the Compression Planning Model [IVB-19 [Compression Planning Day 1](#)], [IVB-20 [SLO Compression Planning](#)].

The President encourages professional development opportunities for College employees. He sponsors the [Staff Development Committee](#), chartered to improve and sustain the professional growth of faculty, staff, and administration through collegially planned learning opportunities that continue to support the institutional goals. The Staff Development Committee plans Convocation and Professional Development days' activities, then forwards them to the President for review and approval. These activities focus on a culture of evidence as related to student learning [IVB-21 [SD Charter](#)], [IVB-22 [PD Agenda OnCourse](#)], [IVB-23 [Classified PD OnCourse Handout](#)], [IVB-24 [Classified PD Workshop Frontline Staff](#)], [IVB-25 [SD Program for June 27-28](#)], [IVB-26 [SD Schedule for June 27-28](#)], [IVB-27 [YC SD Survey Results](#)].

The President also works closely with the Dean of Student Success and Institutional Effectiveness, Vice President of Academic and Student Services, and Accreditation Faculty Co-Chair to ensure processes are in place for IE. Integrated College Plans—such as Student Success and Support Program (SSSP), Student Equity Program (SEP), and Basic Skills Initiative (BSI)—link research on student learning to institutional planning and resource allocation processes. Additionally, student learning and achievement is inextricably linked to the College's institutional ability to execute its EMP and allocate resources to effectively support student learning and improve institutional processes and practices [IVB-28 [ALO Faculty Co-Chair alignment with President](#)], [IVB-29 [SSSP Plan Credit](#)], [IVB-30 [SSSP Plan NonCredit](#)], [IVB-31 [BSI Plan](#)], [IVB-32 [EMP](#)].

Analysis and Evaluation

The College President, appointed by the Governing Board, has the full responsibility for the quality of the College. The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Through the organizational reporting and committee structure, the President empowers faculty and staff to participate appropriately in the matters of institutional quality. The President communicates effectively with internal constituents as well as the community. The College has mechanisms in place to link institutional research on student learning to institutional planning and resource allocation processes.



IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Changes to the Organizational Chart from year to year demonstrate that the President plans, oversees, and regularly evaluates the College's administrative structure, ensuring its effectiveness and alignment to the College's purposes, size, and complexity. Reorganization decisions are made in consultation with his cabinet and the Academic Senate. The College has five divisions supervised by the deans reporting to the Vice President of Academic and Student Services, to whom the President has delegated authority for the day-to-day operations of the College [IVB-33 [YC Org Chart 15-16](#)], [IVB-34 [YC Org Chart 16-17](#)], [IVB-35 [YC Org Chart Sp 18](#)], [IVB-36 [YC Organizational Structure](#)], [IVB-37 [BP 2436 Delegation of Authority](#)], [IVB-38 [President Cabinet MTG Agenda](#)], [IVB-39 [Calendar Snapshot of MTG w/Academic Senate](#)], [IVB-40 [VP Job Description](#)], [IVB-41 [PC Agenda Proposed Staffing](#)], [IVB-42 [Academic Senate Agenda Proposed Org](#)].

The President meets with his cabinet, consisting of the College Vice President and the deans, three times a month. Additionally, he consults with the College administrative team, consisting of deans, directors, and managers once a month for an extended meeting. These meetings allow the President to stay current about various campus operations and to inform the team about District and College issues [IVB-37 [BP 2436 Delegation of Authority](#)], [IVB-38 [President Cabinet MTG Agenda](#)], [IVB-43 [YC Admin Team MTG Agenda](#)], [IVB-44 [Job Description Dean of Student Success and Institutional Effectiveness](#)].

The CEO makes informed decisions on staffing and organizational structure based upon the YC Staffing Plan, which is updated annually and aligns with the EMP and is integrated with the PR and Budgeting processes [IVB-45 [YC Staffing Plan](#)], [IVB-32 [EMP](#)], [IVB-46 [PR Feedback FAQ](#)], [IVB-47 [BPC Charter](#)], [IVB-41 [PC Agenda Proposed Staffing](#)], [IVB-42 [Academic Senate Agenda Proposed Org](#)].

In addition to the delegation evidenced in the Organizational Chart, the President delegates authority to administrators and others as appropriate. For example, every year, he delegates authority to College personnel for Purchase Order approvals. When requested to present to the Board of Trustees, the President may delegate the task to the content expert, such as in the case of the Guided Pathways Presentation Request [IVB-35 [YC Org Chart Sp 18](#)], [IVB-36 [YC Organizational Structure](#)], [IVB-37 [BP 2436 Delegation of Authority](#)], [IVB-48 [Memo Fiscal Approval](#)], [IVB-44 [Job Description Dean of Student Success and Institutional Effectiveness](#)], [IVB-49 [YC Managers Committee Assignments](#)].

Analysis and Evaluation

The President plans, oversees, evaluates, and improves the organizational structure of the College to ensure that quality is maintained throughout the College. The President stays

informed of the needs of the College through meetings with his cabinet and the college administrative team and delegates authority as appropriate.



IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves achievement and learning; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The President guides the institutional improvement and effectiveness through established College policies and procedures. For example, under the direction of the YC President, Yuba College Council established an inclusive, collegial process for updating the YC EMP, which includes the College mission, guiding principles, and objectives aligned with the District mission and values. Three compression planning sessions, in which over 80 faculty, staff, administrators, and students participated, served as the foundation for this update. Additionally, surveys were sent to the entire college to gather feedback, which council incorporated into its completed plan [IVB-50 [YC Mission Statement Survey](#)], [IVB-51 [Compression Planning Day 3](#)], [IVB-52 [YC Council Meeting Minutes 03-14-2017](#)], [IVB-32 [EMP](#)].

The YC President both participates in and oversees the College's participation in the California Guided Pathways Project, a statewide project for which YC was one of 20 colleges chosen to participate. Part of this process involves examining both qualitative and quantitative data for setting institutional performance standards. This process has both informed and been informed by Yuba College Council's discussion around goals related to institutional performance. For example, in response to the Board's increased focus on goals surrounding student achievement, the Council reviewed and updated the goals for institutional standards for student achievement [IVB-53 [Guided Pathways Email to All YC](#)], [IVB-54 [California Guided Pathways Homework Email](#)], [IVB-55 [YC Council minutes 08-15-2017](#)].

The Research Analyst, who reports to the Dean of Student Success and Institutional Effectiveness, provides appropriate internal and external data and analysis to faculty and staff for institutional planning through TracDat, the Research and Planning Website, and the Portal. The data are regularly updated for use in for PRs, the EMP, the Strategic Plan, SLO, midterm reports,

the SEP plan, the SSSP plan, Basic Skills, and other categorical reports and plans [IVB-56 [SLO Handbook](#)], [IVB-57 [PR Feedback Template](#)], [IVB-58 [PR Feedback FAQ](#)], [IVB-59 [PR Feedback Services Instruction Checklist](#)], [IVB-60 [PR Feedback Services Checklist](#)], [IVB-61 [PR Questions](#)], [IVB-62 [PR Steps for Completing](#)], [IVB-63 [SLO/SAO Website](#)].

Through the approved IP Process developed by CEAC, the President ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning. PR documents detail all resource requests; equipment, facilities, and personnel requests are processed and approved by the Planning and Budget Committee. Funds that have been allocated to the district are either processed through the Chancellor's Cabinet or, when possible, distributed to the colleges based on the funding source's "intent and purpose," which then is processed and approved through the Planning and Budget Committee and then reported to YC Council [IVB-64 [2017-2018 CEAC Charter](#)], [IVB-65 [YC IER Report](#)], [IVB-66 [Email on District Resource Protocol](#)], [IVB-67 [District Council Effectiveness Review Results](#)], [IVB-68 [DCAS Purpose Statement](#)], [IVB-69 [DCAS Agenda](#)], [IVB-70 [DCAS Minutes on Resource Allocation](#)], [IVB-71 [BPC Budget Decision 5.19.17](#)], [IVB-13 [YCC Budget Decision 5.23.17](#)].

Through the work of the College Effectiveness and Accreditation Committee, the President evaluates overall institutional planning and implementation efforts to achieve the mission of the institution. Likewise, the President ensures that the college sets institutional performance standards for student achievement. See Standard I.B.3 for more information on Institution Set Standards.

Analysis and Evaluation

The President guides the institutional improvement and effectiveness through established College policies and procedures. The President facilitated an inclusive, collegial process for updating the College's EMP. Through the work of the Office of Student Success and Institutional Effectiveness and the College Effectiveness and Accreditation Committee, the President ensures the college sets institutional performance standards for student achievement and establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. Through the shared governance process, the President ensures that educational planning is integrated with resource allocation.



IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President oversees the work of the Accreditation Liaison Officer (the Vice President of Academic and Student Services) and the Accreditation Faculty Co-Chair. The President met with

the ALO to coordinate accreditation roles and guidelines, as well as to gather evidence for the self-study. He has also participated in several Accreditation Writing Team meetings. The President and his Cabinet discuss accreditation compliance issues as a standing agenda item. The President provides accreditation information to the College community via emails and through the accreditation newsletters. Through the Accreditation Liaison Officer reports, the President also keeps the Board informed of the College's progress on accreditation [IVB-72 [Accreditation MTG Notes](#)], [IVB-73 [President Cabinet MTG Notes](#)], [IVB-74 [Email from VP on Accreditation Summer Project](#)], [IVB-75 [Accreditation Newsletter March 2017](#)], [IVB-76 [Accreditation Newsletter May 2017](#)], [IVB-77 [Accreditation Newsletter Sept 2017](#)], [IVB-78 [BOT Agenda 10.12.17 Accreditation Update](#)], [IVB-79 [BOT Agenda 3.9.17 Accreditation Planning Process](#)], [IVB-80 [YC Report to BOT 3.12.17](#)], [IVB-81 [YC Accreditation Timeline](#)], [IVB-82 [YC Writing Teams](#)], [IVB-83 [March BOT Accreditation Premier](#)], [IVB-84 [YC Report to BOT 10.12.17](#)].

Faculty, staff, and administrative leaders assure compliance with accreditation standards through processes that encourage continuous quality improvement. These efforts are overseen by the CEAC, which includes (by position) the Vice President of Academic and Student Services, the Dean of Student Success and Institutional Effectiveness, the Research Analyst, and the SLO Coordinator, as well as student services and instructional faculty. CEAC evaluates the College's IE and its IP Process, examining the College's effectiveness in planning, shared governance, budgeting, and student learning [IVB-64 [2017-2018 CEAC Charter](#)].

The College's self-study process engages College faculty, staff, and administrators. In particular, Accreditation Writing Teams, consisting of 15 faculty, 12 administrators, and six classified staff assess compliance with Accreditation Standards and make recommendations for improvement. Likewise, departments such as the Library, meeting at both YC and the Sutter County Center, as well as committees like Distributive Education, discuss accreditation compliance during their meetings [IVB-85 [YC Structure and Responsibilities Accreditation Planning](#)], [IVB-81 [YC Accreditation Timeline](#)], [IVB-86 [Library Meeting Minutes on Accreditation Discussion](#)], [IVB-87 [DE Committee Minutes on Accreditation Discussion](#)]. College faculty, staff, and administrators routinely attend accreditation trainings, enabling them to stay current on changes and to ensure compliance with accreditation standards. A large group attended Accrediting Commission for Community and Junior Colleges (ACCJC) training during the fall 2017 semester in Merced; the Vice President of Academic and Student Services attended the Chief Instructional Officer ACCJC training during fall 2016 in San Francisco, as well the ACCJC Conference in spring 2017. Faculty attend Accreditation Institutes sponsored by the Academic Senate for California Community Colleges [IVB-88 [2017 Accreditation Institute Napa Kemble/Selden/Flacks](#)], [IVB-89 [New ALO Training and ACCJC Standards](#)], [IVB-90 [Self Evaluation Workshop](#)].

Analysis and Evaluation

The President takes a leadership role for accreditation, ensuring the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Faculty, staff, and administrators, through their participation in the accreditation writing teams and service on CEAC, are also actively engaged in assuring that YC complies with the accreditation

requirements. Through consistent evaluations, the College continues to review and assure its compliance with accreditation standards and eligibility requirements.



IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

AP 7151, Evaluation of the College President, delegates the YC President the responsibility and authority to implement and administer the policies adopted by the Board and carry out all duties specifically assigned to a President in a College District by the California Education Code and/or Title 5 of the California Code of Regulations (Education Code 72413, 87770; California Code of Regulations). The President administers this policy and ensures that the institution meets its requirements, through both direct actions and delegation of tasks to appropriate personnel, such as the Vice President. The President also meets weekly with the President's Cabinet to discuss, among many other things, compliance with federal laws, BPs, and APs [IVB-91 [AP 7151](#)], [IVB-1 [AP 7122](#)], [IVB-92 [BP 2440](#)], [IVB-93 [YC President Job Description](#)], [IVB-94 [Cabinet Meeting Agenda](#)], [IVB-95 [YC Admin Team Meeting Agenda](#)].

As an example, the Athletics program shared concerns regarding AP 4300, which allowed a driver to transport only nine passengers, though Education Code 39800.5 (referencing CA Vehicle Code) allows a driver to transport up to 14 passengers, without requiring a Class B driver license. The President, working with College managers, developed a recommendation to change the AP, which was accomplished through DCAS and approved by the Board in early 2017. This significantly decreased expenditures [IVB-96 [AP 4300 Email Feedback](#)], [IVB-97 [AP 4300 Business Services Revisions](#)].

Further, the YC President oversees processes that have been designed to ensure that institutional practices are consistent with institutional mission and policies. The Yuba College Council, working under the auspices of the President, oversees the development the EMP, which aligns College planning to the institutional missions of the College and District. The College Effectiveness and Accreditation Committee, which reports to College Council and Academic Senate, has developed a process whereby all committees develop CORs that require objectives to be aligned with College goals [IVB-98 [YC Council Charter 2016-17](#)], [IVB-32 [EMP](#)], [IVB-64 [2017-2018 CEAC Charter](#)].

The President's oversight includes effective control of budget and expenditures. The President's job description outlines the expectations for budget development and effective control of budget and expenditures. The President co-chairs the Planning and Budget Committee, which develops recommendations regarding budget processes and priorities to the Yuba College Council.

Recommendations result from an inclusive process that is founded on Program or Service Reviews, which are designed to be in alignment with the District Vision and the College Mission and Goals. The process "funnels" requests, with deans or directors working with faculty and staff to prioritize requests, then with the Vice President working with deans, then the Planning and Budget Committee, then College Council, to the President (see Figure 23) [IVB-93 [YC President Job Description](#)], [IVB-47 [PBC Charter](#)].

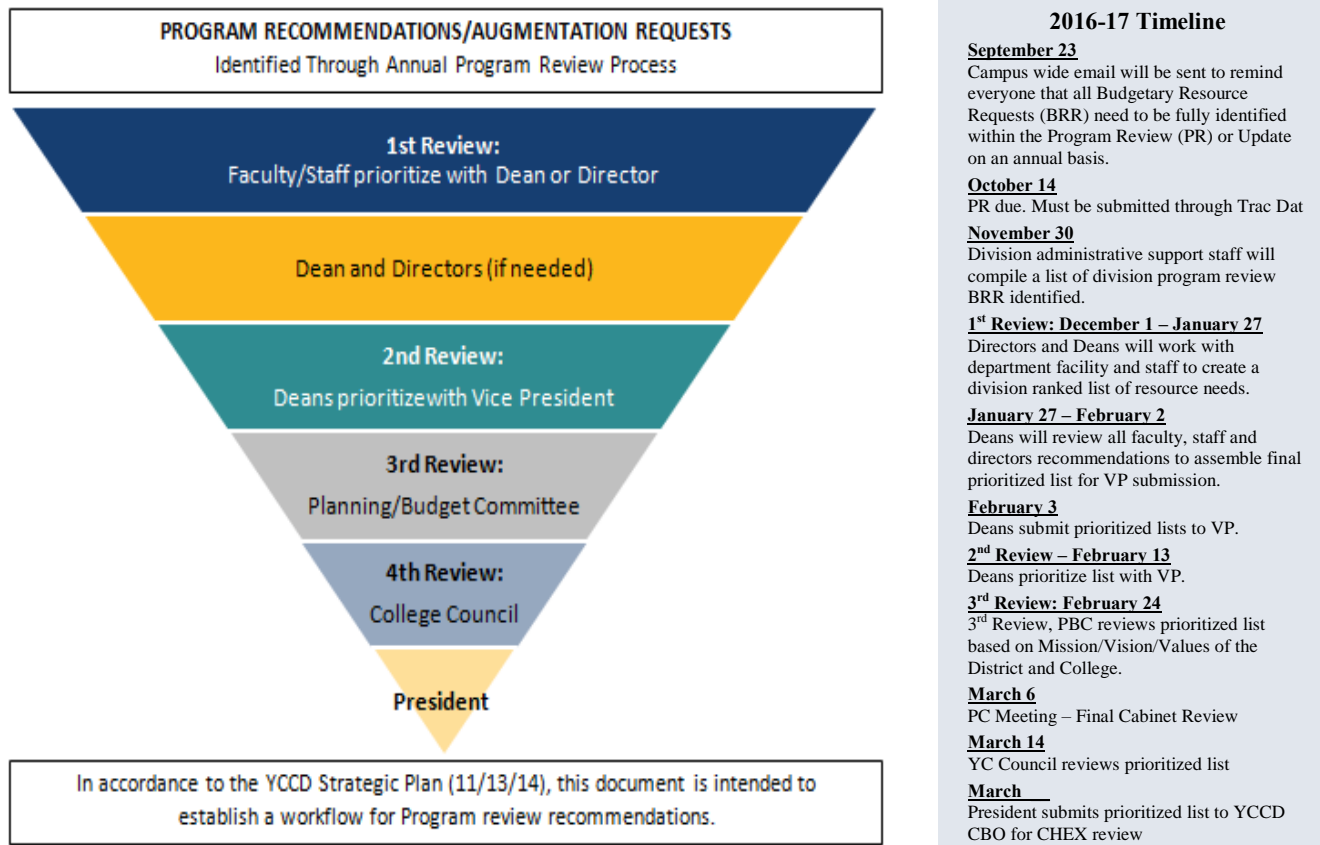


Figure 22

Analysis and Evaluation

To ensure that the College’s practices remain consistent with its mission and policies, the President oversees IP processes on campus, including the multi-year strategic planning process and the annual planning and resource allocation process.

The President ensures that institutional practices remain consistent with the mission and policies of the College through oversight of the integrated planning process. Throughout the multi-year strategic planning process and the annual planning and resource allocation process, all goals, objectives, and resource allocation requests link to institutional objectives or student learning outcomes, which in turn directly align with the institutional mission.



IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President keeps the College community informed about ongoing and current events through his monthly report to the Board, which is distributed widely, including to the newly established Alumni & Friends Association, as a means of keeping alumni and other supporters engaged in College activities. At least once each semester, the President sends a report to the College providing updates on all areas of the College: instruction, support, student services, economic development, financial condition, construction projects, and sustainability [IVB-99 [Alumni and Friends](#)], [IVB-100 [President's Report to the Board 08-2017](#)], [IVB-101 [Email from President Office on President Report to Board](#)].

The President works effectively with the campus community through an inclusive information-sharing process. He regularly visits with both the faculty senate leadership and the exclusive representative leadership for the classified staff to communicate and stay informed about potential issues. He often attends student services, counseling, and division meetings for information and discussion of pertinent items. He holds one-on-one meetings with employees. During this accreditation process, he held several meetings to ensure that everyone knew the importance of the accreditation process and to encourage full participation. Further, each spring, the President hosts lunch for the Associated Students Leadership as an opportunity for the students to ask questions and become informed on pressing issues [IVB-102 [ASYC Lunch with President 2018](#)], [IVB-103 [YC President Report on ASYC](#)].

Employee morale is important to the President, so each fall, he presents "Way to Go Awards" with a "hoopla" of activity to recognize employees who were nominated by graduating students. In the spring of each year, a staff recognition event is held to honor retirees, years of service, tenure, and Awards of Excellence. Both events are ways for the president to express his appreciation for the work of the faculty and staff, as well as to build morale by allowing time for employees to build relationships and to network [IVB-104 [YC President Report on Way to Go Awards](#)], [IVB-105 [YC Spring Staff Recognition Event](#)].

In the community, the President fills a number of roles: he serves on the Harmony Health Executive Board, the City of Yuba City Oversight Committee, Marysville Rotary Club, and the California Community College Athletic Association. The President also serves on the Superintendent of Sutter County Office of Education Cabinet, maintaining communication with the county superintendent of schools and the local superintendents and principals. Through these roles, stakeholders are kept informed of key College initiatives that may impact them [IVB-106 [SCOE](#)], [IVB-107 [Oversight YC](#)], [IVB-108 [Oversight LO](#)], [IVB-109 [Harmony HLTH](#)], [IVB-110 [Sutter Museum](#)].

Analysis and Evaluation

Through participation in events and through service in government, civic, and industry organizations, the President works and communicates with both the campus and local communities. The President communicates effectively with all communities served by the College. Through College governance structures and campus events, the President works to hear all voices from campus constituencies and he shares information across the College.



Evidence Cited

- IVB-1 [AP 7122](#)
- IVB-2 [BP 2435](#)
- IVB-3 [YC Org Chart](#)
- IVB-4 [President Report to Board 4.13.17](#)
- IVB-5 [President Calendar Snapshot](#)
- IVB-6 [Marquee Funding Review Background](#)
- IVB-7 [Marquee State Approval for Funding](#)
- IVB-8 [Alumni & Friends Organization Form](#)
- IVB-9 [YCCD Foundation Minutes](#)
- IVB-10 [SCOE Minutes](#)
- IVB-11 [Sutter County Museum Invite](#)
- IVB-12 [PBC Budget Decision Minutes 5.19.17](#)
- IVB-13 [YCC Budget Decision 5.23.17](#)
- IVB-14 [PBC Program Recommendation/Augmentation Request](#)
- IVB-15 [Chancellor's Cabinet Meeting Agenda](#)
- IVB-16 [District Consultation Council Meeting Agenda](#)
- IVB-17 [Faculty Hiring Handbook](#)
- IVB-18 [President Calendar Snapshot of 2nd Interview](#)
- IVB-19 [Compression Planning Day 1](#)
- IVB-20 [SLO Compression Planning](#)
- IVB-21 [SD Charter](#)
- IVB-22 [PD Agenda OnCourse](#)
- IVB-23 [Classified PD OnCourse Handout](#)
- IVB-24 [Classified PD Workshop Frontline Staff](#)
- IVB-25 [SD Program for June 27-28](#)
- IVB-26 [SD Schedule for June 27-28](#)
- IVB-27 [YC SD Survey Results](#)
- IVB-28 [ALO Faculty Co-Chair alignment with President](#)
- IVB-29 [SSSP Plan Credit](#)
- IVB-30 [SSSP Plan NonCredit](#)
- IVB-31 [BSI Plan](#)
- IVB-32 [EMP](#)

IVB-33 [YC Org Chart 15-16](#)
IVB-34 [YC Org Chart 16-17](#)
IVB-35 [YC Org Chart Sp18](#)
IVB-36 [YC Organizational Structure](#)
IVB-37 [BP 2436 Delegation of Authority](#)
IVB-38 [President Cabinet MTG Agenda](#)
IVB-39 [Calendar Snapshot of MTG w/Academic Senate](#)
IVB-40 [VP Job Description](#)
IVB-41 [PC Agenda Proposed Staffing](#)
IVB-42 [Academic Senate Agenda Proposed Org](#)
IVB-43 [YC Admin Team MTG Agenda](#)
IVB-44 [Job Description Dean of Student Success and Institutional Effectiveness](#)
IVB-45 [YC Staffing Plan](#)
IVB-46 [PR Feedback FAQ](#)
IVB-47 [BPC Charter](#)
IVB-48 [Memo Fiscal Approval](#)
IVB-49 [YC Managers Committee Assignments](#)
IVB-50 [YC Mission Statement Survey](#)
IVB-51 [Compression Planning Day 3](#)
IVB-52 [YC Council Meeting Minutes 03-14-2017](#)
IVB-53 [Guided Pathways Email to All YC,](#)
IVB-54 [California Guided Pathways Homework Email](#)
IVB-55 [YC Council minutes 08-15-2017](#)
IVB-56 [SLO Handbook](#)
IVB-57 [PR Feedback Template](#)
IVB-58 [PR Feedback FAQ](#)
IVB-59 [PR Feedback Services Instruction Checklist](#)
IVB-60 [PR Feedback Services Checklist](#)
IVB-61 [PR Questions](#)
IVB-62 [PR Steps for Completing](#)
IVB-63 [SLO/SAO Website](#)
IVB-64 [2017-2018 CEAC Charter](#)
IVB-65 [YC IER Report](#)
IVB-66 [Email on District Resource Protocol](#)
IVB-67 [District Council Effectiveness Review Results](#)
IVB-68 [DCAS Purpose Statement](#)
IVB-69 [DCAS Agenda](#)
IVB-70 [DCAS Minutes on Resource Allocation](#)
IVB-71 [BPC Budget Decision 5.19.17](#)
IVB-72 [Accreditation MTG Notes](#)
IVB-73 [President Cabinet MTG Notes](#)
IVB-74 [Email from VP on Accreditation Summer Project](#)
IVB-75 [Accreditation Newsletter March 2017](#)
IVB-76 [Accreditation Newsletter May 2017](#)
IVB-77 [Accreditation Newsletter Sept 2017](#)

IVB-78 [BOT Agenda 10.12.17 Accreditation Update](#)
IVB-79 [BOT Agenda 3.9.17 Accreditation Planning Process](#)
IVB-80 [YC Report to BOT 3.12.17](#)
IVB-81 [YC Accreditation Timeline](#)
IVB-82 [YC Writing Teams](#)
IVB-83 [March BOT Accreditation Premier](#)
IVB-84 [YC Report to BOT 10.12.17](#)
IVB-85 [YC Structure and Responsibilities Accreditation Planning](#)
IVB-86 [Library Meeting Minutes on Accreditation Discussion](#)
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IVB-88 [2017 Accreditation Institute Napa Kemble/Selden/Flacks](#)
IVB-89 [New ALO Training and ACCJC Standards](#)
IVB-90 [Self Evaluation Workshop](#)
IVB-91 [AP 7151](#)
IVB-92 [BP 2440](#)
IVB-93 [YC President Job Description](#)
IVB-94 [Cabinet Meeting Agenda](#)
IVB-95 [YC Admin Team Meeting Agenda](#)
IVB-96 [AP 4300 Email Feedback](#)
IVB-97 [AP 4300 Business Services Revisions](#)
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IVB-102 [ASYC Lunch with President 2018](#)
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IVB-106 [SCOE](#)
IVB-107 [Oversight YC](#)
IVB-108 [Oversight LO](#)
IVB-109 [Harmony HLTH](#)
IVB-110 [Sutter Museum](#)

GOVERNING BOARD



IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

As codified in BP 2200: Board Duties and Responsibilities, the YCCD Governing Board has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the institution. The YCCD Board has been recognized throughout the state of California as high performing and a model for other community college districts. Along with the Chancellor, YCCD Board members frequently serve as advisors to other California Community College (CCC) boards [IVC-1 [BP 2200](#)], [IVC-2 [LBCC Presentation](#)].

Two non-voting Student Trustees, one elected by the YC student body and the second by the WCC student body, provide the student perspective to the YCCD Board of Trustees. Student Trustees participate in Board discussions and each receive materials packets, absent closed session items. The Chancellor meets regularly with each of the two Student Trustees to discuss Board agenda items and provide updates on District initiatives and state wide changes to statute [IVC-3 [BP 2015](#)].

As a collective, Board members regularly evaluate student success outcomes, as well as review and approve SSSP plans, SEP plans, and the like. Enrollment reports, DE student outcome reports, BP changes, campus safety reports, and financial reports are also regularly and systematically reviewed and approved each year [IVC-4 [BP 2351](#)], [IVC-5 [BP 2745](#)], [IVC-6 [BOT Minutes Accreditation March 2017](#)], [IVC-7 [BOT Presentation on SE and SSSP Working Together](#)].

A review of YCCD Board agendas provides further evidence of meeting the Standard, with each agenda action item considering the critical question: “How does this action achieve the District/College Mission, Vision and Values, and support student learning?” The Board’s commitment to academic quality and integrity reflect a keen interest in state wide higher education initiatives, such as Guided Pathways, the IEPI, and accreditation policy changes. Agenda items regularly reflect curriculum review and approval as well as Adult Education, ESL, and Basic Skills report reviews. The YCCD Board of Trustee Policy Committee makes, for example, grading, graduation requirement, and academic progress policy recommendations to the seven-member Board, again reflecting a commitment to academic quality and integrity [IVC-8 [Board Policy Committee MTG Agenda Sample](#)], [IVC-9 [Board Policy Committee MTG Minutes Sample](#)], [IVC-10 [BOT Agenda Board Consideration](#)], [IVC-11 [BOT Agenda Guided Pathways October 2017](#)], [IVC-12 [BOT Presentation Guided Pathways October 2017](#)].

Likewise, the YCCD Board Finance Committee and Facilities/Audit Committee make recommendations to the Board of Trustees, assuring the financial stability of the District. Bond oversight, facility projects, annual ACCJC Fiscal Reports, monthly financial statements and warrants are thoroughly reviewed and presented to the Board for deliberation and approval. One of the most significant examples of the Board's commitment to fiscal stability is evidenced by the District's successful Measure Q reauthorization of over \$33 million, the remainder of a previously approved 2006 General Obligation Bond. With the November 2016 electorate approval, Measure Q saved local taxpayers over \$40 million by reducing borrowing costs through the use of short-term loans at low interest rates [IVC-13 [BOT Finance Committee Agenda Sample](#)], [IVC-14 [Measure Q Vote in November](#)], [IVC-15 [BOT Agenda on Measure Q Resolution](#)].

Analysis and Evaluation

The YCCD Governing Board is an effective and well-functioning governing body. It has authority over and responsibility for all aspects of the District and Colleges as established by BP 2200: Duties and Responsibilities. The Board is responsible for representing the public interest, providing vision and directing the District, establishing policies that define the institutional mission, hiring and evaluating the Chancellor, and assuring fiscal health and stability.



IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The YCCD Board of Trustees acts as a collective entity; once the Board reaches a decision, all Board Members act in support of that decision. The Board comprises seven Board members who are committed to the mission of the District. The Board members have varied backgrounds and perspectives, which contribute to a thorough discussion on matters before the Board. Once a decision is reached, all Board members act in support of the decision and speak with one voice. As BP 2715 states, "individual Board Members shall not make statements, which may indicate they are speaking for the entire Board. A Board Member has no legal authority as an individual" [IVC-16 [BP 2100](#)], [IVC-17 [BP 2330](#)], [IVC-18 [Board Membership on Website](#)], [IVC-19 [12.8.16 Minutes Board Organizational Meeting](#)], [IVC-20 [BP 2715](#)].

Documents and Meeting Minutes from YCCD Governing Board meetings demonstrate how it acts as a collective entity. For example, on June 8, 2017, the Governing Board approved of the 2017-18 Tentative Budget and directed administration to make the appropriate filing with the County and/or appropriate public entities [IVC-21 [Board Action on Tentative Budget](#)], [IVC-22 [6.8.17 Minutes Board MTG](#)].

Several BPs and APs outline the protocols used to ensure the board acts as a collective entity. BP 2720: Communications Among Board Members defines the importance of board members not communicating among themselves in order to reach a collective concurrence regarding any item [IVC-23 [BP 2720](#)].

AP 2434 outlines that the Chancellor is the official spokesperson for the District, which includes communications with the media. BP 2433 also outlines that the Chancellor is the official spokesperson for the Governing Board [IVC-24 [AP 2434](#)], [IVC-25 [BP 2433](#)].

Board members receive all materials well in advance of meetings and are expected to come to Board meetings prepared for discussion. New board members participate in a new trustee orientation to ensure they understand their responsibilities. Once a decision is made, the full Board supports the decision. Board Self-Assessment Reports confirm that trustees operate as a collective entity that fully supports the delegation of authority to the Chancellor [IVC-25 [BP 2433](#)].

Analysis and Evaluation

The District Governing Board is both stable and effective. One Board member has served over 17 years, three have served more than seven years, one has served five years, and another three years. The Board members are active statewide, one member having been elected to the CCC Trustees Board in 2015. The Board of Trustees has authority over and responsibility for BPs that ensure academic quality and integrity and effectiveness of student learning programs and services, as well as the fiscal integrity of the District.



IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The District Board of Trustees adheres to policies for selecting and evaluating the District Chancellor and the college presidents.

Selection of the Chancellor

The Board of Trustees has authority over the selection and evaluation of the Chancellor following a set selection and evaluation process. In the selection of the Chancellor, the Board follows Title 5 of the California Code of Regulations; the California Education Code; BP 2431, Chancellor Selections; and BP 2432: Chancellor Succession [IVC-26 [BP 2431](#)], [IVC-27 [BP 2432](#)].

Evaluation of the Chancellor

BP 2435 provides for an annual evaluation of the Chancellor, using criteria from BP, the Chancellor's job description, and performance goals and objectives that have been developed in accordance with BP 2436. Under the terms of the Chancellor's contract, he is to provide 30 days advanced written notice from the Board President prior to the discussion and/or evaluation of the performance and working relationship between the Chancellor and the Board. Most recently, the Board has engaged the services of an outside consultant, Dr. Mitchell Rosenberg of M.M. Rosenberg & Associates, to facilitate discussion and collection of data regarding the Chancellor performance. The Board also provides a written evaluation on or before June 30 [IVC-28 [BP](#)

[2435](#)], [[IVC-29 BP 2436](#)], [[IVC-30 360 Evaluation Memo](#)], [[IVC-31 360 Evaluation Form](#)], [[IVC-32 BOT Chancellor Performance Evaluation Closed Session](#)].

Protocols that are in place for the written evaluation of the Chancellor include:

- CEO performance criteria (short-term goals/objectives and ongoing responsibilities) are developed by Board at beginning of the Academic Year based on Strategic Plan, prior-year CEO evaluation, and prior-year Board evaluation.
- The CEO's Evaluation Criteria and Self-Evaluation is provided to Facilitator.
- Board's Executive Committee meets with Facilitator to review various Leadership Assessment Tools to be used in the development of a 360 Survey.
- Participants in the survey are identified and requested to participate in the CEO's Performance Evaluation.
- Facilitator reviews survey results in a three-hour closed session meeting with trustees. CEO is not present during this meeting.
- Facilitator leads the Board through an empirical discussion of individual trustees and the Board as a whole. Facilitator compiles/summarizes comments and information for inclusion in the formal CEO Performance Evaluation Report.
- Board Chairman reviews the draft Final Evaluation Report.
- Formal CEO Performance Evaluation Report is reviewed and discussed with the CEO during Closed Session meeting held the following month.

Selection and Evaluation of the College President

BP 2440 grants the Chancellor responsibility for establishing APs for the selection and evaluation of the College president, the institutional CEO for the College. AP 7122: Hiring the College President outlines specific recruitment and selection processes designed to "provide the District with highly qualified individuals who ... can foster overall college effectiveness." AP 7151 outlines the timeline and process for evaluation of the College President [[IVC-33 BP 2440](#)], [[IVC-34 AP 7122](#)], [[IVC-35 AP 7151](#)], [[IVC-36 BP 2444](#)], [[IVC-37 YC President Employment Agreement](#)], [[IVC-38 YC President Self-Evaluation Form](#)], [[IVC-39 President SurveyMonkey Evaluation](#)], [[IVC-31 360 Evaluation Form](#)].

Analysis and Evaluation

The District has an established process for selection of the Chancellor of the District and the Presidents of the Colleges. The Board of Trustees has authority over the responsibility in the selection and evaluation of the Chancellor following a set selection and evaluation process. The Chancellor is responsible for selecting and evaluating those who directly report to him. With the assistance of Human Resources, the Chancellor and Board have followed selection and evaluation requirement for its senior administrators.



IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees is an independent policy-making body that reflects the public interest in educational quality of YCCD. The Board of Trustees consists of seven members elected to four-year terms by the voters of the Trustee areas composing the YCCD. The Board also has two Student Trustees, elected by the students for a one-year term. The Student Trustees have an advisory vote on action and has the right to attend all meetings of the Board, with the exception of closed sessions. Board members work collaboratively to advocate for and defend the interests of the District and execute its mission and achieve its strategic goals. The Board reflects the public interest and serves its policy-making role by providing oversight for the District through approval, assessment, and monitoring of policy. Board of Trustee meeting minutes provide evidence that policy discussions are rigorous and informed; that actions taken are not based upon undue influence or pressure; and that policy decisions are focused on institutional quality, public interest, and alignment with the organizational mission [IVC-40 [BP 2010](#)], [IVC-41 [BP 2100](#)], [IVC-3 [BP 2015](#)], [IVC-1 [BP 2200](#)], [IVC-42 [District Website on Board of Trustees Screenshot](#)], [IVC-43 [Board MTG Dates to include training and planning sessions](#)], [IVC-8 [Board Policy Committee MTG Agenda Sample](#)], [IVC-9 [Board Policy Committee MTG Minutes Sample](#)].

Public input on the quality of education and college operations is conducted through open-session comments at Board meetings and through the Board’s adherence to open-meeting laws. Members of the public have the opportunity to express their perspectives during the public comment section of each Board meeting [IVC-44 [BP 2345](#)], [IVC-45 [BP 2340](#)], [IVC-46 [BP 2350](#)], [IVC-47 [BP 2360](#)].

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. The Board adopted and complies with the ethics policy [IVC-20 [BP 2715](#)], [IVC-8 [Board Policy Committee MTG Agenda Sample](#)], [IVC-9 [Board Policy Committee MTG Minutes Sample](#)], [IVC-48 [BP 2745](#)], [IVC-49 [Annual Self-Evaluation Report](#)], [IVC-50 [BOT Agenda 7.13.17](#)], [IVC-51 [BOT Planning Agenda on Self-Evaluation 7.13.17](#)], [IVC-52 [YCCD New Trustee Orientation Process and Timeline](#)], [IVC-53 [Board Mandated Ethics Training](#)], [IVC-54 [Board Training Development](#)]. Board members regularly attend community events as representatives of the District.

A review of the agenda and minutes for the official meetings of the Board of Trustees shows that policy matters discussed, actions taken, and information requested for future Board discussion are not based upon pressure or undue influence, but rather relate to policy matters focused on improving educational quality.

Analysis and Evaluation

The Board of Trustees carries out its role and reflects the public interest while adhering to the highest ethical standards. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well informed before engaging in District business, and asking questions and requesting additional information as needed. The Board members are elected from various communities within the geographic limits of the District. Public elections ensure the constituency's interests in quality education are represented. The public is notified of Board meetings via regular posting of calendars, agendas, etc. including meeting location and times on the District BoardDocs. Every open meeting that the board conducts, including Regular Board Meetings, Committee Meetings, and Retreats and Development Sessions, includes a section where there is an opportunity for public comment.



IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees established policies with the YCCD mission to ensure quality, integrity, and improvement of student learning programs and services. All Board policies are vetted through the Board of Trustee's Policy Committee; policies that are the purview of the Academic Senate are reviewed and revised in the DCAS meetings [IVC-8 [Board Policy Committee MTG Agenda Sample](#)], [IVC-9 [Board Policy Committee MTG Minutes Sample](#)], [IVC-55 [BP 2410](#)], [IVC-56 [DCAS Purpose Statement](#)], [IVC-57 [DCAS Minutes Reflecting Policy Revision](#)].

The following Board of Trustee Vision illustrates the Board's commitment to quality and ongoing improvement.

Board of Trustees' Vision Statement *(Adopted October 12, 2011)*

The vision of the YCCD Board of Trustees is to ensure student success by:

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

Ensuring Resources, Financial Integrity and Stability and Legal Matters

The Board's standing subcommittee on Finance and Facilities/Audit is charged with carefully reviewing fiscal matters for the District including the annually independently prepared external audit, the District's tentative and adopted budget and compliance with state and federal regulations. The Board maintains sufficient cash reserves and adequate reserves to address long- and short-term obligations [IVC-58 [BP 6300](#)], [IVC-59 [BP 6301](#)], [IVC-60 [BP 6400](#)], [IVC-13 [BOT Finance Committee Agenda Sample](#)], [IVC-21 [Board Action on Tentative Budget](#)].

BP 6300: Fiscal Management assures sound fiscal management including adequate internal controls and accurate, timely, and reliable fiscal information [IVC-58 [BP 6300](#)], [IVC-59 [BP 6301](#)], [IVC-60 [BP 6400](#)].

The Board has ultimate responsibility for legal matters. BP 2200: Board Duties and Responsibilities sets forth the Board's responsibility for the establishment of policies that define the institutional mission and set prudent, ethical, and legal standards for college operations [IVC-1 [BP 2200](#)]. The Board is regularly briefed by the Chancellor regarding ongoing and potential legal matters and pursuant to BP 2315: Closed Sessions, the Board also regularly receives advice of counsel on pending and anticipated litigation in Closed Session, so the Board may take appropriate action on all legal matters [IVC-61 [BP 2315](#)].

Whenever the Board or a Committee of the Board is required to take action, the agenda includes the following for Consideration/Discussion: "How does this action achieve the District/College Mission, Vision and Values and support Student Learning?" [IVC-10 [BOT Agenda on Board Consideration](#)], [IVC-62 [Facilities Minutes](#)].

The Board regularly and actively engages in the matters of academic quality and student success. In April 2016, the Governing Board adopted eight measures to use in monitoring student success and progress on District strategic goals related to student outcomes [IVC-63 [BOT Minutes Retreat on 8 Measures](#)], [IVC-64 [YCCD BOT Goals](#)], [IVC-65 [YCCD Strategic Plan](#)], [IVC-66 [YCCD Vision \(district website\)](#)].

YCCD Measures of Student Success

- Assessment of College Readiness
- Semester Course Completion
- Progression through Developmental Courses
- Successful Completion of Developmental Course
- Persistence (Term to Term and Year to Year)
- Degree/Certificate Completion
- Transfer
- Employment [IVC-67 [BOT KPIs](#)].

In September 2017, the Board received a presentation on English Acceleration at YC. Other examples of Board of Trustees actions to support student learning include the Board review of SEP, BSI, and SSSP plans, as well as of the EMP [IVC-7 [BOT Presentation on SE and SSSP Working Together](#)], [IVC-68 [Board Agenda on English Acceleration Pilot](#)], [IVC-69 [Board Presentation on English Acceleration Pilot](#)].

Analysis and Evaluation

As per California Education Code and Title 5 regulations, the governing board is responsible for educational quality, legal matters, and District finances. As evidenced by agendas and meeting minutes, the board conducts all business in accordance with these requirements. Actions of the Board are final and not subject to actions of any other entity. The Board holds the Chancellor responsible for the overall operation of the District in accordance with District policy to ensure quality academic programs and services and sound fiscal practices. The Board establishes and regularly updates policies consistent with the mission. All Board policies are reviewed through the District participatory governance structures.



IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board of Trustees’ policies pertaining to board composition, responsibilities, and procedures are published in BoardDocs. The policies are also linked from the District webpage. The Board’s webpage and BoardDocs page contains a description of the composition of the Board, guidance for communicating with the Board, BPs, along with the meeting schedule, agenda, minutes, and reports [IVC-40 [BP 2010](#)], [IVC-3 [BP 2015](#)], [IVC-16 [BP 2100](#)], [IVC-70 [BP 2105](#)], [IVC-1 [BP 2200](#)], [IVC-71 [BP 2210](#)], [IVC-72 [BP 2220](#)], [IVC-73 [BP 2310](#)], [IVC-74 [BP 2315](#)], [IVC-75 [BP 2320](#)], [IVC-42 [District Website on Board of Trustees Screenshot](#)].

Table 40

The following Board policies address membership, responsibilities and operating procedures:

Board Policy	Policy Title
BP 2010	Board Membership
BP 2015	Student Member
BP 2100	Board Elections
BP 2105	Election of Student Members
BP 2200	Board Duties and Responsibilities
BP 2210	Officers
BP 2220	Committees of the Board
BP 2310	Regular Meetings of the Board
BP 2315	Closed Session Meetings
BP 2320	Special and Emergency Meetings

Analysis and Evaluation

The District publishes and maintains a Board of Trustees webpage and a page in BoardDocs that contains a description of the composition of the Board, guidance for communicating with the Board, BPs and Board Goals in addition to the Board meeting schedule, agendas, minutes, and reports.



IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The District Board of Trustees consistently acts in accordance with its policies and procedures. All new Board members, including Student Trustees, participate in a comprehensive orientation with the Chancellor. Board members also attend and complete the statewide Trustee training to ensure a thorough understanding of their roles as Trustees, as well as an understanding of the Board's policies and procedures. The Governing Board requires a comprehensive review of BPs every five years. BPs are regularly reviewed by the Boards Policy Committee and the Regular Board and updated in accordance with BP 2410 and AP 2410 [IVC-76 [BP 2410](#)], [IVC-77 [AP 2410](#)], [IVC-52 [YCCD New Trustee Orientation Process and Timeline](#)].

The Board of Trustees conducts regular meetings once a month. Board meetings are scheduled in accordance with a meeting schedule that is approved by the Board of Trustees. The meeting calendar is posted and widely published. The Board of Trustees also holds a Training/Development Session, two Board Retreats, and a Planning and Development Session each year. Minutes and formal Board Reports reflecting all of the actions of the Board are published after each meeting [IVC-43 [Board MTG Dates to include training and planning sessions](#)], [IVC-78 [District Website on Board of Trustees Screenshot](#)], [IVC-79 [BoardDoc Screenshot](#)].

The Board actively engages in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's mission. The Boards Policy Committee meets on a regular basis schedule on the same day as regular board meetings to review and approve policies to ensure they align with state and federal law as well as District processes. The District is a member of the CCLC Policy and Procedures services. Through this membership, the District receives recommended updates to policies and procedures twice a year [IVC-43 [Board MTG Dates to include training and planning sessions](#)], [IVC-8 [Board Policy Committee MTG Agenda Sample](#)], [IVC-9 [Board Policy Committee MTG Minutes Sample](#)].

Analysis and Evaluation

New Board members and new Student Trustees participate in a comprehensive orientation, as well as attend statewide Trustee training to ensure a thorough understanding of their role as Trustees. In addition, all BPs and APs are required to undergo a comprehensive review that

includes an analysis of effectiveness every five years to ensure their effectiveness and currency. The records of governing board action indicate that the governing board acts in a manner consistent with its policies and mission and is focused on the improvement of student learning and continuous improvement.



Although the YCCD has a continuous process for AP and BP review in place, there are policies that have not been updated in five years. Efforts have been made to speed up the revisions, but some policies take longer to process through the shared governance structure. The College will continue to collaborate with the District to create a timeline and/or plan to ensure all BPs and APs have been reviewed and/or revised within the five-year guidelines as currently stated in BP and AP 2410 [IVC-80 [12 7 2017 DCAS Minutes](#)].



IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Governing Board's commitment to student success and equity is reflected in the District's mission statement, BPs, YCCD Strategic Goals, and ongoing practices. The Board monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievements: transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcome indicators, diversity, and the Student Success Scorecard. The Board also reviews curriculum after it has been reviewed and approved by the YC CC, including new and revised courses and academic programs. In addition, the Board periodically schedules workshops on particular topics to facilitate dialog about student learning and achievement and institutional effectiveness [IVC-64 [YCCD BOT Goals](#)], [IVC-65 [YCCD Strategic Plan](#)], [IVC-66 [YCCD Vision \(district website\)](#)], [IVC-81 [BP 1200](#)], [IVC-82 [Board Retreat Minutes](#)], [IVC-83 [YC Curriculum Report](#)], [IVC-43 [Board MTG Dates to include training and planning sessions](#)].

In April 2016, the Governing Board adopted eight measures to use in monitoring student success and progress on District strategic goals related to student outcomes [IVC-67 [BOT KPIs](#)].
YCCD Measures of Student Success

1. Assessment of College Readiness
2. Semester Course Completion
3. Progression through Developmental Courses

4. Successful Completion of Developmental Courses
5. Persistence (Term-to-Term and Year-to-Year)
6. Degree/Certificate Completion
7. Transfer
8. Employment

The Board's commitment to monitoring student achievement is also demonstrated by the Board's practice of scheduling public Board meetings on each of the campuses to encourage the college community to participate in meetings, interact with Board members, and learn more about the Board's role [IVC-43 [Board MTG Dates to include training and planning sessions](#)], [IVC-63 [Board Minutes on 8 Measures](#)].

Every item that is placed on every board agenda has the following prompt and offers the Board the opportunity for reflection and contemplation and discussion: "How does the action achieve the District/College Mission, Vision and Values and support Student Learning?"

Added to the agenda this year, members of Cabinet who regularly place items on the board agenda are being asked to answer this same question. Their answers are also becoming part of the standard board agenda items to help ensure that all board recommendations and actions have the core purpose and intent of the YCCD, ensuring student success.

In September 2017, the Board received a presentation on English Acceleration at YC. Other examples of Board of Trustees actions to support student learning include the Board review of SEP, BSI, and SSSP plans, as well as of the draft EMP [IVC-68 [Board on English Acceleration Pilot](#)], [IVC-69 [Board Presentation on English Acceleration Pilot](#)], [IVC-84 [Board Agenda on SSSP and SEP Working Together](#)], [IVC-7 [Board Presentation on SSSP and SEP Working Together](#)], [IVC-85 [Board Agenda on EMP](#)], [IVC-86 [Board Presentation on EMP](#)].



Analysis and Evaluation

The Board is fully engaged in discussion about student outcomes and IE and is committed to student success and academic quality as evident in its policies, practices, processes, and ongoing collaboration efforts. The Board of Trustees established clear expectation for student success and equity and regularly reviews key indicators of student learning and achievement with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success.



IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The District has a clear process for orienting Board members that includes an overview of District operations; a review of ethical rules and responsibilities; information about complying with the Ralph M. Brown and Fair Political Practice Acts; a review of auxiliary organizations and employee organizations; and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the Board President, facilitates and conducts an on-boarding process for all new trustees and for the student trustees. In addition, facilitated annual Board Retreat and education presentations are held throughout the year. Board members participate in mandated ethics training as required by AB1234 and engage in training through attendance at conferences like the CCLC and Association of Community College Trustees, where leadership development training is provided. In addition, our trustees pride themselves in having participated and completed the CCLC’s Trustee Development Program, Excellence in Trusteeship Program [IVC-52 [YCCD New Trustee Orientation Process and Timeline](#)], [IVC-87 [BP 2735](#)], [IVC-88 [AP 2735](#)], [IVC-89 [BP 2740](#)], [IVC-90 [Board Mandated Ethics Training](#)], [IVC-91 [Board Training Development](#)], [IVC-92 [Board Retreat Agenda April 2017](#)].

The Board has followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections provides continuity of governance; in accordance with BP 2100: Board Elections, each trustee's term of office is four years, and terms of trustees are staggered so that, as nearly as practical, one half of the trustees are elected at each trustee election [IVC-16 [BP 2100](#)], [IVC-40 [BP 2010](#)], [IVC-93 [BP 2750](#)].

Analysis and Evaluation

The YCCD Board has an orientation program for new members, and an ongoing training program for board development. Board members participate in an annual retreat facilitated by a consultant. The Board also participates in mandated ethics training, attends conferences where leadership development training is provided, and are graduates of the CCLC’s Excellence in Trusteeship Program. When Board vacancies occur, members are replaced through the mechanism of staggered elections.





IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The policies of the Board of Trustees clearly establish a process for Board evaluation, which they have consistently adhered to. BP 2745: Board Self-Evaluation, states: "The Board performs its self-evaluation at the end of each academic year, identifying its strengths and areas for improvement as a component of the Institutional Effectiveness Model of the District." Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and IE. The Board's annual self-evaluation report is published and adopted at an open meeting and is available as part of the Board's published agenda and in the Library of the Board's e-governance site, Board Docs. The Board's self-evaluation informs their goals, plans, and training for the upcoming year. The Board also publishes the Board of Trustees Goals on the District's website [IVC-48 [BP 2745](#)], [IVC-49 [Annual Self-Evaluation Report](#)], [IVC-64 [YCCD BOT Goals](#)], [IVC-65 [YCCD Strategic Plan](#)], [IVC-66 [YCCD Vision \(district website\)](#)], [IVC-42 [District Website on Board of Trustees Screenshot](#)].

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District and in helping promote and sustain educational quality, IE, and student success.

Three Board members sit on the Boards Policy Committee that meets monthly prior to each board meeting. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities that increase their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and the Chancellor are committed to continuously improving the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustain academic quality and student success [IVC-8 [Board Policy Committee MTG Agenda Sample](#)], [IVC-9 [Board Policy Committee MTG Minutes Sample](#)].

In 2017, after completing a similar self-evaluation process for several years, the Board undertook, with a consultant, the task of modifying the mechanism by which they evaluate themselves so that the results would be relevant and not stagnant [IVC-50 [BOT Agenda 7.13.17](#)], [IVC-51 [BOT Planning Agenda on Self-Evaluation 7.13.17](#)].

Analysis and Evaluation

The Board's policies clearly establish a process for board evaluation. The Board of Trustees annually assesses their practices, performance, and effectiveness in promoting and sustaining academic quality and IE. The Board's annual self-evaluation is published and adopted at an open

meeting of the Board of Trustees and is available as part of the published agenda and on the Boards' e-governance website library.

The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and IE. The governing board regularly evaluates its practices and performance, including full participation in board training. The results are used to improve board performance, academic quality, and IE. The Board self-evaluation policies are consistently followed and the results of the self-evaluation are made public at an open Board of Trustees meeting.



IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees has adopted and complies with both a code of ethics policy, which includes a clearly defined process for dealing with behavior that violates the code and a conflict of interest policy. BP 2715: Code of Ethics/Standards of Practice documents the expected behavior of the Board members in terms of (1) serving as stewards of District resources and facilities to meet student needs; (2) upholding ethical and legal commitments to the District and the state; (3) completing Ethics Training; (4) managing controversy and confidentiality; (5) recognizing their role as a member of the Board and the ramifications of being part of a governing body; (6) addressing administrative matters, assuring that they refrain from involving themselves in matters delegated to the Chancellor; (7) appropriately relating to employees; and (8) enhancing professional growth and development [IVC-20 [BP 2715](#)], [IVC-53 [Board Mandated Ethics Training](#)], [IVC-52 [YCCD New Trustee Orientation Process and Timeline](#)], [IVC-54 [Board Training Development](#)].

BP 2715: Code of Ethics/Standards of Practice also includes a clearly defined Trustee Censure Policy to deal with behavior that violates the code. If trustee misconduct is submitted, the Board will first consider the complaint to determine whether further investigation is warranted. If the Board does determine such further investigation or consideration is warranted, the complaint will be referred by the Board President for investigation and review to an ad hoc committee composed of three trustees not subject to the complaint. In a manner deemed appropriate by the committee, a thorough fact-finding process shall be initiated and completed within a reasonable period of time to determine the validity of the complaint. The committee will, within a reasonable period of time, make a report of its findings to the Governing Board for action [IVC-20 [BP 2715](#)], [IVC-90 [Board Mandated Ethics Training](#)].

BP 2710: Conflict of Interest ensures that Board members have no financial interest beyond those identified as "remote" by Government Code. Remote interests must be disclosed during a Board meeting and recorded in the official Board minutes, and the Board member shall not vote or debate on any matter related to that interest. Board members file Statements of Economic Interests (California Form 700) with the Executive Assistant to the Chancellor and Board of Trustees, who is the District's designated filing officer. Annual completion of these forms is conducted under the leadership of the Chancellor's Office and completed forms are maintained on file for public inspection. The Board members have no employment, family ownership, or other personal financial interest in the District [IVC-94 [BP 2710](#)], [IVC-52 [YCCD New Trustee Orientation Process and Timeline](#)], [IVC-95 [Form 700 Email](#)].

In addition to Board Policies that relate to the Code of Ethics and Conflicts of Interest, there are other policies relating to the behavior of Board members, including BP 2716: Political Activity; BP 2717: Personal Use of Public Resources; and BP 2720: Communication Among Board Members [IVC-96 [BP 2716](#)], [IVC-97 [BP 2717](#)], [IVC-23 [BP 2720](#)].

In addition to the above policies, a number of policies assure that Trustees understand their duties and responsibilities, including BP 2200: Board Duties and Responsibilities and policies regarding meeting and practices compliant with the Brown Act, including BP 2220: Committees of the Board; BP 2310: Regular Meetings of the Board; BP 2315: Closed Sessions; and BP 2320: Special and Emergency Meetings [IVC-1 [BP 2200](#)], [IVC-73 [BP 2310](#)], [IVC-74 [BP 2315](#)], [IVC-75 [BP 2320](#)].

Analysis and Evaluation

The Board of Trustees adheres to numerous policies that specify how Trustees are to conduct themselves in an appropriate and legal manner, that ensure that Trustees understand their duties and responsibilities, and that ensure their meetings and practices comply with the Brown Act. Trustees annually complete a Statement of Economic Interests that ensures there is no conflict of interest of Board members. The Board has a clearly defined policy for dealing with behavior that violates its code and will implement the policy when necessary, though there have been no instances of violations of the Board Code of Conduct or Conflict of Interest. None of the District Board members has employment, family ownership, or other personal financial interests in the District. Board members' interests are disclosed and do not interfere with the impartiality of the governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.





IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of the district operations and the autonomy to make decisions without interference. Per BP 2430, Trustees specifically agree to participate in the development of District policy and strategies while respecting the delegation of authority of the Chancellor and College Presidents to administer YCCD policies [IVC-98 [BP 2430](#)], [IVC-29 [BP 2436](#)].

BP 2435 states that the Board shall conduct an evaluation of the Chancellor at least annually. The criteria for evaluation is based upon the Chancellor's job description and performance goals and objectives developed in accordance with BP 2436: Delegation of Authority to the Chancellor [IVC-28 [BP 2435](#)], [IVC-29 [BP 2436](#)].

The Chancellor and the executive team continue to support the training and focus of the Board on its policy-making role that the YCCD Policy Committee reviews, discusses, and ultimately approves. Many of the policy items discussed and reviewed at the Policy Committee level are then forwarded to the full board. The practice of review and discussion at the committee level allows board members more of an opportunity to ask the Chancellor any relevant questions, thus giving the full board confidence that the policies have been fully vetted [IVC-8 [Board Policy Committee MTG Agenda Sample](#)], [IVC-9 [Board Policy Committee MTG Minutes Sample](#)].

The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide structure by which the Board holds the Chancellor accountable [IVC-30 [360 Evaluation Memo](#)], [IVC-32 [BOT Chancellor Performance Evaluation Closed Session](#)].

Analysis and Evaluation

The Board of Trustees delegates full authority to the Chancellor and pledges to avoid involvement in day-to-day operations, effectively empowering the Chancellor to manage the operations of the District and provide structure by which the Board holds the Chancellor accountable.





IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Governing Board is deeply committed to, and informed about, its role in accreditation, including its support of the college's efforts to improve and excel. This commitment is evident in the Board's adopted YCCD Strategic Goals:

1. Increase student success and maximize the student experience through andragogy, curriculum, and well-aligned student services programs designed to enhance student learning and completion
2. Integrate planning and IE processes within a culture of evidence
3. Strengthen our CORE* as a 21st-century, learning-centered organization; employ, develop, and sustain highly professional, qualified faculty and staff
4. Complete multi-college district transition in structure, roles, responsibilities, and processes
5. Assert regional educational, economic, and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state, and national imperatives

The Governing Board receives regular updates on accreditation, including eligibility requirements, accreditation standards for both colleges, commission policies, accreditation timelines, and process and progress on the Institution Self-evaluation Reports (ISER). Updates are provided to the Board by the Chancellor and other administrators at public board meetings, such as the college Vice Presidents' presentations in March 2017 and October 2017, in addition to Accreditation Newsletters sent out by Vice President periodically [IVC-65 [YCCD Strategic Plan](#)], [IVC-99 [YC Accreditation Presentation BOT March 2017](#)], [IVC-100 [YCCD Board Agenda Accreditation Planning Process March 2017](#)], [IVC-101 [YCCD Board Agenda Accreditation Update October 2017](#)], [IVC-102 [Accreditation Primer BOT March 2017](#)], [IVC-103 [Accreditation Newsletter March 2017](#)], [IVC-104 [Accreditation Newsletter May 2017](#)], [IVC-105 [Accreditation Newsletter September 2017](#)].

The Governing Board participates in a comprehensive self-evaluation conducted by Consultant Mitch Rosenberg. The process includes an online survey that examines how effectively the Board uses accreditation standards to monitor the quality and effectiveness of the colleges' educational programs and services (Question 4), as well as assessing each trustee's commitment to self-education regarding accreditation standards (Question 43).

The results are reviewed and discussed in detail by the Board and Chancellor and compared with the previous year's evaluation. Based upon the feedback, the Board establishes, modifies, or creates new goals for the next academic year.

The results of the annual Board Self-Evaluation are distributed to each Board member for review. The results of the self-evaluation as well as the Board's goals are discussed at a public meeting of the Board and posted in BoardDocs [IVC-49 [Annual Self-Evaluation Report](#)], [IVC-106 [Board Self-Assessment Survey](#)], [IVC-64 [YCCD BOT Goals](#)], [IVC-65 [YCCD Strategic Plan](#)], [IVC-66 [YCCD Vision \(district website\)](#)], [IVC-50 [BOT Agenda 7.13.17](#)], [IVC-51 [BOT Planning Agenda on Self-Evaluation 7.13.17](#)].

The Board also encourages feedback from governance leaders. At each Board of Trustee's meeting, Academic Senate Presidents address the Board with any matter they feel is relevant and important. The Board directs the individual feedback to the Chancellor for follow-up. The Chancellor follows up with the individual or group and shares the response or results with the Board members. In addition, the Board holds a Board Retreat each semester when it focuses on planning matters and IE. The agenda includes reports from the presidents along with candid discussion about operational matters such as the state and District budget, student success planning, enrollment management, and various operational matters. The Board Retreats also serve as an important mechanism for the Board to establish expectations for excellence and ensure adequate support for effective operations of the colleges in accordance with the Accreditation Standards. All Board of Trustee meeting agendas and minutes are posted to BoardDocs, which is also replicated on the District website [IVC-107 [BOT Agenda Board Retreat April 2017](#)], [IVC-108 [BOT Minutes Board Retreat April 2017](#)].

Analysis and Evaluation

The Board of Trustees is actively engaged in the accreditation process and receives regular updates on the Board's annual goals that include the relevant Accreditation Standard, as well as district Strategic Planning goals. The Board reviews all accreditation reports and the self-assessment reports, as well as changes to the accreditation standards.

An example of practices that keep the Board well informed of the Accreditation process is a comprehensive presentation to the Board at the March 9, 2017 Board Meeting, "Accreditation Planning Process." This report included a review of the updated timeline, the map of the standards delineating responsibility of the colleges and the District, as well as an update on IP.

The Board informs itself through for a yearly online survey conducted by an outside consultant that includes evaluation of the Board's role and function in accreditation. Based on survey feedback and expectation of accreditation, the Board established goals for the next academic year.



Evidence Cited

- IVC-1 [BP 2200](#)
- IVC-2 [LBCC Presentation](#)
- IVC-3 [BP 2015](#)
- IVC-4 [BP 2351](#)
- IVC-5 [BP 2745](#)
- IVC-6 [BOT Minutes Accreditation March 2017](#)
- IVC-7 [BOT Presentation on SE and SSSP Working Together](#)
- IVC-8 [Board Policy Committee MTG Agenda Sample](#)
- IVC-9 [Board Policy Committee MTG Minutes Sample](#)
- IVC-10 [BOT Agenda Board Consideration](#)
- IVC-11 [BOT Agenda Guided Pathways October 2017](#)
- IVC-12 [BOT Presentation Guided Pathways October 2017](#)
- IVC-13 [BOT Finance Committee Agenda Sample](#)
- IVC-14 [Measure Q Vote in November](#)
- IVC-15 [BOT Agenda on Measure Q Resolution](#)
- IVC-16 [BP 2100](#)
- IVC-17 [BP 2330](#)
- IVC-18 [Board Membership on Website](#)
- IVC-19 [12.8.16 Minutes Board Organizational Meeting](#)
- IVC-20 [BP 2715](#)
- IVC-21 [Board Action on Tentative Budget](#)
- IVC-22 [6.8.17 Minutes Board Meeting](#)
- IVC-23 [BP 2720](#)
- IVC-24 [AP 2434](#)
- IVC-25 [BP 2433](#)
- IVC-26 [BP 2431](#)
- IVC-27 [BP 2432](#)
- IVC-28 [BP 2435](#)
- IVC-29 [BP 2436](#)
- IVC-30 [360 Evaluation Memo](#)
- IVC-31 [360 Evaluation Form](#)
- IVC-32 [BOT Chancellor Performance Evaluation Closed Session](#)
- IVC-33 [BP 2440](#)
- IVC-34 [AP 7122](#)
- IVC-35 [AP 7151](#)
- IVC-36 [BP 2444](#)
- IVC-37 [YC President Employment Agreement](#)
- IVC-38 [YC President Self-Evaluation Form](#)
- IVC-39 [President SurveyMonkey Evaluation](#)
- IVC-40 [BP 2010](#)

IVC-41 [BP 2100](#)
IVC-42 [District Website on Board of Trustees Screenshot](#)
IVC-43 [Board MTG Dates to include training and planning sessions](#)
IVC-44 [BP 2345](#)
IVC-45 [BP 2340](#)
IVC-46 [BP 2350](#)
IVC-47 [BP 2360](#)
IVC-48 [BP 2745](#)
IVC-49 [Annual Self-Evaluation Report](#)
IVC-50 [BOT Agenda 7.13.17](#)
IVC-51 [BOT Planning Agenda on Self-Evaluation 7.13.17](#)
IVC-52 [YCCD New Trustee Orientation Process and Timeline](#)
IVC-53 [Board Mandated Ethics Training](#)
IVC-54 [Board Training Development](#)
IVC-55 [BP 2410](#)
IVC-56 [DCAS Purpose Statement](#)
IVC-57 [DCAS Minutes Reflecting Policy Revision](#)
IVC-58 [BP 6300](#)
IVC-59 [BP 6301](#)
IVC-60 [BP 6400](#)
IVC-61 [BP 2315](#)
IVC-62 [Facilities Minutes](#)
IVC-63 [BOT Minutes Retreat on 8 Measures](#)
IVC-64 [YCCD BOT Goals](#)
IVC-65 [YCCD Strategic Plan](#)
IVC-66 [YCCD Vision \(district website\)](#)
IVC-67 [BOT KPIs](#)
IVC-68 [Board Agenda on English Acceleration Pilot](#)
IVC-69 [Board Presentation on English Acceleration Pilot](#)
IVC-70 [BP 2105](#)
IVC-71 [BP 2210](#)
IVC-72 [BP 2220](#)
IVC-73 [BP 2310](#)
IVC-74 [BP 2315](#)
IVC-75 [BP 2320](#)
IVC-76 [BP 2410](#)
IVC-77 [AP 2410](#)
IVC-78 [District Website on Board of Trustees Screenshot](#)
IVC-79 [BoardDoc Screenshot](#)
IVC-80 [12 7 2017 DCAS Minutes](#)
IVC-81 [BP 1200](#)
IVC-82 [Board Retreat Minutes](#)
IVC-83 [YC Curriculum Report](#)
IVC-84 [Board Agenda on SSSP and SEP Working Together](#)
IVC-85 [Board Agenda on EMP](#)

- IVC-86 [Board Presentation on EMP](#)
- IVC-87 [BP 2735](#)
- IVC-88 [AP 2735](#)
- IVC-89 [BP 2740](#)
- IVC-90 [Board Mandated Ethics Training](#)
- IVC-91 [Board Training Development](#)
- IVC-92 [Board Retreat Agenda April 2017](#)
- IVC-93 [BP 2750](#)
- IVC-94 [BP 2710](#)
- IVC-95 [Form 700 Email](#)
- IVC-96 [BP 2716](#)
- IVC-97 [BP 2717](#)
- IVC-98 [BP 2430](#)
- IVC-99 [YC Accreditation Presentation BOT March 2017](#)
- IVC-100 [YCCD Board Agenda Accreditation Planning Process March 2017](#)
- IVC-101 [YCCD Board Agenda Accreditation Update October 2017](#)
- IVC-102 [Accreditation Primer BOT March 2017](#)
- IVC-103 [Accreditation Newsletter March 2017](#)
- IVC-104 [Accreditation Newsletter May 2017](#)
- IVC-105 [Accreditation Newsletter September 2017](#)
- IVC-106 [Board Self-Assessment Survey](#)
- IVC-107 [BOT Agenda Board Retreat April 2017](#)
- IVC-108 [BOT Minutes Board Retreat April 2017](#)

MULTI-COLLEGE DISTRICTS OR SYSTEMS



IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity. For example, the Chancellor led the Board of Trustees through the development process for the District Vision, with a focus on student success. This vision guides the district's strategic planning process, as well as the College's planning process including the development of the EMP [IVD-1 [YCCD Vision](#)], [IVD-2 [EMP](#)].

Each June, the Chancellor holds an Academic Leadership Summit, in which academic leaders from across the district meet to discuss and establish strategic priorities for the operations of the institution. For example, during the June 2017 Summit, the participants developed the Team Covenant and best practices for aligning processes with principles. The outcomes from this planning retreat shape the work of the district Cabinet and are presented by the Chancellor to the College community at the College's Convocation [IVD-3 [YC Convocation Presentation](#)], [IVD-4 [Leadership Summit Agenda](#)], [IVD-5 [Leadership Summit Membership and Additional Info](#)].

The Chancellor communicates the expectations of the governing board and its strategic directions and priorities. A one-page version of the Strategic Plan, including the District Vision, Values, and Strategic Goals is posted in BoardDocs and on the District website [IVD-6 [YCCD BOT Goals](#)], [IVD-7 [YCCD Strategic Plan](#)].

The Chancellor's District Services Executive Team drafted Service Level Agreements (SLA) intended to describe and delineate operational responsibilities and functions provided to the colleges, as well as the colleges' responsibilities in accessing and utilizing District provided services (Technology, Human Resources, Facilities, and Fiscal Services). These SLAs are intended to set and communicate expectations of service levels and responsibility. The YCCD Functional Map, developed in collaboration with both Colleges, further delineates roles, responsibilities, and decision-making authority among the colleges and the District, facilitating accountability and IE [IVD-8 [Sample Service Level Agreement](#)].

The Chancellor demonstrates leadership for the system by presenting at community college conferences and organizations including the CCLC, Economic Development Policy Advisory Committee, North-Far North Regional Consortium for Doing What Matters for Jobs and the Economy, and Association of California Community College Administrators. He has met with members of the Department of Finance representing and advocating the needs of small and rural

CCC and attended Board of Governors as a member of Economic Development Policy Advisory Committee. In a recent initiative, he worked with the CCCCCO Curriculum Work Group and State Academic Senate to streamline the curriculum approval process.

The Chancellor works with the Board to develop goals that will lead the institution in setting expectations of excellence in serving the educational needs of students and communities. The Chancellor's Report to the Board is published monthly as part of the Board's regular meeting agendas [IVD-9 [Chancellor's Report](#)].

The Chancellor communicates at DC3 about District, College, and state initiatives; the budget; legislation; and various items affecting the institution. DC3 is a standing council composed of executive staff and representative faculty, staff, and students from across the District, with both colleges represented on the Council. The scope of work for DC3 includes budget development, planning, evaluation of IE, and continuous improvement of the District. The Chancellor also periodically sends district wide emails reporting on various events and information. For example, the Chancellor sent a district wide email when the U.S. Attorney General announced that the Federal Deferred Action for Childhood Arrivals (DACA) was being rescinded. Periodic DC3 newsletters include updates from the work of DCAS [IVD-10 [DC3 Charter](#)], [IVD-11 [Email from the Chancellor](#)], [IVD-12 [DC3 Newsletter 5.30.17](#)], [IVD-13 [DC3 Newsletter 8.1.17](#)].

In academic and professional matters, the Chancellor works with the Colleges' and Academic Senates' leaders as part of the DCAS group, as when the district worked with the Colleges through DCAS to decide that new resources from the State would be allocated to the two colleges based on the intent of the source. For example, the Strong Workforce funding, which is distributed to the colleges based on the same three criteria used by the State to determine the amount awarded to the District [IVD-14 [DCAS Minutes re: Resource Allocation](#)]. The Chancellor also meets regularly with the Academic Senate President throughout the year [IVD-15 [Chancellor Meeting Calendar 2017-18](#)].

Analysis and Evaluation

As a multi-college District, YCCD is organized to have participatory decision-making processes occur at the Colleges in alignment and coordination with the District, especially for those processes that require district wide implementation. This work and coordination occurs through committees and management/leadership groups as outlined in College and District handbooks.

The YCCD Functional Map delineates roles, responsibilities, and decision-making authority among the Colleges and the District, facilitating accountability and IE. The Chancellor communicates his expectations for educational excellence and integrity and assures effective operations through the establishment and communication of goals, attendance and leadership at meetings and retreats, electronic communications, newsletters, and engagement with the College community.



While Service Level Agreements have been drafted and circulated for review, they have not yet been finalized or approved by College governance bodies. This is anticipated to be completed during the fall 2018 semester.



IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

As CEO of the District, the Chancellor clearly delineates, documents, and communicates operational responsibilities and functions of the District policies, procedures, position descriptions, and organizational charts. The Chancellor’s District Handbook provides detailed information about various District Services [IVD-16 [District Handbook](#)].

The District Handbook has typically been published annually, but the last edition was from 2014-15. The District Handbook includes a description of the participatory decision-making structure, committee charters, information about planning processes, and “Function Statements” that provided descriptions of department services and contact information. Administrative Services Reviews (ASRs) were used to evaluate services provided by District Services, and as a result, the District Services Team decided to develop SLAs with input from the College leadership. The SLAs are intended to describe and delineate operational responsibilities and functions provided to the Colleges as well as define the responsibilities the Colleges have in accessing and utilizing the District’s services. SLAs have been developed by the District as part of continuous quality improvement [IVD-16 [District Handbook](#)], [IVD-8 [Sample Service Level Agreement](#)].

Prior to the creation of SLAs, District Services conducted periodic District Services Reviews and used satisfaction surveys to ensure that the Colleges receive effective and adequate district services to support the Colleges in achieving their missions. However, because expectations regarding services provided were not clearly outlined, the evaluation of these services was not meaningful. After the creation of SLAs, it is intended that the Colleges will be able to evaluate district services against the standards set in SLAs. Draft SLAs have been provided to the Colleges for initial review. The timeline for input, implementation, assessment, and improvement was discussed in District Services Executive Team at its January 26, 2017 meeting. As of spring 2018, College governance bodies have not reviewed or approved the SLAs [IVD-17 [Conversation with Dr. Houston](#)], [IVD-8 [Sample Service Level Agreement](#)], [IVD-18 [DSET Chancellor Minutes 2017-01-26](#)].

The YCCD Functional Map delineates roles, responsibilities, and decision-making authority among the College and the District. The Functional Map facilitates accountability and IE.

The Chancellor holds the Presidents accountable for the operation of their respective institutions through accomplishment of its mission statement and the President’s job announcement. The

Chancellor ensures the colleges receive effective services to achieve their missions by holding regularly scheduled meetings with each president individually and jointly. The Presidents are members of the Chancellor’s Cabinet, which meets weekly to discuss policy and operational matters with expectations to follow up on such matters. In addition to the college Presidents and Vice Presidents, other members of the Cabinet include the Vice Chancellor of Educational Planning, the Vice Chancellor of Administrative Services, the Chief Human Resources Officer, the Chief Technology Officer, the Director of Facilities and Maintenance & Operations, the Interim Dean of Institutional Effectiveness, and the Director of Grants and Resource Development [IVD-19 [President Job Announcement](#)], [IVD-20 [Cabinet MTG Agenda](#)].

The Chancellor’s Cabinet agendas include a variety of issues from staffing, state and regional issues, board agenda, operational, human resources, collective bargaining, finance, and facilities. The Cabinet serves as a venue for roundtable discussion on emerging and strategic issues. The Cabinet Follow-Ups are primarily confidential [IVD-20 [Cabinet MTG Agenda](#)].

The Chancellor meets monthly with the DC3 to receive input on the draft district board agenda, the budget, and administrative procedures outside of the 10 + 1. The DC3 minutes are distributed to its members to disseminate to their constituents and are also posted to the District Portal. In response to input from members of DC3, the Chancellor commissioned the publication of the “DC3 Newsletter” that includes items of interest discussed in Cabinet. Several issues of the “DC3 Newsletter” have been published by DC3 beginning in spring 2017. Beginning in fall 2017, the Chancellor’s Office disseminates the Council minutes district wide via the “DC3 Newsletter.” The newsletter is an improvement on an earlier communication tool developed in response to interest from DC3 in 2015-16. This was the “DC3 Dispatch.” At the October 3, 2017 DC3 meeting, members discussed additional changes to the newsletter to include improving formatting and context of intent [IVD-21 [District Council Charter](#)], [IVD-22 [DC3 Minutes 2017.10.03](#)].

BP 6200 sets the ground for defining and following guidelines and processes for financial planning and budget development, with appropriate collaboration from all constituencies. The Chancellor shall present to the Board of Trustees a budget developed in accordance with Title 5 and the California Community College Budget and Accounting Manual. The developed budget shall meet the following criteria [IVD-23 [BP 6200](#)]:

- Budget projections address long-term goals and commitments.
- Budget development processes shall include consultation with appropriate groups, as identified within each college.
- A schedule is provided to the Board in January of each year, which includes presentation of the tentative and final budgets. The tentative budget shall be presented no later than July 1, and the final budget no later than September 15. A public hearing on the budget shall be held on or before September 15.
- Two copies of the adopted budget shall be submitted to the CCCCCO on or before September 30.
- Appropriate forms (311s) shall be submitted to the CCCCCO.

On September 14, 2017, the Governing Board, the Chancellor, Vice Chancellors, Chief Human Resource Officer, and College Presidents adopted the 2017-18 Budget, which was developed following the previously mentioned State requirements and BP [IVD-24 [2017-2018 Adopted Budget](#)].

At the District level, the District Office in collaboration with YC follows the Strategic Planning Process and the YCCD Resource Allocation Model. Under this model, in an annual cycle, strategic planning teams prepare District annual action plans. After this process has been accomplished, the available resources are allocated to maintain adequate fund levels and to accomplish annual action plans. The model and processes are materialized with the adoption of the final budget [IVD-24 [2017-2018 Adopted Budget](#)].

At the College level, review of program and services resource allocation and funding recommendations is the purview of the Planning and Budget Committee. In 2016-17, the College Planning and Budget Committee drafted a Program Recommendation/Augmentation Request process (as detailed in I.B.9) and a one-time funding allocation process to make PR the guiding document in funding program recommendations. Additionally, the Planning and Budget Committee recommended that Faculty Staffing Recommendations follow the same workflow for prioritizing resource allocation requests for review and subsequent submission to the College President. Staffing policies and procedures are evaluated and reviewed through the annual assessment and updating of the College's Staffing Plan. This process is part of integrated planning, and changes to the Staffing Plan are shared with the appropriate governance bodies [IVD-25 [PBC Minutes 5.19.2017 One Time Allocation Prioritization](#)], [IVD-26 [Management and Staff Plan](#)].

The District has policies and procedures in place that address budget preparation: BP 6200: Budget Preparation, BP 6250: Budget Management, and BP 6300: Fiscal Management. District Fiscal Services Staff are responsible for the fiscal management of the District, and they provide services and information to the Colleges. As part of the tentative and adopted budget development process, District Fiscal Services projects revenues for the next fiscal year based on the governor's budget and prior year's estimated full time equivalent students for the District [IVD-27 [HR Fiscal Services Level Agreement](#)].

The District's Human Resources Staff provide services for faculty and staff. The District Police Services report to the Vice Chancellor of Administrative Services with officers assigned to each College [IVD-27 [HR Fiscal Services Level Agreement](#)].

The Information Technologies Department provides technology support district wide. Desktop Support Technicians have offices at the Colleges to support instructional and administrative technology needs. Programmers and enterprise software technicians work out of the District Services Office and provide services district wide [IVD-28 [IT SLA](#)].

Facilities Maintenance and Operations is a district wide service. The Director of Maintenance and Operations reports to the Vice Chancellor of Administrative Services. The Director oversees facilities maintenance and operations through the assistance of Assistant Maintenance and

Operations Directors assigned to each College. The Director and Assistant Directors consult with the College Presidents on maintenance and operations priorities [IVD-29 [SLA Maintenance & Operations](#)].

Analysis and Evaluation

The Operational responsibilities and functions of the District are documented in the Chancellor's District Handbook and YCCD Functional Service Map. The Chancellor's District Services Executive Team has drafted SLAs intended to describe and delineate operational responsibilities and functions provided to the colleges as well as the responsibilities from the Colleges in accessing and utilizing District-provided services.



While YCCD meets this standard, as noted above, the SLAs will be finalized and presented to College governance bodies in the coming months. Each department in District Services will then work to conduct a self-evaluation against the SLA Review. District Services also intends to update the District Handbook.



IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has policies in place for allocation and reallocation of resources to adequately support the effective operations and sustainability of the Colleges and District. These policies include BP 2436: Delegation of Authority to Chancellor, which delegates to the Chancellor the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts, the budget, audit, and accounting of funds: BP 6200: Budget Preparation, BP 6250: Budget Management, and BP 6300: Fiscal Management. These policies ensure that adequate controls are in place to ensure compliance with all laws and regulations, with the CCC Budget and Accounting Manual, and with the Title 5 regulations with appropriate periodic reporting to the Board regarding the financial status of the District [I-30 [BP 2436](#)], [IVD-23 [BP 6200](#)], [IVD-31 [BP 6250](#)], [IVD-32 [BP 6300](#)], [IVD-33 [CCC Budget and Accounting Manual](#)], [IVD-34 [Title 5 Relevant to BP 6150, BP 6200, BP 6250 and BP 6300](#)].

The District allocates revenues based on prior year budgets and full time equivalent student ratios. The budget for extra pay assignments and adjunct faculty are adjusted based on enrollment targets. The District and Colleges, working together with the Academic Senate Leadership, have developed an allocation model for categorical and one-time funds that distributes funds according to the purpose and intent of the state. This replaces an older model, which required each College to rank requests to be prioritized in the Chancellor's Cabinet. The new model improvement was based on an annual evaluation for effectiveness and will itself be evaluated [IVD-35 [Email on District Resource Protocol](#)], [IVD-36 [District Council Effectiveness](#)]

[Review Results](#)], [IVD-37 [DCAS Purpose Statement](#)], [IVD-38 [DCAS Minutes re: Resource Allocation](#)].

Analysis and Evaluation

The District has established resource allocation processes for categorical and one-time funds. These processes are evaluated and revised as needed. Under the leadership of the Chancellor, College Presidents, administrators, and faculty leaders work together to ensure the effective control of expenditures.



While the District and College have policies and processes for allocation of resources, these processes could be better documented and more clearly communicated. Therefore, the District and College will review and more fully document budgetary processes, and the College will add the documentation and process analysis to the Guide to Institutional Effectiveness and Integrated Planning.



IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Chancellor delegates responsibility and authority to the College Presidents in implementing District policies at their respective Colleges. BP 2440 grants the Chancellor the responsibility to establish administrative procedures for the selection and evaluation of College Presidents. These procedures are codified in AP 7151 that outlines the timelines for evaluation of the College Presidents. College Presidents are held accountable for their Colleges' performance by the Chancellor, the Board, and the communities they serve [IVD-39 [BP 2440](#)], [IVD-40 [BP 7110](#)], [IVD-41 [AP 7151](#)], [IVD-19 [President Job Announcement](#)], [IVD-42 [YC President Evaluation](#)].

College Presidents discharge their responsibility and authority under direction and guidance from the Chancellor. College presidents have full authority in the selection and evaluation of their staff and management team [IVD-43 [Faculty Evaluation Form](#)], [IVD-44 [Recommendation to Employ Form](#)], [IVD-45 [BOT Personnel Consent Agenda](#)], [IVD-46 [360 Evaluation Process for Managers](#)], [IVD-47 [Faculty Evaluation](#)], [IVD-48 [Classified Evaluation](#)].

The College President plans, oversees, and regularly evaluates the College's administrative structure to assess the effectiveness of its organization and determine if staffing is aligned to the Colleges' purposes, size, and complexity as evidenced in well-planned and deliberate changes to the organizational charts from year to year. Within the constraints of the budget, the President maintains a current organizational chart and makes reorganization decisions in consultation with the President's cabinet and the Academic Senate to help ensure that the proposed structure is

adequate. The College has four divisions supervised by the deans reporting to the Vice President of Academic and Student Services. The President supervises the Vice President and delegates authority to her for the day-to-day operations of the College divisions [IVD-49 [YC Org Chart](#)], [IVD-50 [YC Organizational Structure](#)], [IVD-51 [YC Council Handbook 2017-2018](#)], [IVD-52 [YC President Cabinet MTG Agenda](#)], [IVD-53 [YC Academic Senate MTG Agenda](#)].

The Chancellor meets with each President on a regular basis and annually to conduct an evaluation and review of the president's goals and ensure they are aligned with the Chancellor's goals as developed in consultation with and approved by the governing board [IVD-54 [YC President Evaluation Form](#)], [IVD-55 [YC President Employment Agreement](#)].

Analysis and Evaluation

The Chancellor delegates authority and responsibility to the College President to implement district policies. The College President serves as the chief executive of the College and ensures the quality and continuous improvement of programs and services, operational efficiency of the organization, accreditation, and fiscal sustainability. The College President is held accountable for the operation of the College through the President's evaluation process.



IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The District Planning Process depicted in Figure 24 shows how YCCD district planning and evaluation are integrated with college-level planning and evaluation. The Governing Board's vision, district mission, values, and YCCD strategic goals drive long-range and strategic master planning, providing guidance for all District and College planning and driving institutional change. The Colleges and District Services develop master plans with prioritized goals and objectives. Annual IE measures inform future long- and short-range planning at the District and College levels, ensuring a cycle of continuous improvement [IVD-7 [YCCD Strategic Plan](#)], [IVD-56 [YCCD Strategic Planning Board Retreat 4.13.17](#)], [IVD-57 [EMP Presentation to the BOT](#)], [IVD-2 [EMP](#)], [IVD-58 [YC Integrated Planning Model](#)], [IVD-59 [Minutes YCC EMP Progress](#)], [IVD-60 [DCAS Minutes 4/6/2017 Item 2](#)].

Yuba Community College District Planning Process

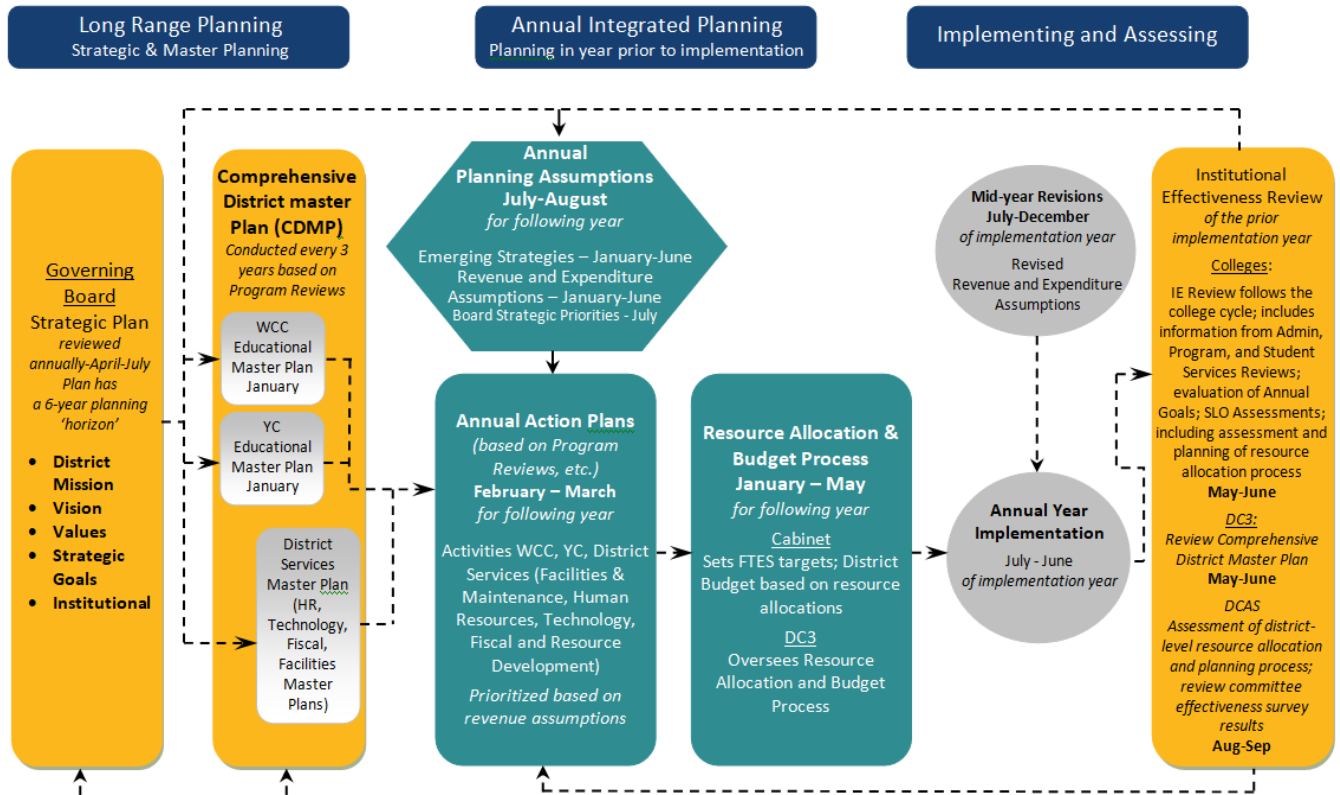


Figure 23

The District regularly evaluates its integrated planning practices, resulting in meaningful improvements. For example, a revised YCCD Planning Process was reviewed and agreed to at the February 4, 2016 DCAS meeting. From those discussions, the Chancellor's Cabinet developed a proposal to use the intent of the Strong Workforce Program's formula for distributing funds to districts as a way to allocate the Strong Workforce funds to the colleges. This model of allocating resources was approved through DCAS and then later approved for expanded use in allocating deferred maintenance and instructional equipment funds and future one-time funding streams, with the understanding that the model would be evaluated through the IE process. The latest revision of the YCCD Planning Process was approved by DCAS on 2/15/2018 [IVD-61 [DCAS Minutes 2/4/2016](#)], [IVD-62 [DCAS Minutes 3/2/2017](#)], [IVD-63 [DCAS Minutes 3/16/2017](#)], [IVD-64 [DCAS Minutes 4/6/2017](#)], [IVD-65 [DCAS Minutes 2/15/2018](#)].

At the June 2016 Leadership Summit Retreat, three goals were established as priorities for leading to the completion of the multi-college district structure and building a culture of change. The District engaged in a resource allocation model intended to improve student learning and achievement and IE [IVD-4 [Leadership Summit Agenda](#)].

Analysis and Evaluation

College planning and evaluation are integrated into the YCCD District planning process. The College's EMP is based on, and aligned with, the governing Board's Strategic Plan, and processes at both the District and College levels include meaningful evaluation as a foundation for continuous quality improvement.



IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Communication between the colleges and district takes place in several different venues, including the Chancellor's Cabinet, DCAS, and DC3 meetings. At the Chancellor's Cabinet meetings, the Colleges and District Services discuss and make decisions that are carried out at the operational level. The College President and Vice President are part of the Cabinet. Communication examples include dialogue around ongoing and emerging issues (Strong Workforce Program, North/Far North Regional Consortium, etc.), facilities maintenance and operations (Rad Tech Building, Greenhouse, etc.), technology (CurricUNET, WIFI, etc.), staffing, fiscal, planning, etc. [IVD-66 [Chancellor's Cabinet MTG Agenda](#)], [IVD-67 [Chancellor's Cabinet MTG Minutes](#)], [IVD-68 [Chancellor's Cabinet MTG Follow-ups](#)].

Communication in DC3 centers around budget development, planning, evaluation of IE, and continuous improvement of the District. DC3 is a standing council composed of executive staff and representative faculty, staff, and students from across the District, with both colleges represented on the Council [IVD-10 [DC3 Charter](#)].

The DCAS serves as the communication forum for addressing those academic and professional matters, as outlined in BP 2510: Participation in Local Decision Making that require collaboration between the two colleges. Leadership from the District, YC and its Academic Senate, and WCC and its Academic Senate meet at least once each month during the academic year for this coordinating function [IVD-69 [BP 2510](#)], [IVD-37 [DCAS Purpose Statement](#)]. Additionally, the Chancellor also meets regularly with the Academic Senate President throughout the year [IVD-15 [Chancellor Meeting Calendar 2017-18](#)].

To ensure that communication between Colleges and District is timely, accurate, and complete in order for the colleges to make decisions effectively, DCAS and DC3 conduct regular self-evaluations. As a result of self-evaluation in DC3, the Council created a newsletter to improve communication with constituent groups. The survey instrument itself is reviewed periodically [IVD-70 [DC3 Effectiveness Survey Results](#)], [IVD-71 [DCAS Committee Effectiveness Review](#)], [IVD-12 [DC3 Newsletter 5.30.17](#)], [IVD-72 [DCAS Agenda re: Committee Effectiveness Instrument](#)], [IVD-73 [YCCD Committee Website](#)], [IVD-74 [Sample YCCD DCAS Committee Site](#)].

Analysis and Evaluation

The District ensures regular communication with the Colleges and its employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Committees engage in self-evaluation to improve their effectiveness. Meeting agendas and minutes are posted online or distributed electronically.



IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The Chancellor monitors the governance and decision-making processes of the organization to ensure integrity in meeting goals for student achievement and learning. The Chancellor's Executive Cabinet meets regularly to address operational matters, governance, and decision making with minutes sent afterwards for follow-up. The Chancellor's Cabinet comprises District and College Administrators with expertise in their respective areas of responsibility. Operational matters include fiscal services, enrollment, facilities, human resources, and information technologies operations. Instruction and Student Services; Board Agenda; Security; Student Success; and National, State, Regional, and Community Issues are also discussed. Cabinet members can add items to agendas. Topics regularly discussed include new issues, assessment of business processes, operational challenges, procedures, and policies. Most of the discussions in the Cabinet are of a confidential nature and minutes are not generally published. In spring 2017, the Chancellor commissioned the DC3 Newsletter that includes brief updates of interest from Cabinet meetings [IVD-75 [Cabinet Agenda 4/25/17](#)], [IVD-13 [DC3 Newsletter 8/1/17](#)], [IVD-76 [DC3 Newsletter 10/3/17](#)].

YCCD has two primary district wide participatory decision-making bodies—DC3 and DCAS. The function, responsibility, and focus are defined in their charter statements and are consistent with BP 2510: Participatory Decision Making. DC3 and DCAS assess their effectiveness through the use of surveys, followed by discussions about improvement of processes and the survey instrument itself. The evaluation cycle is every two years [IVD-10 [DC3 Charter](#)], [IVD-37 [DCAS Purpose Statement](#)], [IVD-69 [BP 2510](#)].

The YCCD Functional Map, developed in collaboration with both colleges, delineates roles, responsibilities, and decision-making authority among the College and the District. The Functional Map facilitates accountability and IE. DCAS and DC3 identify issues and generate work that gets vetted from District to College and back to District and when needed for Board Approval [IVD-77 [YCCD Strategic Planning Process](#)], [IVD-78 [YCCD Annual Strategic Planning Cycle Training](#)], [IVD-79 [DCAS Work Plan Phase II Results 1](#)], [IVD-80 [DCAS Work](#)

[Plan Phase II Results 2](#)], [IVD-81 [DCAS Work Plan Survey Responses](#)], [IVD-82 [DCAS Minutes on Prioritization](#)], [IVD-10 [DC3 Charter](#)].

Yuba College Academic Senate President's Report Emails also serve as evidence of broad dissemination of information [IVD-83 [YC Academic Senate MTG Agenda 9.14.17](#)], [IVD-84 [YC Academic Senate MTG Agenda Email 9.14.17](#)], [IVD-85 [YCAS Pres Report Blog on Constitution and Bylaws](#)], [IVD-86 [YCAS Pres Report Blog on Faculty Involvement on Administration Evaluation](#)], [IVD-87 [YCAS Pres Report Email 9.29.16](#)].

Analysis and Evaluation

The Chancellor discusses and evaluates District and College role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning in Cabinet, DCAS, and DC3, and in meetings with the Colleges Presidents and District Services Executive Team. The CCCCCO has begun sending out minutes from DC3 meetings District-wide.



Evidence Cited

- IVD-1 [YCCD Vision](#)
- IVD-2 [EMP](#)
- IVD-3 [YC Convocation Presentation](#)
- IVD-4 [Leadership Summit Agenda](#)
- IVD-5 [Leadership Summit Membership and Additional Info](#)
- IVD-6 [YCCD BOT Goals](#)
- IVD-7 [YCCD Strategic Plan](#)
- IVD-8 [Sample Service Level Agreement](#)
- IVD-9 [Chancellor's Report](#)
- IVD-10 [DC3 Charter](#)
- IVD-11 [Email from the Chancellor](#)
- IVD-12 [DC3 Newsletter 5.30.17](#)
- IVD-13 [DC3 Newsletter 8.1.17](#)
- IVD-14 [DCAS Minutes re: Resource Allocation](#)
- IVD-15 [Chancellor Meeting Calendar 2017-18](#)
- IVD-16 [District Handbook](#)
- IVD-17 [Conversation with Dr. Houston](#)
- IVD-18 [DSET Chancellor Minutes 2017-01-26](#)
- IVD-19 [President Job Announcement](#)
- IVD-20 [Cabinet MTG Agenda](#)
- IVD-21 [District Council Charter](#)
- IVD-22 [DC3 Minutes 2017.10.03](#)
- IVD-23 [BP 6200](#)

IVD-24 [2017-2018 Adopted Budget](#)
IVD-25 [PBC Minutes 5.19.2017 One Time Allocation Prioritization](#)
IVD-26 [Management and Staff Plan](#)
IVD-27 [HR Fiscal Services Level Agreement](#)
IVD-28 [IT SLA](#)
IVD-29 [SLA Maintenance & Operations](#)
IVD-30 [BP 2436](#)
IVD-31 [BP 6250](#)
IVD-32 [BP 6300](#)
IVD-33 [CCC Budget and Accounting Manual, Title 5](#)
IVD-34 [Title 5 Relevant to BP 6150, BP 6200, BP 6250 and BP 6300](#)
IVD-35 [Email on District Resource Protocol](#)
IVD-36 [District Council Effectiveness Review Results](#)
IVD-37 [DCAS Purpose Statement](#)
IVD-38 [DCAS Minutes re: Resource Allocation](#)
IVD-39 [BP 2440](#)
IVD-40 [BP 7110](#)
IVD-41 [AP 7151](#)
IVD-42 [YC President Evaluation](#)
IVD-43 [Faculty Evaluation Form](#)
IVD-44 [Recommendation to Employ Form](#)
IVD-45 [BOT Personnel Consent Agenda](#)
IVD-46 [360 Evaluation Process for Managers](#)
IVD-47 [Faculty Evaluation](#)
IVD-48 [Classified Evaluation](#)
IVD-49 [YC Org Chart](#)
IVD-50 [YC Organizational Structure](#)
IVD-51 [YC Council Handbook 2017-2018](#)
IVD-52 [YC President Cabinet MTG Agenda](#)
IVD-53 [YC Academic Senate MT Agenda](#)
IVD-54 [YC President Evaluation Form](#)
IVD-55 [YC President Employment Agreement](#)
IVD-56 [YCCD Strategic Planning Board Retreat 4.13.17](#)
IVD-57 [EMP Presentation to the BOT](#)
IVD-58 [YC Integrated Planning Model](#)
IVD-59 [Minutes YCC EMP Progress](#)
IVD-60 [DCAS Minutes 4/6/2017 Item 2](#)
IVD-61 [DCAS Minutes 2/4/16](#)
IVD-62 [DCAS Minutes 3/2/2017](#)
IVD-63 [DCAS Minutes 3/16/2017](#)
IVD-64 [DCAS Minutes 4/6/2017](#)
IVD-65 [DCAS Minutes 2/15/2018](#)
IVD-66 [Chancellor's Cabinet MTG Agenda](#)
IVD-67 [Chancellor's Cabinet MTG Minutes](#)
IVD-68 [Chancellor's Cabinet MTG Followups](#)

- IVD-69 [BP 2510](#)
- IVD-70 [DC3 Effectiveness Survey Results](#)
- IVD-71 [DCAS Committee Effectiveness Review](#)
- IVD-72 [DCAS Agenda re: Committee Effectiveness Instrument](#)
- IVD-73 [YCCD Committee Website](#)
- IVD-74 [Sample YCCD DCAS Committee Site](#)
- IVD-75 [Cabinet Agenda 4/25/17](#)
- IVD-76 [DC3 Newsletter 10/3/17](#)
- IVD-77 [YCCD Strategic Planning Process](#)
- IVD-78 [YCCD Annual Strategic Planning Cycle Training](#)
- IVD-79 [DCAS Work Plan Phase II Results 1](#)
- IVD-80 [DCAS Work Plan Phase II Results 2](#)
- IVD-81 [DCAS Work Plan Survey Responses](#)
- IVD-82 [DCAS Minutes on Prioritization](#)
- IVD-83 [YC Academic Senate MTG Agenda 9.14.17](#)
- IVD-84 [YC Academic Senate MTG Agenda Email 9.14.17](#)
- IVD-85 [YCAS Pres Report Blog on Constitution and Bylaws](#)
- IVD-86 [YCAS Pres Report Blog on Faculty Involvement on Administration Evaluation](#)
- IVD-87 [YCAS Pres Report Email 9.29.16](#)

SELF-EVALUATION



**Changes and Plans Arising Out
of the Self-Evaluation Process**

Quality Focus Essay

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

Change, Improvement and Innovation	Standard	College Leads	Status	Completion Date
Develop data dashboards.	IA2	IT Services and Dean of Student Success and IE	In-process	Spring 2019
Continue to create, revise, map, and assess program outcomes.	IB2, IC1, IC2, IC4, IIA3, IIA11, & IIA13	SLO Committee	In-process	Ongoing
Establish and approve ACCJC minimal and aspirational standards and improve communication about institution set standards.	IB3	CEAC	Completed	Jan 2018
Establish a plan that documents what action is taken to address performance that falls below an institutional performance floor.	IB3	CEAC	Completed	Spring 2018
Form two interdepartmental inquiry groups to review the SENSE and CCSSE results and develop, implement, and evaluate interventions based on their findings.	IB3	Dean of Student Success and IE and CEAC	In-process	Spring 2019
Collaborate with the District to create a timeline and plan to ensure all BPs are reviewed and/or revised within the five-year guidelines as stated in BP 2410.	IB7, IC5, IVA7, IVC7	DCAS, DC3	In-process	Ongoing
Update YC Technology Plan	IB9	YC Technology Committee	In-process	Spring 2019
Update YC Diversity Plan	IB9	ESS	In-process	Spring 2019
Coordinate with District to formalize technology governance structure.	IB9	YCAS Leadership	Completed	Fall 2017
Create YC Staffing Plan	IB9	College Council	Completed	Feb 2018
Ensure that the updated Integrated Planning Model is understood and widely disseminated.	IB9	CEAC	Completed	Spring 2018
Establish a regular update cycle for YC Web pages.	IC1	Deans/Directors/Faculty	In-process	Fall 2018
Implement, evaluate and improve new curriculum review process.	IC1, IIA2, IIA16	Curriculum Committee, SLO Committee, and DE Committee	In-process	Fall 2018
Create YC Communication Plan	IC1	CEAC	Completed	Nov 2017
Implement and evaluate integrated technology to produce a catalog.	IC2, IIC1	District Technology Committee & IT Services	In-process	Fall 2019
Evaluate alternate curriculum systems to identify an integrated system that has	IIA2, IIC1	District Technology	In-process	Summer 2019

Change, Improvement and Innovation	Standard	College Leads	Status	Completion Date
strong reporting capabilities. Improve the reporting function of the existing system or implement a new curriculum system.		Committee & IT Services		
Develop a systematic evaluation tool for professional development programs/activities and document the use of it in making improvements to programs/activities.	IIA7	Flex/Staff Development Committees	Completed	Spring 2017
Review and update Psychiatric Technology program curriculum to ensure clinical practicum hours are programmatically scheduled in a way to better support student learning and success and support a consistent financial aid disbursement schedule.	IIA9	Psychiatric Technology faculty & Curriculum Committee	In-Process	Fall 2019
Develop a plan that outlines how articulation agreements are developed based upon patterns of student enrollment between institutions.	IIA10	VP/College Level Articulation Officer	In-process	Fall 2019
Update the Program Vitality and Discontinuance Policy	IIA15	DCAS	In-process	Spring 2019
Update the Program Review template so that it is aligned with the EMP objectives and District Goals.	IIA16	Program Review Committee	Completed	Spring 2018
Create an instrument and implement a process to assess the quality and currency of community education courses and programs.	IIA16	Dean of Student Success and IE	In-process	Fall 2018
Develop SAOs for all student support services and programs and ensure that SAOs are being assessed and discussed.	IIC2	SLO Committee	On-going	On-going
Implement an easy to use advising and degree audit system to help student track progress towards completing their educational goals.	IIC6	IT Services, and Student Services	In-process	Spring 2019
Train faculty and staff on FERPA regulations and confidentiality requirements.	IIC8	Dean of Student Services	On-going	Fall 2018
Institute a regular cycle of review for job descriptions to ensure they accurately reflect position duties, responsibilities and authority.	IIIA1	Human Resources	In-process	Spring 2019
Evaluate and improve the adjunct faculty orientation process to include information such as early alert processes and DSPTS student accommodation procedures.	IIIA8	Director of Academic Excellence, Director of CTE, & Human Resources	In-process	Fall 2018

Change, Improvement and Innovation	Standard	College Leads	Status	Completion Date
Expand VDI systems, which have an 8- to 10-year terminal replacement need in order to meet the five-year replacement cycle on non-VDI computer systems.	IIC1 & IIC2	IT Services	In-process	Fall 2018
Conduct an analysis to evaluate if District and College websites are compliant with Section 508 of the Rehabilitation Act.	IIC3	IT Services	In-process	Fall 2018
Review and more fully document budgetary processes.	IID2, IVD3	Fiscal Services, PBC, CEAC, YC Council	In-process	Spring 2019
Evaluate the feasibility of using Board Docs to house all committee documentation.	IVA6	District Technology Committee, CEAC Chairs and IT Services	In-process	Spring 2018
Provide training to new committee chairs, recorders, and committee members about the College governance system, the processes for decision making, and how committee work is documented and communicated.	IVA6	CEAC Chairs	On-going	Fall 2018
Complete the shared governance review and approval of Service Level Agreements.	IVD1	College Council	In-process	Fall 2018
Complete a Self-Evaluation of District Services against the Service Level Agreement and update the District Handbook accordingly.	IVD2	District Services (Fiscal, HR, IT, M&O)	In-process	Fall 2019

QUALITY FOCUS ESSAY

Introduction

The Quality Focus Essay (QFE) is intended to identify two to three areas that are vital to the long-term improvement of student learning and achievement over a multi-year period. During the Yuba College process of self-evaluation, the college staff, faculty, and administration identified Student Learning Outcomes (SLO) and Distance Education (DE) as projects of significance to the long-term improvement of teaching and learning. In the Student Outcomes Project, four goals/outcomes were identified, which are enumerated under “Project 1: Student Outcomes.” In the Distance Education Project, three goals/outcomes were identified, which are enumerated under “Project 2: Distance Education.”

Project 1: Student Outcomes

Although Yuba College has made significant progress with writing and assessing Outcomes at the course, program, service, and institutional levels, we recognize the need to ensure a high quality of Outcomes so they yield useful data. We also recognize the need to ensure that Outcomes data are used to foster authentic, continuous quality improvement at all levels. To achieve these goals, the following action projects must be completed:

1. Develop clear policies, processes, and cycle timelines for Course Student Learning Outcomes (CSLO) and Program Student Learning Outcomes (PSLO), publish them in an updated SLO handbook, and ensure that SLO and Service Area Outcomes (SAO) handbooks are updated on a regular basis.
2. Design a consistent, systematic Outcomes Review process so the SLO committee is able to support faculty and staff as they write high-quality Outcomes and ensure that SLO and SAO data are accurately reported in CurricUNET Meta and TracDat, as appropriate. This process will also be used to ensure all programs and services develop viable assessment and quality improvement plan schedules.
3. Institutionalize regular conversations about Outcomes data and use this information to design viable quality improvement plans on the course, program, service, and institutional levels.
4. Revise the Institutional Student Learning Outcomes (ISLO) assessment schedule and design and implement multi-method assessment and continuous quality improvement strategies.

Project 1: Goal 1

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

Actions	Responsible Party	Due	Outcome
Develop SLO Handbooks with existing policies and procedures.	SLO Coordinator	Spring 2018	SLO Handbooks published to the website.
Host campus discussion about SLO processes, policies, and best practices during convocation.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness	Fall 2018	Draft recommendation for improvements to SLO processes.
Update SLO Handbooks to align with revised assessment cycle.	SLO Coordinator	Spring 2019	Publish revised SLO Handbooks to website.
Implement new cycle of assessment at the course, program, and institution levels.	SLO Committee	Fall 2019	Publish new cycle and timeline of assessment to website.
Review and revise SLO Handbooks as necessary.	SLO Coordinator	Ongoing	Updated versions published to website.

Resources Needed

Time for SLO coordinator and committee members to work on the handbook. FLEX time has been increased for committee members, and SLO coordinator has 40 percent release time.

Overall Outcome

The approved handbooks will be published on the SLO website and be widely used to inform the SLO and SAO processes.

Project 1: Goal 2

Design a consistent, systematic Outcomes Review Process so the SLO Committee is able to support faculty and staff as they write high-quality Outcomes and ensure that SLO and SAO data are accurately reported in CurricUNET Meta and TracDat, as appropriate. This process will also be used to ensure all programs and services develop viable assessment and quality improvement plan schedules.

Actions	Responsible Party	Due	Outcome
Develop a pilot review process for SAOs and SLOs at every level.	SLO Coordinator	Fall 2017	Pilot review process reviewed and approved by governance groups.
Revise review process, including processes for assessment monitoring and review of quality improvement plans based on updated processes, policies, and timelines.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness	Fall 2018	Updated process reviewed and approved by governance groups.
Train SLO Committee members on new review and monitoring processes.	SLO Coordinator	Fall 2018	SLO Committee members actively engaged in all aspects of the review and monitoring.

Host work sessions for faculty and staff regarding the development and authentic assessment of SLO and SAO prior to SLO Committee meetings.	SLO Committee	Spring 2019	Increased attendance at work sessions.
Gather feedback from faculty and staff regarding the new processes and make revisions as necessary.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness	Fall 2019	Summary of feedback provided to SLO Committee and necessary revisions implemented.
Develop annual report on SLO Committee reviews and monitoring.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness	Spring 2019	SLO Committee report published to website.

Resources Needed

Time for SLO committee members and technical support to verify, compare, and analyze data in multiple systems.

Overall Outcome

Reports will show high-quality Outcomes for courses, degrees, certificates, and services. Reports will also illustrate that faculty and staff have developed viable assessment and quality improvement plans.

Project 1: Goal 3

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

Actions	Responsible Party	Due	Outcome
Research best practices for facilitating small group and campus-wide discussions.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness	Fall 2018	Fall Convocation session on SLO processes, policies, and best practices.
Train SLO Committee members and attend department, division, and other ad hoc meetings to facilitate small group discussions.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness	Spring 2019	Meeting agendas and minutes highlighting the dialogue and any results or action plans.
Host “Closing the Loop” work session during convocation.	SLO Committee	Fall 2019	Summary report of discussions and any identified improvement plans.
Develop plan for ongoing workshops and create materials to assist with SLO Committee member facilitation.	SLO Coordinator	Spring 2019	Materials posted to the website.

Resources Needed

Time for SLO coordinator and committee members to learn how to facilitate these conversations. Institutional support for regularly scheduled workshops at Convocation and Professional Development days. Faculty and staff will need time set aside for this work, which means part-time faculty may need to be paid to participate in workshops.

Overall Outcome

A workshop manual and PowerPoint presentation will be produced and published on the Outcomes website. A regular workshop schedule will be institutionalized. A compensation plan for adjunct faculty will be institutionalized for any required workshops.

Project 1: Goal 4

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

Actions	Responsible Party	Due	Outcome
Develop initial plan and revised timeline for assessing ISLO.	SLO Coordinator and Dean of Student Success and Institutional Effectiveness	Fall 2018	Timeline posted to website.
Implement indirect survey assessment and mapping of results to demonstrate ISLO performance.	Dean of Student Success and Institutional Effectiveness	Spring 2019	Survey items in CCSSE and/or Graduating Student Survey and ISLO Dashboard published.
Identify best practices for direct assessment of ISLOs and develop training materials or resource guides.	SLO Committee	Fall 2019	Publish materials or guides and host trainings for faculty and staff.
Host campus wide discussion of ISLO results (indirect and direct).	SLO Coordinator and Dean of Student Success and Institutional Effectiveness	Spring 2019	Summary report of the discussions and identified action plans published to website.

Resources Needed

Time for the Office of Student Success and Institutional Effectiveness to prioritize these ISLO projects.
Data visualization training to create interactive dashboards that display ISLO results.

Overall Outcome

An integrated ISLO assessment and continuous quality improvement planning schedule will be published in the SLO handbook. Campus wide conversations about ISLO results and how to use them to strive for continuous quality improvement will be held according to the published schedule. ISLO assessment results and quality improvement action plans will be published on the SLO website at regular intervals.

Project 2: Distance Education

The demand for DE is growing statewide, and Yuba College is committed to offering an accessible, high quality, and compliant DE Program. Despite the high level of demand, Yuba College's DE offerings have remained fairly static over the last five years. During a five-year period beginning in 2012, DE sections account for an average of 12.7 percent of all sections offered (Table 1) and 15.9 percent of distinct courses offered at Yuba College (Table 2). Though DE sections offered and distinct courses have remained fairly static, face-to-face offerings have seen some decline. The number of face-to-face sections offered declined during the 2012-17 five-year period a total of 13.5 percent (with the exception of 2015-16 academic year, which saw growth in both DE and face-to-face sections/distinct class offerings); the number of distinct face-to-face courses offered dropped by 7.7 percent (Table 1 and Table 2). The stability of DE course offerings and the decline of face-to-face sections and distinct class offerings suggest that Yuba College students are electing to take more DE classes. Data obtained from the Yuba College Office of Student Success and Institutional Effectiveness shows that on average, 16.8 percent of Yuba College students enroll in at least one DE class (Table 3).

Table 1. Number of Sections Offered						
Method of Instruction	2012-13	2013-14	2014-15	2015-16	2016-17	Grand Total
Distance Ed	272	259	263	290	276	1360
Face to Face	1979	1871	1833	1889	1710	9282
Grand Total	2251	2130	2096	2179	1986	10642

Table 2. Number of Distinct Courses Offered						
Method of Instruction	2012-13	2013-14	2014-15	2015-16	2016-17	Grand Total
Distance Ed	112	126	113	124	110	585
Face to Face	618	631	600	675	570	3094
Grand Total	730	757	713	799	680	3679

Table 3. Number of Students Enrolled at Census						
Method of Instruction	2012-13	2013-14	2014-15	2015-16	2016-17	Grand Total
Distance Ed	7678	7344	7619	8423	7714	38769
Face to Face	42267	38057	37664	38903	34709	191600
Grand Total	49945	45401	45274	47326	42423	230369

The course success rates in DE courses have been consistently lower than in non-DE courses, with course success rates averaging 65.5 percent in DE courses and 70.8 percent in non-DE courses (Table 4). This trend has been observed statewide historically and is certainly not exclusive to Yuba College. Students enrolled in DE classes often do so to manage challenging home/life/work schedules, which is likely one of the reasons success rates are generally lower in DE courses.

Table 4. Success/Pass Rates					
Method of Instruction	2012-13	2013-14	2014-15	2015-16	2016-17
Distance Ed	61.2%	61%	66.8%	68.7%	69.9%
Face to Face	68.9%	70.2%	70.7%	71.2%	73%

Given the rural areas and special and/or sometimes-transient populations served at Yuba College, there is the possibility to substantially grow DE offerings at the College to better serve students in outlying areas. In addition to growing the DE program at Yuba College, the College would like to work to increase DE

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

1. Explore funding options to increase program and institutional effectiveness by expanding DE Program personnel to support the needs of DE students and faculty adequately.
2. Create an annual DE Plan to update policies and practices related to DE and to improve program quality.
3. Establish ongoing assessment processes through the use of surveys to evaluate the needs of DE students and faculty. The implementation of research and surveys to collect data will drive DE Program decision-making.
4. Create a DE Training Program to enhance and strengthen DE course offerings.

Project 2: Goal 1

Currently, the college DE program is overseen by a DE Committee, a sub-committee of the Yuba College Academic Senate, with a faculty coordinator who has 20 percent release time to oversee DE matters. Over the last several years, the DE Program has had difficulty creating and implementing processes to provide high-quality training for DE faculty and students due to limited infrastructure. The DE Program has struggled to review courses or make sure that DE courses adhere to best practices. DE website material and information is often out-of-date. The DE program does not conduct a program review or use data to make decisions about course offerings. The lack of adequate infrastructure for the DE Program poses a significant obstruction to growth and quality of DE offerings at Yuba College. Furthermore, the workload demands far exceed the 20 percent release-time of the Faculty Coordinator, the job duties outlined in the coordinator Memoranda of Understanding, and the expertise of the coordinator. To effectively implement these DE process; effectively support/professionally develop current DE students/faculty; ensure the accessibility, quality, and compliancy of courses; begin to use a data-driven perspective in DE planning and review; grow and market the Yuba College DE Program; and increase retention and success in DE courses, Yuba College needs to explore funding resources to create an effective infrastructure to support the DE Program.

Actions	Responsible Party	Due	Outcome
Explore grant funding options to increase resources available for DE.	Director of Grant Research and Development, Dean of Student Success and Institutional Effectiveness, and Dean of Arts & Education	Fall 2018	Possible grants identified and preliminary application narrative and budget developed for potential submission of future grants.
Revise DE Faculty Coordinator position and increase release time to allow for more coordination and training.	DE Faculty Coordinator, Dean of Arts & Education, and Vice President of Academic and Student Services	Fall 2018	New description and increased release time implemented.
Conduct DE program planning and review.	DE Faculty Coordinator and Dean of Arts & Education	Spring 2019	Program planning and review document published to website.

Actions	Responsible Party	Due	Outcome
Conduct ongoing training and professional development for DE faculty and provide support to the course design process.	DE Faculty Coordinator	Ongoing	Faculty support materials developed and trainings conducted.

Overall Outcome

An increase in staff will enable the DE Program to conduct its first Program Review. The DE Program in coordination with the DE Committee and Academic Senate can begin to use the DE Program Review for strategic planning in growing course offerings and creating online degree pathways. Regular and effective basic, advanced, and best practice training/professional development will be offered to faculty. Regular and effective basic training will be offered to students. Review and evaluation of newly implemented processes will be implemented via surveys and self-evaluation.

Project 2: Goal 2

During the 2017-18 academic year, the Yuba College DE Committee will be implementing several new processes and procedures. After these initial implementations, the Annual DE Plan will review and evaluate DE Committee processes and practices and will propose needed modifications/additions in order to continually improve DE Committee processes. The DE Plan will include an update of the DE Addendum and Course Validation protocols. The DE Plan will initially include a review and evaluation of current student/faculty training. The DE Plan will also review/evaluate student/faculty attitudes about the DE programs and offerings through the administration of surveys. Once additional DE personnel are added, the Annual DE Plan can reflect DE Program Review data, encourage broader faculty involvement in planning for DE, include a plan to improve success and retention rates of DE students, and facilitate continual improvement of course offerings. The implementation of an Annual DE Plan will also allow for the DE Committee to communicate and receive feedback on planning, procedures, and processes from the Academic Senate regularly, setting up an evaluation and accountability process that encourages revision when needed.

Actions	Responsible Party	Due	Outcome
Conduct a review and evaluation of newly implemented course validation processes and student and faculty trainings.	DE Faculty Coordinator, Dean of Arts & Education, and Dean of Student Success and Institutional Effectiveness	fall 2018	Summary of findings will be shared with the DE Committee and other governance groups where appropriate.
Write a DE Program Review.	DE Faculty Coordinator and DE Committee	spring 2019	Program Review completed and published to website.
Develop plan to evaluate success on achieving the goals and objectives identified as part of the DE Program Review	DE Committee and Dean of Student Success and Institutional Effectiveness	spring 2019	Evaluation plan identified.
Create a Yuba College DE Plan.	DE Faculty Coordinator and DE Committee	fall 2019	Plan published to the website.

Resources Needed

Survey/Research guidance from Office of Student Success and Institutional Effectiveness

Overall Outcome

An initial DE Plan from the DE Committee will be submitted to the Yuba College Academic Senate for review in fall 2018. The DE Committee will use Academic Senate feedback to develop 2018-19 Committee Goals and Objectives (will appear on the DE Committee COR). The final DE Plan developed by the DE Committee and DE personnel will be submitted to the Yuba College Academic Senate for review in fall 2019. The DE Committee will use Academic Senate feedback to develop 2019-20 Committee Goals and Objectives.

Project 2: Goal 3

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

Actions	Responsible Party	Due	Outcome
Develop DE Survey or DE questions for existing surveys to identify current strengths and areas for improvement.	Dean of Student Success and Institutional Effectiveness and DE Committee	Fall 2018	Survey and/or questions implemented.
Report on findings of surveys to the DE Committee.	Dean of Student Success and Institutional Effectiveness	Spring 2019	Summary report provided to committee.
Through DE Program Review process identify gaps in knowledge and additional survey or evaluation plans.	DE Committee and Dean of Student Success and Institutional Effectiveness	Spring 2019	Additional survey(s) or survey item(s) created and other sources of evaluation identified.
Integrate full report of findings and evaluation results into a DE Plan along with an ongoing evaluation process.	DE Faculty Coordinator, DE Committee, and Dean of Student Success and Institutional Effectiveness	Fall 2019	Data informed plan published to the website.

Resources Needed

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

Overall Outcome

The Office of Student Success and Institutional Effectiveness, working with the DE Committee, will develop and administer surveys to DE students and faculty in spring 2018, using the results for the DE Program Review and the development of a DE Plan. The DE Committee will use Senate feedback to create goals and objectives for the upcoming academic year and will continue to work with the Office of Student Success and Institutional Effectiveness to develop and administer surveys to DE students and faculty to inform and guide the DE Plan. The DE Plan and Academic Senate feedback will drive the DE Committee goals and objectives each year. By the 2020-21 academic year, Yuba College will have institutionalized this process and it will be the ongoing model for data-informed goal-setting in DE.

Project 2: Goal 4

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

Actions	Responsible Party	Due	Outcome
Develop survey to identify areas for training or professional development.	Dean of Student Success and Institutional Effectiveness and DE Committee	Fall 2018	Survey and/or questions implemented.
Report on findings of surveys to the DE Committee and Staff Development Committee.	Dean of Student Success and Institutional Effectiveness	Spring 2019	Summary report provided to committee.
Create calendar of DE Professional Development opportunities.	Staff Development Committee and DE Committee	Fall 2019	Calendar published to website.

Resources Needed

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

Overall Outcome

The Office of Student Success and Institutional Effectiveness will develop and administer surveys to DE faculty and work with the DE Faculty Coordinator to research other offerings at other institutions in order to assist the Staff Development Committee in creating training opportunities for DE faculty. This will lead to an ongoing strand of institutionalized professional development opportunities aimed specifically at DE faculty, which will be a first step in strengthening course offerings and increasing student success rates.



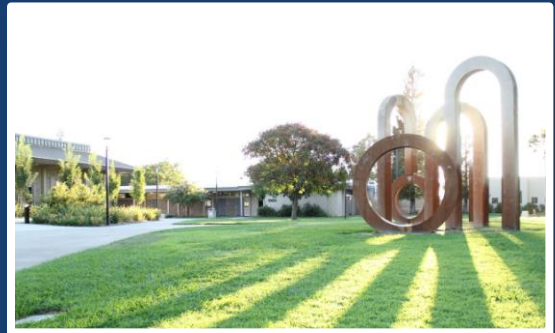
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