

WOODLAND COMMUNITY COLLEGE

ACCREDITATION FOLLOW-UP REPORT

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

October 15, 2014



Submitted by:
Woodland Community College
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Woodland, CA 95776
530-661-5710
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Submitted by: Woodland Community College
2300 E. Gibson Road
Woodland, CA 95776
Yuba Community College District

To:
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Western Association of Schools and Colleges

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**Accreditation Follow-Up Report
CEO Certification Page**

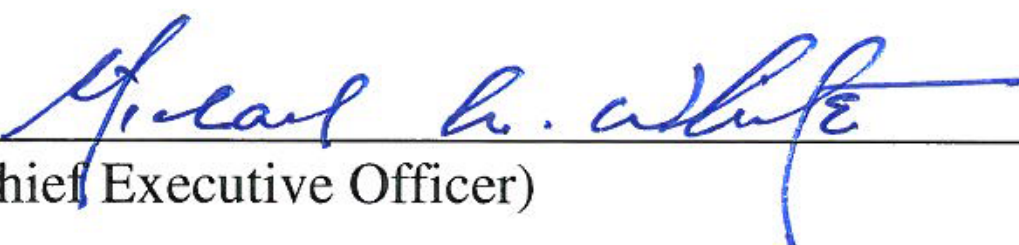
Date: October 15, 2014

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

From: Michael A. White, Ed.D.
Woodland Community College
2300 East Gibson Road
Woodland, CA 95776

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signed:


(Chief Executive Officer)

Accreditation Follow-Up Report Certification Page

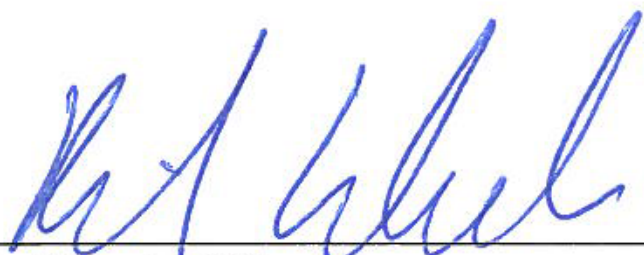
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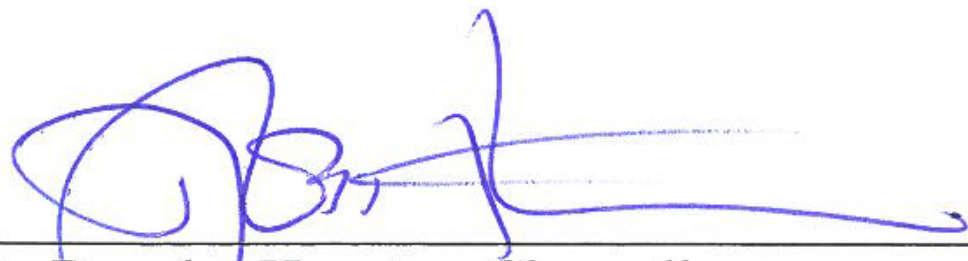
We certify that we have read the final Follow-Up Report and that we were involved in the self-evaluation process.



Mr. David Wheeler
President Board of Trustees
Yuba Community College District



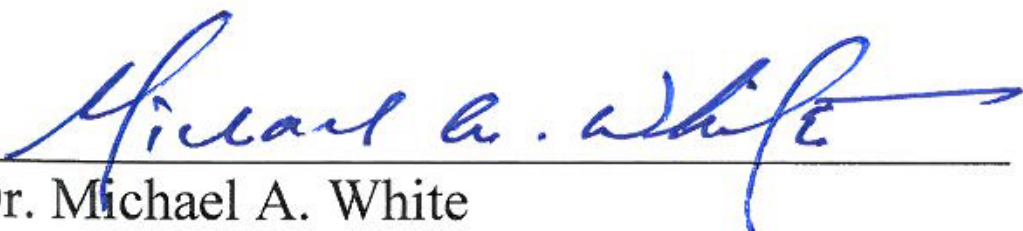
Professor Julie Brown
Accreditation Faculty Co-Chair



Dr. Douglas Houston, Chancellor
Yuba Community College District



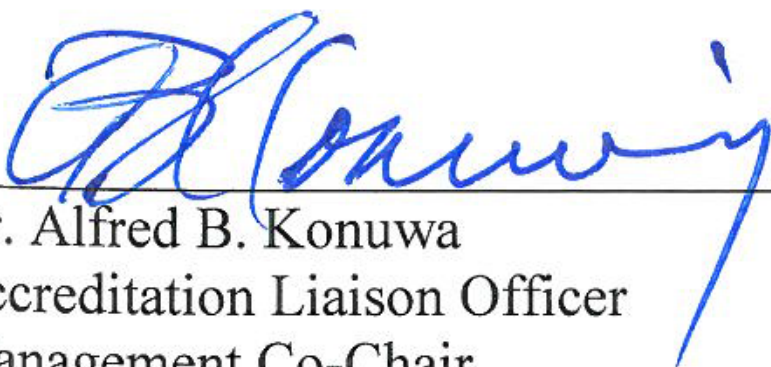
Dr. Matthew Clark
President, Academic Senate



Dr. Michael A. White
Woodland Community College President



Jolene Torres
Classified Employee Representative



Dr. Alfred B. Konuwa
Accreditation Liaison Officer
Management Co-Chair



Christopher Holden, President
Associated Student of Woodland
Community College

Preface

A Decade of Change

Conducting the Self-Evaluation in preparation for reaffirmation of accreditation gives pause for reflecting on the history of the institution. In looking back over the past ten-plus years in the Yuba Community College District (YCCD), one gets a strong sense of the state of flux that has characterized the district during its transformation from a single institution to a multi-college district. This preface provides a brief chronology of the evolving dynamics within the district in the past decade, during which YCCD has experienced significant changes.

In 1999, the YCCD Board of Trustees established a strategic initiative to develop the Woodland Center to full college status, thereby transitioning YCCD to a two-college structure. Thus began more than a “Decade of Change” driven largely by design but also in part by circumstances.

In 2001, upon the retirement of the incumbent, the Board developed a search for a new Superintendent /President and purposefully set the expectation for the new leader to “*Provide leadership in the District’s efforts to transition into a multi-college district.*” A new Superintendent/President was hired in 2002 and, despite tenuous budget circumstances, began working with constituents across the district to plan the process for transformation. Along with the convening of the Multi-College Project Team in 2003, the Board reaffirmed the commitment to seek multi-college status.

In 2004, another leadership change occurred when a new Executive Dean for the Woodland Center was hired with the charge to develop the college structure and guide the approval processes with state entities. Shortly thereafter, YCCD began conducting its Accreditation Self Study as a single institution in preparation for a site visit in October, 2005.

In 2006, the District reorganized into a preliminary multi-college structure, essentially delineating the district into three entities: District Office, Yuba College and Woodland Community College, for operational purposes and to facilitate further planning.

At the same time, the District embarked on a facilities assessment to identify the need for renovations, upgrades and expansion, culminating in the YCCD Facilities Master Plan and preparation for a Prop 39 Facilities Bond Measure (Measure J) on the November 2006 ballot. In addition to these ambitious undertakings, the Board also convened facilitated strategic planning sessions to develop Strategic Directions for the district as the foundation for college strategic planning for 2007-2011.

Measure J was successfully passed by the voters and YCCD embarked on a seven year construction program with extensive projects planned at each site (Clear Lake, Linda, and Woodland campuses) and new sites constructed in Colusa and Sutter Counties.

In October 2007, Woodland Community College submitted its Self-Study in application for Candidacy and Initial Accreditation to the Accrediting Commission for Community and Junior Colleges (ACCJC) and in June 2008, WCC was approved as the 110th community college in the state. Around this time, the economic crisis hit the nation with particularly deleterious impact in California. Fiscal year 2008-2009 brought a wave of significant budget reductions. Between 2007 and 2011, YCCD experienced one reduction after another, impeding the full implementation of the multi-college transition plan which was predicated on additional staffing to build out administrative functions.

2007-2011 was a period of austerity that eroded the climate of Yuba Community College District. During that time, the District (1) embraced a strategic initiative to expand from a single-college district to a multi-college district, which required additional capacity and (2) at the same time experienced significant resource reductions. These two pressures were foremost in impacting the climate of the district including extreme distrust and frustration with the administration at the time. The District had committed to a transition plan predicated on the ability to grow, but the lack of resources and the eroding climate and confidence in leadership resulted in the District and the colleges having under-developed systems and processes.

2010 heralded another transition in leadership at the District level; the Board began the search for a new Chancellor and the November election brought a changeover in Trustees. Faculty and staff provided input to the Board of Trustees regarding the desired profile and characteristics and emphasized the importance of trustworthiness. The Board committed through the Chancellor's Performance Criteria to establish inclusive planning processes in the development of strategic goals and to improve/enhance District culture.

In this inclusive and collaborative context, the Colleges and District have made great strides in improving the culture and climate and in the continued development, implementation and assessment of integrated planning systems and processes. Such was the status of the Colleges and District which the teams observed and noted during the October 2012 visits. As a result of that visit, WCC was placed on warning and asked to respond to four College and five District recommendations. In 2013, a follow-up visit identified the College's resolution of three of the four recommendations. One of the five District recommendations was also resolved. The ACCJC continued the College on warning.

This Self Evaluation Report demonstrates the progress and improvements achieved over the past year relative to efforts by the College and District. WCC has worked with the District and have addressed the deficiencies noted by the ACCJC.

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President's Message

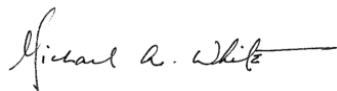
Dear ACCJC Commissioners,

I am very pleased to present Woodland Community College's Follow-up Report documenting responses to the Accrediting Commission for Community and Junior Colleges (ACCJC) recommendations on behalf of Woodland Community College (WCC) faculty members, staff, students, the Yuba Community College District (YCCD) Chancellor, and Board of Trustees.

Faculty members, staff, and students at WCC, supported by YCCD personnel, continue to collaborate in order to strengthen our systems and processes while resolving issues identified in the February 7, 2014 ACCJC Action letter. Woodland Community College Academic Senate, College Council, Associated Students and other constituent groups continue to provide input at college-wide forums and meetings, evidence of our College's robust participatory governance structures. Our College Accreditation Response Team (ART), a subgroup of the College Accreditation Steering Committee, facilitates institution-wide dialogue, gathering input from College constituents and coordinating activities with District staff. Student learning and student success, especially as they relate to the resolutions of ACCJC recommendations and adherence to continuous quality improvement, are the natural by-products of our continued work. Woodland Community College honors the peer review process, anchored in a sustained commitment to institutional effectiveness through planning and assessment of student learning.

On behalf of the Woodland Community College and Yuba Community College District community, I would like to thank the External Evaluation Team and Commission members for your continued professionalism. Your efforts have made Woodland Community College a stronger, more self-reflective institution.

Most sincerely,



Dr. Michael A. White
President,
Woodland Community College

Statement on Report Preparation

Following a site visit by an external evaluation team that visited Woodland Community College on October 22 – 25, 2012, the ACCJC acted to issue a warning to the College in a letter dated February 11, 2012, and requested that WCC, in collaboration with the Yuba Community College District (District) correct deficiencies noted in the External Evaluation Report as they relate to the following:

- Integrated planning (College Recommendation #1)
- Student learning outcomes (College Recommendation #2)
- Distance education (College Recommendation #3)
- Technology training (College Recommendation #4)
- Development of short and long term strategic plans (District Recommendation #1)
- Development and implementation of a resource allocation model (District Recommendation #2)
- Delineation of functional responsibilities (District Recommendation #3)
- Human resource planning (District Recommendation #4)
- Hiring and evaluation of the College President (District Recommendation #5)

The ACCJC also required the College complete a follow-up report by October 15, 2013, demonstrating resolution to the deficiencies noted in the External Evaluation Report, followed by a visit of an evaluation team.

Accreditation Steering Committee members agreed to form the college Accreditation Response Team (ART). ART subcommittee met in early November of 2012, prior to the receipt of the ACCJC letter, to consider preliminary recommendations at the exit forum held by the evaluation team. The following committees and staff were assigned to work on responses:

- Office of Research, Planning and Student Success Recommendation 1
- Student Learning Outcomes Committee Recommendation 2
- Distance Education Committee Recommendation 3
- Flex and Communication Resource Committees Recommendation 4

In November 2013, an External Evaluation Team visited Woodland Community College for a second time. The Team acknowledged the resolution of three of the four College recommendations (#1, #2, and #4). However, it requested that the College continue work on its distance education (DE) profile. Thus, the following section addresses the one unmet ACCJC college recommendation (#3) from the February 7, 2014 Commission Action.

Distance Education (College Recommendation #3)

In order to fully meet the Standards, the College should develop mechanisms that ensure participation in ongoing dialog about the continuous improvement of student learning for distance education (DE) students. All DE courses and programs, ongoing learning support, and services required by DE students, appropriate staffing levels, and oversight through the College, resource allocation, and technology training should be regularly and systematically assessed and that information should be used for continuous quality improvement. (I.B, II.A, II.A.1B, II.A.2, II.A.2D, II.B, II.C, II.A, II.B, II.C, II.D).

Working through campus stakeholders including the College's Distance Education (DE) Committee, the Curriculum Committee, the District Distance Education Committee, and the College's Accreditation Response Team, systems and processes for evaluating distance education activities were established. College personnel utilized surveys, program review data and assessments of Student Learning Outcomes to document the evaluation of or distance education activities. College worked with the District to reorganize personnel oversight in DE functions, including a clear identification of functions that were decentralized at the District level. Both College and District developed and agreed upon a responsibility matrix and the College assumed oversight and coordination of its DE activities.

Additionally, the College management team and the Accreditation Response Team collaborated with the District Services Executive Team to respond to District recommendations. Working along with the College Leadership for Academic and Student Services (CLASS), composed of the presidents and vice presidents of Yuba College and Woodland Community College and the executive deans of the Lake and Sutter Centers, several meetings were held to craft responses to the District recommendations. Members of the District Services Executive Team also held meetings with the College's Director of Research and Planning, the Vice President for Academic and Student Services, and the President. The District Director of Fiscal Services met with members of the College's Budget and Planning Committee to discuss the new District resource allocation model. The Director of Fiscal Services also attended a College management team meeting to gather input on the response to District Recommendation #2. The Vice Chancellor for Educational Planning and Services and the Director of Human Resources also met separately with the College's President and Vice President to develop District responses which are integrated into this report.

Between November 2013 and September 2014, ART met weekly on Fridays to discuss the progress of the accreditation responses and to provide input. Regular updates were provided to the Academic Senate and the College Council by the Accreditation Liaison Officer, the College President or the Academic Senate President. In addition, the College President and District staff prepared periodic reports to the Board of Trustees at their regular meetings and at their summer retreat. Several meetings of the Chancellor's Executive Team were also devoted to reviewing progress on the responses to the College and District level recommendations. During Convocation Forum on August 6th, 2014, the campus community provided input on drafts of the College and District responses to the ACCJC recommendations. This was followed, by presentations by the College President and the Vice Chancellor for Educational Planning and

Services at a Board meeting September 11, 2014. Reports were also presented to the District Consultative and Collaboration Council prior to Board reviews.

The President and the ART are scheduled to present this document at an October 28, 2014 college-wide forum, to discuss logistics of the follow-up team visit and respond to constituent questions.

This report reflects broad College and District participation. As such, the report represents the collective will and affirmation of the mission of Woodland Community College and the dedication of its faculty, staff and administration to high quality programs and services to support student learning and student success.

Each response is organized into five sections: Section A provides a table summarizing College and District accomplishments in their responses to the ACCJC recommendations as of the team visit in November, 2014. Section B provides a narrative, with relevant details and evidence, on how the College and the District have responded to the recommendations. Section C discusses a self-evaluation of how the College meets the essence of the recommendations. Section D provides a listing of evidence that support responses to the ACCJC recommendation.

Accrediting Commission's Follow-Up Request (Commission Action Letter – February 7, 2014)

The Commission, in its Action Letter of February 7, 2014, requested a Follow-Up Report to be submitted by October 15th, 2014. In response, this report presents a narrative and evidence that describe Woodland Community College's resolution of deficiencies identified in the Commission action letter. The report also addresses collaborative protocols that have been established at the College and District levels to ensure that recommended changes and improvements are sustained.

College Recommendation #3 (Distance Education):

In order to fully meet the Standards, the College should develop mechanisms that ensure participation in ongoing dialog about the continuous improvement of student learning for distance education (DE) students. All DE courses and programs, ongoing learning support, and services required by DE students, appropriate staffing levels, and oversight through the College, resource allocation, and technology training should be regularly and systematically assessed and that information should be used for continuous quality improvement. (I.B, II.A, II.A.1, II.A.1.b, II.A.2, II.A.2.d, II.B, II.C, III.A, III.B, III.C, III.D)

In addition, the Commission requested the Yuba Community College District (YCCD) to respond to the following recommendations:

District Recommendation #1 (Strategic Planning):

To meet the standards, the teams recommend that the Chancellor develop and implement short term and long term data driven strategic plans. These should be developed in an inclusive manner, be transparent, clearly communicated, and inclusive of the planning at the Colleges. Particular focus should be in the development, implementation, assessment and evaluation of the following: (I.A.4, I.B.2, I.B.5, II.C, III.B):

- A strategic plan guiding the District in integrating its planning processes, that result in the District meeting its goals set forth in line with their vision and mission.
- A planning structure driving allocation of District resources for the District, the Colleges, and the off-campus centers, and
- A planning calendar including timelines that are delineated with parties/positions responsible.

District Recommendation #2 (Resource Allocation):

To meet the Standards, the teams recommend that the District, in conjunction with the Colleges, develop and implement a resource allocation model that is driven by planning and student success. The model should be developed in an inclusive manner, be transparent and clearly communicated and evaluated periodically for effectiveness in supporting the District's and Colleges' missions. (I.A.I, I.B, III.A.6, III.B.2 .b, III.C.2, III.D.4, III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d, III.D.2.b, III.D.3, IV.B.3.c)

District Recommendation #3 (Delineation of Functional Responsibilities):

To meet the Standards, the teams recommend that the District provide the following:

- Delineation of its functional responsibilities ;
- Determination of whether current functions provided by the District office should be centralized or decentralized to better serve the needs of the students; and
- Clarification of the District level process for decision-making and the role of the District in College planning and decision-making.

The District should clearly identify District committees, perform a regular review of their work, conduct review of the overall effectiveness of District services to the Colleges, and widely disseminate the results of those reviews. (I.A.4, I.B.I, III.B, IV.A, IV.B.3)

District Recommendation #4 (Human Resource Planning):

To meet the Standard, the teams recommend human resources planning be integrated with institutional planning and the District and Colleges should systematically assess the effective use of human resources and use the results of the evaluation as a basis for improvement and identify needed staff in faculty, classified, and management positions. Further, the teams recommend the systematic evaluation of all personnel at stated intervals with appropriate documentation. For all employee groups, the District should also follow clearly defined appropriate written evaluative processes that are in written terms. (III.A.1.a-b, III.A.6)

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- A strategic plan guiding the District in integrating its planning processes, that result in the District meeting its goals set forth in line with their vision and mission.
- A planning structure driving allocation of District resources for the District, the Colleges, and the off-campus centers, and
- A planning calendar including timelines that are delineated with parties/positions responsible.

District Recommendation #2 (Resource Allocation):

To meet the Standards, the teams recommend that the District, in conjunction with the Colleges, develop and implement a resource allocation model that is driven by planning and student success. The model should be developed in an inclusive manner, be transparent and clearly communicated and evaluated periodically for effectiveness in supporting the District's and Colleges' missions. (I.A.I, I.B, III.A.6, III.B.2 .b, III.C.2, III.D.4, III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d, III.D.2.b, III.D.3, IV.B.3.c)

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- Determination of whether current functions provided by the District office should be centralized or decentralized to better serve the needs of the students; and
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College Recommendation #3 – Distance Education

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The ACCJC took action at its January 8-10, 2014 meeting to continue Woodland Community College on Warning status. The February 7, 2014 action letter to this effect required an October 15, 2014 Follow-Up Report and subsequent Follow Up visit. The Commission required the College to demonstrate resolution of College Recommendation # 3.

This document describes how Woodland Community College now ensures continuous quality improvement for all Distance Education (DE) courses and programs, ongoing learning support, and services required by DE students, appropriate staffing levels, and oversight through the College, resource allocation, and technology training through regular and systematic assessment.

A. Summary of Progress and Accomplishment on College Recommendation #3

Key Issues Identified by the Commission Team – October, 2013	Accomplishments as of November, 2013
Continued assessment of DE programming, responsibility and functions must continue in order to ensure appropriate authority and oversight of instructional quality: 1. Assessment of programming, responsibility and functions	Following the administration of a survey in spring of 2013 to assess DE programming and functions, the College gleaned results that indicated gaps in DE services. (Spring 2013 DE Survey) Results from this survey, i.e. that students perceived DE courses to be more difficult than face-to-face, limited meeting times with counselors, lack of an education plan for most DE students, and effective contacts with the instructor, were revealing for the DE Committee and instructional leaders. The College has used these results in planning (see narrative below). Continued assessments have ensued in the Fall 2013 (Fall 2013 Survey) and the Spring 2014 (Spring 2014 Survey).

<p>2. Authority and Oversight</p>	<p>Results of these assessments and their utilization for continuous quality improvement in DE are explained in the narrative below. The referenced data is being used to make recommendations pertaining to DE at WCC.</p> <ul style="list-style-type: none"> • The College established systems and procedures for authority and oversight of DE. <ul style="list-style-type: none"> • A WCC DE liaison has been identified and is exercising full responsibility over DE relationships between the college and the California State Chancellor's Office (Statewide DE Coordinators). This responsibility was previously under the aegis of a dean at Yuba College. • WCC's schedule of classes have been reframed to include only classes offered by WCC faculty, while providing website referrals to classes offered at other sites in the District. This ensures that WCC has full oversight in the determination of the quality of DE instruction offered through the College (WCC Summer-Fall 2014 Schedule). • The DE Committee has finalized the processes that give the College full responsibility for assigning teaching responsibilities and scheduling of DE courses; this is done in conjunction with the Scheduling Committee. • WCC provides opportunities for professional development activities to online faculty to ensure quality and knowledge of updated regulations.
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<p>3. Ensuring Instructional Quality</p>	<ul style="list-style-type: none"> • The College has undertaken measures to ensure instructional quality of DE, including: <ul style="list-style-type: none"> • Redefinition of regular, effective contact for courses offered by the College in the WCC DE Handbook and the Board of Trustees Administrative Policies. • Adhering to national and state compliance standards. • Rubrics for minimum standards for new courses approved to be offered online. (Draft WCC DE Handbook) • Separate review process for DE courses presented to the WCC Curriculum Committee. (CurricUNET) • Incorporating changes in instructional modalities that are conducive to student learning and advances in technology, i.e. discontinuing ITV and replacing that modality with video streaming.
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Summary: Woodland Community College Distance Education Program Continuous Quality Improvement – Planning, Dialogue and Assessment

	PLANNING	DIALOGUE	ASSESSMENT
Courses/ Programs	<ul style="list-style-type: none"> • Discipline/ departments submissions to curriculum committee • Course Outline of Record with DE addendum • Education Master Plan 	<ul style="list-style-type: none"> • Curriculum Committee • DE Committee • Scheduling Committee • WCC Liaison participates in DE discussions with State Chancellor's Office • District Curriculum Committee 	<ul style="list-style-type: none"> • Program Reviews • SLOs • Surveys administered each semester as of Spring 2013 • DE Report to Board of Trustees-success and retention data • Scheduling Committee reviews course
Learning Support	<ul style="list-style-type: none"> • District Technology Plan • Draft DE Handbook 	<ul style="list-style-type: none"> • College/District Discussions on DE Responsibilities Matrix • DE Committee 	<ul style="list-style-type: none"> • DE Surveys • Responsibilities Matrix
Services	<ul style="list-style-type: none"> • DE Committee 	<ul style="list-style-type: none"> • District Technology Committee 	<ul style="list-style-type: none"> • DE Surveys
Staffing Levels	<ul style="list-style-type: none"> • DE Committee 	<ul style="list-style-type: none"> • College/District Discussions on DE Responsibilities Matrix 	<ul style="list-style-type: none"> • DE Surveys

College Oversight	<ul style="list-style-type: none"> • WCC Accreditation Report 2012 • DE Committee 	<ul style="list-style-type: none"> • College/District Discussions on DE Responsibilities Matrix • WCC State DE Liaison • Scheduling Committee • DE Committee 	<ul style="list-style-type: none"> • DE Surveys
Resource Allocation	<ul style="list-style-type: none"> • District DE Committee 	<ul style="list-style-type: none"> • DE Committee • College/District Discussions on DE Responsibilities Matrix • Validation Team • Budget • Advisory Team 	<ul style="list-style-type: none"> • DE Committee DE Surveys
Technology Training	<ul style="list-style-type: none"> • Communication and Technology Committee 	<ul style="list-style-type: none"> • District Technology Committee 	<ul style="list-style-type: none"> • DE Survey • Flex Committee Technology Survey

B. Narrative Response to Team Recommendation #3

Woodland Community College now ensures continuous quality improvement for all Distance Education (DE) courses and programs, ongoing learning support, and services required by DE students, appropriate staffing levels, and oversight through the College, resource allocation, and technology training through regular and systematic assessment.

Distance Education Courses and Programming

DE courses and programs are regularly assessed through Program Reviews and the attendant Student Learning Outcomes that are inherent in the Program Reviews. Assessment information is also gleaned from the DE surveys that are now administered each semester as of spring 2013. The Scheduling Committee and the Office of Instruction have also monitored student performance in DE courses as part of this regular assessment. For example, DE math, ecology

and chemistry courses with retention and success rates that are lower than face-to-face or College averages are removed from the DE scheduling rotation after a three to six semester review.

Discussions about DE courses and programs occur in the DE Committee, which is a sub-committee of the College's Curriculum Committee ([WCC DE Committee Minutes](#)). At the District level, discussions about planning and assessment of DE occur through the District DE Committee which includes representatives from the two colleges and the Vice Chancellor of Education Planning and Services ([District DE Agenda and Minutes](#)). Dialogue on statewide compliance issue occurs through the DE coordinators group at the California Community College Chancellor's ([Statewide DE Coordinators](#)). WCC is represented in these discussions by a faculty member of the DE Committee.

Learning Support

Assessment of learning support is reflected in the bi-annual DE surveys ([Spring 2014 Survey](#)). The College has held spirited discussions with the District to assess the effectiveness of learning support services. This has resulted in the centralization of DE learning support services at the District level and the delineation of College and District roles in the delivery and operations of DE. The District and the two colleges have codified these discussions in a DE responsibilities matrix ([DE Responsibility Matrix Final Draft](#)).

Student Support Services

Student Support Services are annually assessed through Program Reviews, and the results are used as part of the college's institutional effectiveness review. The Educational Master Plan established efficiency in student support services as a major planning goal. Annually, the College assesses this goal through its Annual Action Plan ([2014-2015 Annual Action Plan](#)). Assessment of every student support service is captured in Program Reviews and SLOs. Discussions and dialogue on planning and assessment of student support services occur at the division level, through the Program and Services Vitality Process ([Program and Services Vitality Criteria](#)).

Program Reviews developed by Student Support Services feed into the College's Annual Action Plan and the Program and Services Vitality Process. Discussions about the results of these processes were held by the Program Review Validation Team (PRVT). As a result of PRVT discussions, a list of prioritized college needs were recommended to the President and forwarded to the District to support resource allocations. Several key positions in Student Support Services, including a counselor, transcript evaluator, administrative secretary and outreach specialist were funded through the resource allocation process.

Staffing Levels

Assessments of staffing levels are inherent in Program Reviews, the Annual Action Plan (AAP) and DE Surveys. Survey results ([WCC Surveys](#)) and Program Reviews have also substantiated the need for additional counselors in Student Services and the provision of on-line counseling services. In addition, the Accreditation Response Team noted a need for a DE Coordinator, to

support the activities required for student success. As mentioned above, the Program Review Validation Team, working through Program Reviews, identify staffing needs that are included in the District resource allocation process. Staffing needs, following the assessment of Program Reviews, are also included in the AAP ([Program and Staffing Priorities](#)) The AAP, then, forms the basis of the regular and systemic assessment of staffing levels at the College.

The District and Colleges have, as a result of discussions and assessments leading to the DE Responsibilities Matrix, identified staffing levels to increase the effectiveness of DE service deliverables. Staffing for DE learning support services, including training and instructional technology, have been centralized at the District level ([DE Staff Reorganization](#)), while oversight for course scheduling, evaluation and oversight at the college level has been decentralized at the college.

College Oversight

The College has made tremendous progress in establishing systems and procedures for authority and oversight of DE functions.

- Discussions have been finalized for identifying and demarcating roles among the District, Yuba College and WCC through updates of the DE Functional Matrix, personnel changes and delineation of roles.
- A WCC DE liaison has been identified and is exercising full responsibility over DE relationships between the college and the state Chancellor's Office ([Statewide DE Coordinators](#)). This responsibility was previously under the aegis of a dean at Yuba College. WCC's schedule of classes have been reframed to include only classes offered by WCC faculty, while providing website referrals to classes offered at other sites in the District. This ensures that WCC has full oversight in the determination of the quality of DE instruction offered through the College.
- The DE Committee has participated in discussions to finalize processes that give the College full responsibility for assigning teaching responsibilities and scheduling of DE courses; this is done in conjunction with the Scheduling Committee.
- WCC provides opportunities for professional development activities to online faculty to ensure quality and knowledge of updated regulations.
- The need for a DE coordinator has been identified and recommended in the ART meetings. This position will fulfill both college and state DE functions.

Resource Allocation

Resource allocation is reflected in the District Allocation Model (**See District Accreditation Responses: District Recommendation #1, #2 and #3 elsewhere in this report**), and is assessed as part of the YCCD Institutional Effectiveness (IE) Review Framework ([YCCD Institutional Effectiveness Framework](#)) and the YCCD Strategic Planning Protocol ([YCCD Strategic Planning Protocol](#)). Discussions of the planning and assessment of resource allocation occur through the Budget Advisory Team at the District level.

Resource allocation planning and discussions have also occurred as a component part of the

development of the DE Responsibility Matrix ([District DE Agenda and Minutes](#); [Visual DE Responsibility Framework](#)).

While the IE Framework informs the assessment and evaluation of resource allocation at the District level, Program Reviews, the WCC Annual Action Plan, and the WCC Program and Services Vitality Process are also avenues for the continuous and systematic assessment of resource allocation at the College level. The WCC Integrated Planning Protocol provides a general overview of the College level assessment.

Assessments

The DE Committee has established a process to assess DE programming responsibility and functions. This is done through multiple approaches: (a) Surveys of students and faculty; (b) Student Learning Outcomes and Student Success Matrices; (c) Program Reviews; and (d) Assessment of the functional relationships between District and the Colleges.

Surveys of Students and Faculty

In conjunction with the Office of Research and Planning, a survey of students and faculty has been conducted each semester since Fall 2013. Results of these surveys have been used to inform changes and improvements in services to students. Through these surveys, for example, it was discovered that DE students with disabilities were not receiving support services to help them participate in online courses. Half of the students noted that they were not aware of DSPS services. In response, the Disabled Students Programs and Services (DSPS) is increasing advertising efforts to remind on-line students with disabilities of the breadth of services available to them. The survey results are also been incorporated into the activities the college has developed to respond to SSSP mandates, including improving student orientations on the Canvas Learning Management System, advocating for improvement in Colusa County internet services (only 5% of online students in the survey reside in Colusa County; this may be because poor internet services ([Spring 2014 Survey](#))).

The DE Committee has included a review of the results of the bi-annual DE surveys on its year-ending meeting agendas, and discussions have centered on the implications of these results for changes in the programs and functions of the college's DE services. Survey results have also substantiated the need for additional counselors in Student Services and the provision of on-line counseling services.

Student Learning Outcomes and Other Matrices

SLOs and other student success matrices are monitored through Program Reviews ([Program Reviews](#)) and compared to face-to-face courses. These results are incorporated in the annual report on DE activities that is presented to the Board of Trustees. While WCC's success rate for face-to-face sections is over 70%, it is less than 50% for online sections ([WCC DE Report to the Board](#)). The College has used these results to streamline the scheduling of online courses while taking into consideration student access. For example, scheduling is now done so that DE courses that consistently reflect poor student success and retention are removed from the online

rotation. As a result, a development math class and one ecology class were removed from the online schedule.

Faculty teaching DE courses are now required to separately discuss the assessment of their specific DE courses in Program Reviews and relay how the results will be utilized to improve student learning objectives. This will also allow a separate review and consideration of DE services in the college's integrated planning process, especially during the Program and Services Vitality Review that informs resource allocation. Also, as part of the program review, the Curriculum Committee, in its course review and approval process, is now the "gatekeeper" for a more thorough review of course content. In addition to the DE addendum that is included in the Course Outline of Record, the Curriculum Committee has discussed changes in its requirements so that online courses are partially developed before final approval by the Committee.

Also, as part of this annual review, the DE Committee has eliminated Instructional Television (ITV) scheduling from its rotation of DE courses to consider best practices and new approaches in technology. Rather than ITV, the Committee has recommended the utilization of video streaming to deliver courses to students who will be able to access courses through their laptops, iPads or iPhones.

Assessment of the Functional Relationships Between College and District

The District and Colleges have finalized discussions on the delineation of functions for operating DE services and processes ([DE Responsibility Matrix Final Draft](#)) As a result of this process, the District and the colleges have identified and resolved issues related to administrative responsibility and insurance of quality of course offerings. Specifically, the District has centralized IT support functions and training related to DE. The colleges will have control over its DE scheduling, including the allocation of FTEF for DE, and oversight for DE quality standards, minimum standards and accessibility standards. The colleges will also be separately responsible for state reporting and compliance standards as well as course assignment criteria. State reporting and compliance was previously under the control of a dean at Yuba College, who also was responsible for allocating FTEFs for DE Woodland Community College has now appointed a DE liaison to coordinate DE activities with the State; course schedules are now under the jurisdiction of the colleges. Woodland Community College now represents in its schedule only those courses for which it can ensure quality and control.

The District and colleges will continue to assess this functional delineation in response to external and internal influences and changes. A District DE Committee with representatives from the District and the two Colleges has been established to continue the dialogue, planning and assessment of DE functions in the District.

C. Self-Evaluation

Woodland Community College has addressed issues identified by the ACCJC Team in its Evaluation Report of November 6, 2013. Following its visit in October 2013, the team recommended that WCC should continue its "assessment of DE programming, responsibility

and functions” in order to “ensure appropriate authority and oversight over instructional quality.”

The WCC DE Committee, administration, Academic Senate and other stakeholders have worked collaboratively to respond to the recommendations. As a result:

- WCC continues to assess its DE programming and functions through multiple activities, including Program Reviews, surveys of students and faculty, assessment of student learning outcomes and other matrices, and the functional relationship between the college and District.
- Authority and oversight of key processes are now under the aegis of the College. Scheduling, allocation of DE FTEFs, interaction with the State Chancellor’s Office and faculty and student training as they relate to DE are now controlled by the College.
- Instructional quality is ensured through the authority and oversight that resulted in the delineation of functions among the colleges and District. Besides providing opportunities for professional development activities to online faculty, the College continues to adhere to state and national standards and have established minimum standards for new courses to be offered online ([CurricUNET Course Templates](#)). A DE State Liaison has been appointed by WCC to ensure compliance with statewide regulations.
- The College continues to participate in dialogue at the State and District levels.
- DE services and instruction continue to be evaluated and assessed through bi-annual DE surveys and Program Reviews.

Woodland Community College has established the basis for continuous quality improvement through a system of dialogue, planning, assessment and oversight of ongoing learning support, services required by DE students, and appropriate staffing levels.

Woodland Community College participates in District dialogue that forms the basis of DE planning and evaluation. The College is represented on the District DE Committee by the Vice President, Dean of Instruction and the Chair of the College’s DE Committee. The College’s DE Liaison serves as a resource to the District DE Committee.

Technology training is discussed as part of the Communication and Technology Committee (CAT) processes ([Communication and Technology Committee Agenda and Minutes](#)), the District Technology Committee ([District Technology Committee Agenda and Documents](#) See 8/21/14 documents for a functional mapping for technology and plans for evaluation for quality improvement), and DE Surveys administered by the Woodland Community College DE Committee. Technology training has also been decentralized with the Colleges now taking responsibility for student and faculty training.

Woodland Community College’s Educational Master Plan documents a commitment to keep abreast of the latest programs and technology to adequately prepare students for the world beyond the classroom. The WCC has also committed to increase its online class offerings, student/staff/faculty communications capabilities, and interconnectivity of its networks and

hardware. As a result, the ability of students to learn and grow using technology on campus and off will be enhanced. This commitment is regularly evaluated through the AAP (see [2014-2015 Annual Action Plan](#)), Flex Committee presentations or other governance committees that have implications for technology enhancement at WCC.

Woodland Community College has made progress in the areas of Distance Education (DE) courses and programs, ongoing learning support, and services required by DE students, appropriate staffing levels, and oversight through the College, and technology training. District-wide planning, dialogue, and regular assessment cycles now ensure sustained institutional continuous quality improvement.

The District and colleges will continue to assess functional delineations in response to external and internal influences and changes.

D. Evidence

The College submits the following evidence to demonstrate that it has fully complied with this recommendation:

[2104-2015 Annual Action Plan](#)

[Communication and Technology Committee Agenda and Minutes](#)

[CurricUNET](#)

[DE Responsibility Matrix Final Draft](#)

[DE Staff Reorganization](#)

[District DE Agenda and Minutes](#)

[District Technology Committee Agenda and Documents](#)

[Draft WCC DE Handbook](#)

[Program Reviews](#)

[Program and Services Vitality Criteria](#)

[Program and Staffing Priorities](#)

[Spring 2013 DE Survey](#)

[Spring 2014 Survey](#)

[Statewide DE Coordinators](#)

[Visual DE Responsibility Framework](#)

[WCC DE Report to the Board](#)

[WCC DE Committee Minutes](#)

[WCC Summer-Fall 2014 Schedule](#)

[WCC Surveys](#)

[YCCD Institutional Effectiveness Framework](#)

[YCCD Strategic Planning Protocol](#)

District Recommendation #1 Strategic Planning

To meet the Standards, the teams recommend that the chancellor develop and implement short term and long term data driven strategic plans. These should be developed in an inclusive manner, be transparent, clearly communicated and inclusive of the planning at the Colleges. Particular focus should be in the development, implementation, assessment and evaluation of the following:

- A strategic plan guiding the District in integrating its planning processes that result in the District meeting its goals set forth and in line with their vision and mission;
- A planning structure driving allocation of District resources for the District, the Colleges, and the off-campus centers; and
- A planning calendar including timelines that are delineated with parties/positions responsible. (I.A.4, I.B.2, I.B.5, II.A.2, II.C, III.B)

Site Visit Team Findings and Evidence (from fall 2013 follow-up site visit):

The District, in collaboration with the colleges, has established five short-term goals to assist the institution in meeting its mission for 2013-15. These goals include improving student success and completion; improving leadership and managerial competencies; completing the transition to a multi-college district; increasing regional leadership; and prioritizing economic and workforce development to meet regional, state and national needs. The planning process utilized was inclusive of the planning at the colleges and district services; drives allocation of resources; incorporates external factors; and includes a planning, budgeting and evaluation calendar with distributed responsibilities. Program and service vitality criteria have been drafted and will be reviewed by the District Consultation and Coordination Council comprised of representative district and college personnel for inclusion within the planning cycle.

Long-term goals will emerge from the 2014/15 strategic planning process and will include prioritized information from SLO assessment, program review, external demand and workforce needs.

Conclusions:

YCCD has done a great deal of work over this year to develop short-term goals, articulate a process for planning, and utilize an inclusive and transparent process that is clearly communicated. The process was inclusive of planning at the colleges and the cycle includes budget planning, implementation, and evaluation. The process appears to integrate planning, drive resource allocations, based on prioritization, and include agreed upon roles, responsibilities and timelines. Long-term goals will be established through the 2014/15 planning cycle. The

model will need to be fully implemented, assessed and modified as necessary in order to fully resolve this recommendation. The college partially meets this Standard.

A. Summary of Progress and Accomplishments on District Recommendation #1

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Develop and implement short term and long term data driven plans	<ul style="list-style-type: none"> - Implemented five short-term data driven goals for 2013-15 to support achievement of the institution's mission (YCCD Short-term Goals 2013-2015; District Annual Action Plan 2014-2015.) - Considered data, mandates, and emerging imperatives in formulating short-term goals (YCCD Short-Term Strategic Goals Development Process; Minutes of 2013-01-10 Board Retreat, Reading Materials for July 2013 Board Planning Meeting; Minutes of July 10-11, 2013 Board Planning and Development Session.) - Assessed achievement of the five District short-term goals using Key Predictive Indicators (Key Predictive Indicator Approval Process, IERT Minutes, Institutional Effectiveness Review Report 2013-14.) - Developed, prioritized, implemented, and assessed Student Success Initiatives as one component of Short-Term Goal #1 (YCCD Student Success Initiatives, Student Success Initiatives Development Process.) (Key Predictive Indicator Approval Process, IERT Minutes, Institutional Effectiveness Review Report 2013-14.) - Fully implemented the District's strategic planning process and, as a result of that implementation, developed five long-range goals, the YCCD Strategic Goals (Long-term goals developed by DAAPT and YCCD Long-term Strategic Goals Development Process; DAAPT Minutes, CHEX Minutes; Board of Trustees Meetings in September and October, 2014.)
Develop short term and long term data driven plans in an inclusive manner, be transparent and clearly communicated	<ul style="list-style-type: none"> - Vetted short-term goals through District's participatory decision-making structure and included all constituent groups (YCCD Short-Term Strategic Goals Development Process.) - Vetted long-term goals through District's decision-making structure and included all constituent groups (YCCD Long-term Strategic Goals Development Process; DC3 Minutes.) - Broadly communicated the progress on the Strategic Planning Protocol across the District community (Strategic Planning Protocol Communication.)
Develop....data driven plans....inclusive of the planning at the Colleges	<ul style="list-style-type: none"> - Evaluated and revised the District's Strategic Planning Protocol to communicate the linkage of College and District planning and demonstrate District planning is data driven and based upon local Program Review, Student Learning Outcomes assessment. and incorporates external factors as appropriate (Strategic Planning Protocol, Strategic Planning Protocol Timeline.)

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Develop and implement strategic plan guiding the District in integrating its planning processes	<ul style="list-style-type: none"> - In 2011-12, evaluated the previous integrated planning cycle and made recommendations for improvement (Board Minutes 2012-10-11 - Institutional Effectiveness Process Annual Report; Final IE Report 2011-12 (2012-10-11 Board Mtg.)) - In 2012-13, incorporated recommendations and revised the District's strategic planning process (Budget Summit and Resource Allocation Model Minutes Related to Strategic Planning; 2011-12-16 Retreat - Strategic Planning and Systems Improvement Process.) - In 2012-13, revised the District's strategic planning process as a result of the evaluation to include a District Services Master Plan, Fiscal Plan, Program and Services Vitality Criteria, and revised the Resource Allocation Model (Strategic Planning Protocol Timeline, District Consultation and Coordination Council Team One Meeting Notes.) - HR Master Plan developed (See District Recommendation #4 response in final section)
Assess and evaluate the strategic plan	<ul style="list-style-type: none"> - In 2014, completed assessment and evaluation of integrated planning process (DC3 and DCAS Minutes, IERT Minutes.) - In 2014, completed Institutional Effectiveness Review report 2013-14) (IERT Minutes, IER Report.) - In 2014, revised the strategic planning process through the Institutional Effectiveness Review (Institutional Effectiveness Review Report.)
Clarify resource allocation process driven by strategic planning	<ul style="list-style-type: none"> - In 2013-14, implemented process for resource allocation driven by College and District planning and the Fiscal Plan process (See District Recommendation #2 response in following section)
Develop planning calendar including timelines and delineated parties responsible	<ul style="list-style-type: none"> - In 2013-14, implemented the Annual Integrated Planning, Budget and Evaluation planning calendar with timelines and responsibilities for each component of the Strategic Planning Protocol (Strategic Planning Timeline Implementation; DC3 Minutes; pages 66-71 of the District Handbook 2014-15.)

B. Response to District Recommendation #1

In 2013-14, the District completed a full annual cycle of planning utilizing the integrated planning process developed in the planning and design year 2012-13 [[Strategic Planning Protocol \(SPP\)](#)]. The SPP includes both the long-term strategic planning process with a six-year horizon as well as the shorter-term annual cycle of operational planning.

- *Strategic planning – six-year horizon:* Over the last two years, the YCCD Board of Trustees and the Chancellor revised the District Strategic Plan that includes Mission,

Vision, Values, Institutional Student Learning Outcomes and five Strategic Goals. The Strategic Goals contain measureable objectives.

- *Operational planning – annual horizon:* The [YCCD Annual Integrated Planning and Evaluation Cycle](#) illustrates the four components of District annual operational planning. The full cycle was implemented in 2013-14. The District Consultation and Coordination Council (DC3), an integral component of the District’s participatory decision-making structure, worked diligently to finalize all components of the planning process, implement and oversee the full cycle as it unfolded, assess the cycle, and modify as necessary during 2013 and 2014.

As indicated in prior follow-up reports:

- DC3 adopted the [Strategic Planning Protocol](#) including the [Program and Services Vitality Criteria](#) worksheets as a tool for prioritizing resource allocation for academic programs, and non-instructional support programs and services.
- The District, in collaboration with the colleges, established five [short-term goals](#) to assist the institution in meeting its mission for 2013-15. These goals included improving student success and completion; improving leadership and managerial competencies; completing the transition to a multi-college district; increasing regional leadership; and prioritizing economic and workforce development to meet regional, state and national needs.
- Academic Senates at both Colleges approved the use of [Key Predictive Indicators](#) as a mechanism for assessing progress in achieving the District’s Five [Short-term Goals](#) in 2013-14 ([Academic Senates’ Minutes](#)). The Board of Trustees reviewed the status of the KPIs in [April 2014](#).

Noteworthy accomplishments in 2013-14 in five areas are highlighted below with a chronological presentation in each area:

1. **Local Planning Preceding the District Planning Cycle:** Full implementation of the [YCCD Annual Integrated Planning and Evaluation Cycle](#) was preceded by local planning and prioritization at the College and district offices level; both driving forces in District-level planning. This assured the process was inclusive of planning at the Colleges and informed resource allocation for the District, the Colleges and off-campus sites. During this stage of the process, strategic initiatives, emerging trends, and external factors were identified and further informed District operational planning.
 - **Planning:** In fall 2013, the Colleges updated their respective Educational Master Plans ([Woodland Community College](#); [Yuba College](#)) and District Services updated the [District Services Master Plan](#) as a result of the Program Reviews, Student Learning Outcome (SLO), and Administrative Unit Outcome (AUO) assessments submitted in October 2013.
 - **Program Reviews:** The Program Reviews included Academic Program Reviews (PR), Student Services Reviews (SSR), and Administrative Services Reviews (ASR). These reviews included requests for curriculum development, staffing, technology, equipment, and facilities. Both Colleges and District Services charged teams with

Program Review validation and completing first level prioritization of requests that emerged. This was followed by budget and administrative review and second and/or third level prioritization at the local level.

- Taken together, these processes resulted in Annual Action Plan Objectives for each College ([Woodland Community College](#); [Yuba College](#)) and for [District Services](#), as well as a prioritized list of requests. Objectives for 2014-15 and prioritized requests for one-time funds were extracted from each of these planning documents. The prioritized list of requests for one-time funds was used in the [District Program and Services Prioritization process](#) (PSV). The Annual Action Plans from the three entities were compiled into the [District Annual Action Plan](#).

2. Oversight of the Implementation of the District Planning Cycle: In February 2014, the District Consultation and Coordination Council charged three standing committees, and two work groups with oversight of the four components of the annual planning process:

- District Annual Action Plan Team ([DC3 Minutes](#), [DAAPT Charge](#), [DAAPT Minutes](#))
- Program and Service Vitality Prioritization workgroups ([DC3 Minutes](#)).
- Budget Advisory Team ([DC3 Minutes](#), [BAT Charge](#), [BAT Minutes](#))
- Institutional Effectiveness Review Team ([DC3 Minutes](#), [IERT Charge](#), [IERT Minutes](#))

3. Component I: District Level Prioritized Programs and Services Identification

- In early March 2014, the Colleges and District Services submitted lists of prioritized requests for one-time funds to the Vice Chancellor, Educational Planning and Services (VCEPS). The requests resulted from the local planning processes described above. The VCEPS assembled the funding requests in preparation for the work of the PSV workgroups in preparing a master list of ranked resource requests. One of the three workgroups is CHEX, the Chancellor's Executive Team. The composition of the remaining two workgroups was carefully considered by DC3 to assure the make-up of both workgroups was inclusive of all constituent groups and included members representing Colleges, District Service units, and off-campus sites ([DC3 Minutes](#)).
- The three PSV workgroups received training on the process and task. Ratings were submitted to the VCEPS office, tallied and the results included in the District Annual Action Plan ([District Program and Services Prioritization process](#)).

4. Component II: District Annual Action Planning

- In mid-March, the Colleges and District Services submitted the 2014-15 Annual Action Plan Objectives to the VCEPS. In each case the objectives were driven by local Program Reviews ([WCC Annual Action Plan Objectives](#), [YC Annual Action Plan Objectives](#), and [District Services Annual Action Plan Objectives](#)). The VCEPS assembled the objectives in preparation for the work of the District Annual Action Plan Team ([DAAPT Minutes](#)).

- The District Annual Action Plan Team organized the objectives within the framework of the District's five [Short-term Goals](#) and presented the final document to the Budget Advisory Team as a basis for resource allocation for the 2014-15 fiscal year. In addition to the objectives, the DAAP included the list of prioritized requests from the PSV process ([DAAPT Minutes](#), [BAT Minutes May 1, 2014](#)).

5. Component III: Budget Development and Resource Allocation

- The BAT prepared a budget forecast presentation to the District Annual Action Plan Team ([BAT Minutes May 29, 2014](#)) to inform DAAPT's resource allocation recommendations.
- In May, 2014, the DAAP Team presented the District Annual Action Plan including the prioritized list of requests for one-time funding to the BAT to drive budget development and allocation of one-time augmentation funding.
- In June 2014, the tentative budget was presented to the Board of Trustees for adoption ([BOT Agenda](#)).

6. Component IV: Institutional Effectiveness Review

- The Institutional Effectiveness Review (IER) team designed the Board of Trustees IER Report to include:
 - 2013-14 goal achievement outcomes
 - SLO and Program Review themes
 - KPI results
 - Participatory decision-making assessments (CER results)
 - Results of [planning and budget process evaluations](#)
 - The IER team designed and administered a survey instrument to evaluate the effectiveness of the four component planning process. The survey was administered via email to all District employees in September, 2014. In addition, the team considered committee feedback on the process. These results were presented to DCAS for consideration in process improvements for 2015-16. Recommendations implemented for 2015-16 planning include:
 - Refine the budget development and resource allocation process to include differing budget scenarios (e.g., budget reduction or stability as opposed to augmentation funding).
 - Modify the PSV prioritization component to assure it is distinct from appropriate college decision-making processes.
 - Provide additional training on the District integrated annual planning, budget and evaluation cycle.
 - Communicate the Strategic Goal objectives and provide additional explanation on the development of targets for those objectives by College.
 - Centralize all information on the District annual planning cycle to assure broad dissemination and knowledge of the process.

- Standardize templates for the PSV process and Annual Action Plan Objectives.

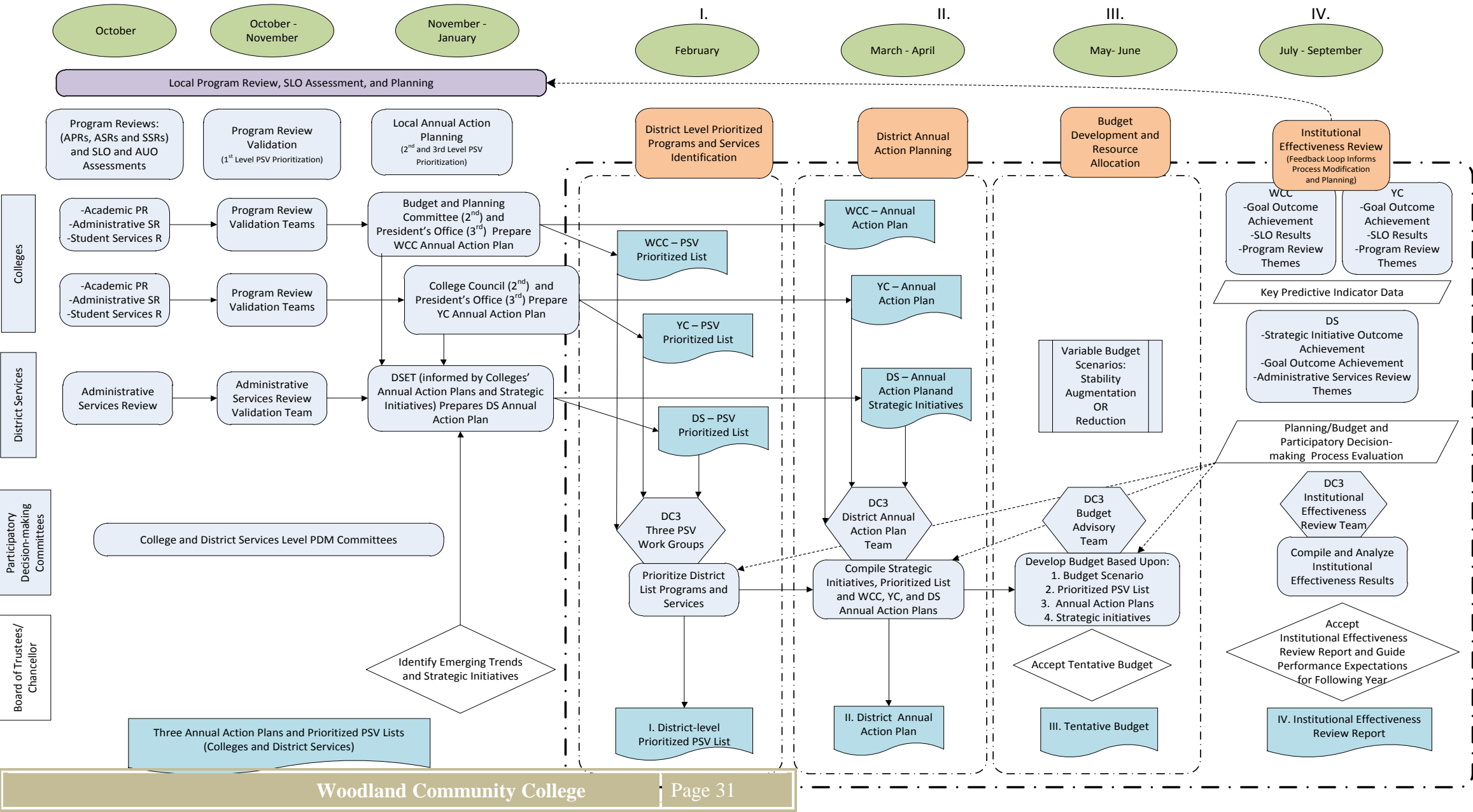
Strategic Planning – Long-term Goals - April – May 2013

- In addition to compiling the District Annual Action Plan, the DAAP team examined the Colleges' Educational Master Plans, the District Services Master Plan, the Facilities Master Plan, the Human Resources Master Plan draft, and the District Technology Plan ([District Planning Website](#)) to inform an initial draft of the District's Long-range Goals. The DAAP team presented the recommendation to CHEX for consideration. Following refinements, CHEX forwarded to DC3 for broad distribution, dialogue and feedback. The Strategic Goals incorporate, expand, and replace the five District Short-term Goals adopted in 2013. The adopted long-term Strategic Goals include:
 - Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion
 - Integrate planning and institutional effectiveness processes within a culture of evidence
 - Strengthen our CORE* as a 21st-century, learning-centered organization; employ, develop and sustain highly-professional, qualified faculty and staff
 - Complete multi-college district transition in structure, roles, responsibilities, and processes
 - Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives

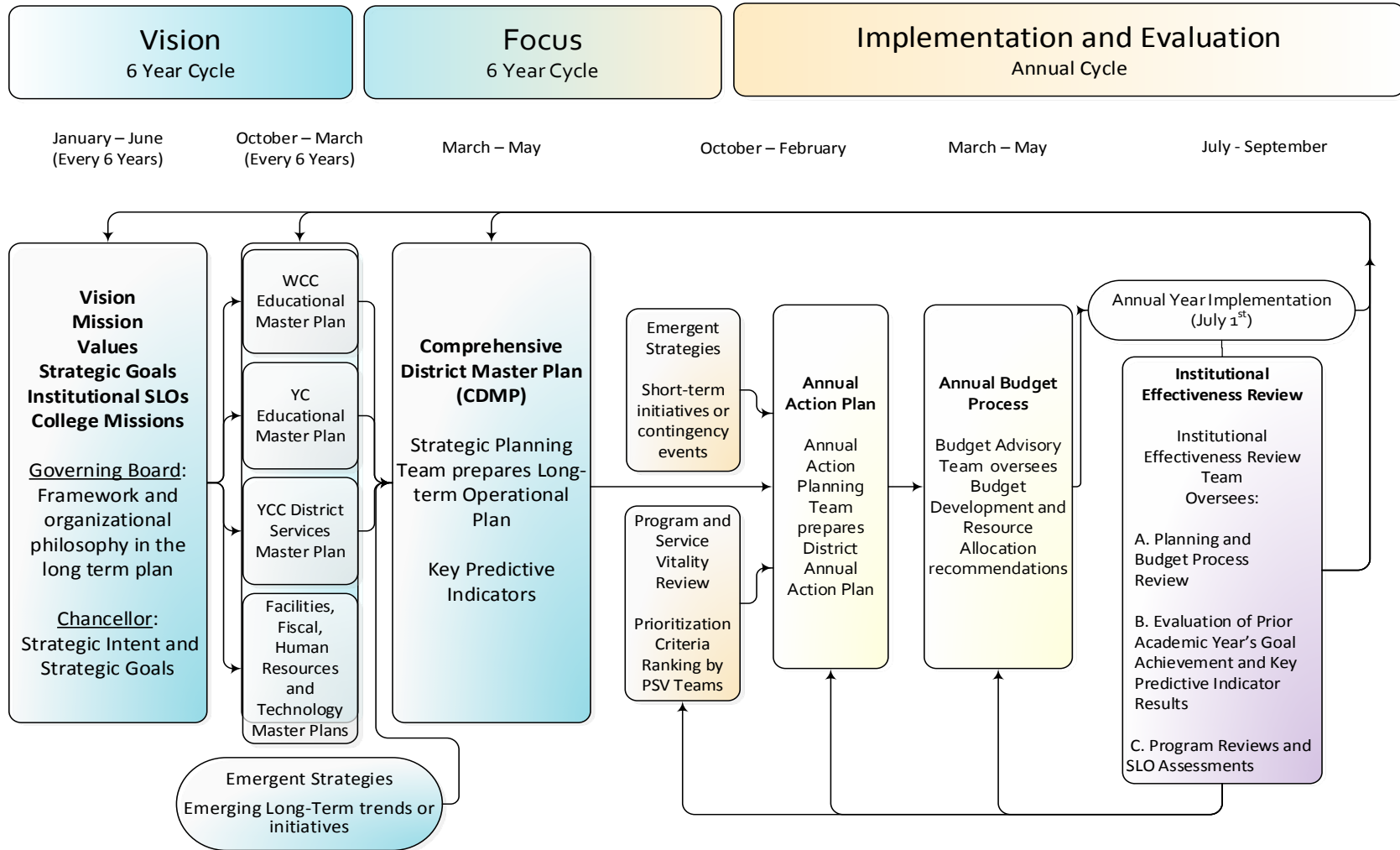
Each of the goals include measureable objectives and strategies designed to achieve the goals. The Strategic Goals were approved by the Board of Trustees in October, 2014 ([YCCD Long-range Strategic Goals Development Process](#)).

This Annual Integrated Planning, Budget and Evaluation Cycle timeline with responsible parties is reflected in the diagram on the following page:

YCCD Process: Annual Integrated Planning and Evaluation Cycle (I-IV.)



Yuba Community College District Strategic Planning Protocol



C. Self Evaluation

Just prior to the ACCJC's October 2012 site team visit, the District community analyzed the 2007-12 integrated strategic planning process and identified improvements needed. While the work on refining the District planning process was well underway, the visiting team clearly recognized the need to communicate the progress on the work to assure broad understanding of improvements in District planning, budget development and resource allocation, and assessment.

The Strategic Planning Protocol designed in 2012-13 clearly demonstrates, the District Mission and the Colleges' Missions are central to all decision-making. Program Reviews, Student Services Reviews and Administrative Services Reviews require justification on how the program or service supports the achievement of these missions. This justification serves as a critical component of the annual action planning and ultimately prioritization of resources at the District level. (I.A.4)

The District's five short-term goals were developed in an inclusive manner and align closely with the District's Mission aimed at serving the educational needs of a diverse community (I.A.1). Long-range strategic goals with measureable objectives were developed as the District completed a full implementation cycle in 2013-14 (I.B.2).

The assessment of Yuba Community College District's effectiveness in achieving the mission is demonstrated through an annual and comprehensive institutional effectiveness review (I.B.5). This review assesses and evaluates the level of achievement in annual goals and the effectiveness of the planning, budgeting and decision-making processes that led to those outcomes. The institutional effectiveness review results in documented and published assessments. (I.B.2) In serving a large and geographically dispersed service area, the District is committed to providing high-quality instructional programs, student support services, and library and learning support services regardless of delivery mode or location. Through the annual program review, planning, resource prioritization and allocation, and the institutional effectiveness review the District maintains focus on the divergent needs of the two Colleges, the centers, outreach facilities, and students served through distance education modalities. (II.A.2; II.C)

In 2012-13 the District engaged in an inclusive planning process to revise the integrated strategic planning and assessment cycle. In 2013-14, the District fully implemented the cycle. Entering the third year in 2014-15, broad constituent dialogue and a comprehensive assessment regarding the effectiveness of the planning cycle resulted in modifications and process improvements as planning for 2015-16 begins. The Yuba Community College District has addressed the recommendations, resolved the deficiencies noted in the original 2012 team visit and meets the standards as noted above.

D. Evidence

The District submits the following evidence to demonstrate that it has fully complied with this recommendation:

[2011-12-16 Retreat - Strategic Planning and Systems Improvement Process](#)

[2013-14 Strategic Planning Protocol Timeline](#)

[Academic Senates' Approval of KPIs](#)

[Annual Integrated Planning, Budget and Evaluation Cycle \(I-IV\)](#)

[Board Meeting 2014-06-12](#)

[Board Meeting 2014-09-11](#)

[Board Meeting 2014-10-09](#)

[Board Minutes 2012-10-11 - Institutional Effectiveness Process Annual Report](#)

[Budget Advisory Team Charge](#)

[Budget Advisory Team Minutes](#)

[Budget Summit and Resource Allocation Model Minutes Related to Strategic Planning](#)

[CHEX Minutes - Development of Strategic Goals](#)

[DAAPT Minutes](#)

[DC3 and DCAS Minutes](#)

[DC3 Minutes - Input on Strategic Goals](#)

[District Annual Action Plan 2014-2015](#)

[District Annual Action Plan Team Charge](#)

[District Consultation and Coordination Council Team One Meeting Notes](#)

[District Handbook 2014-2015](#)

[District Planning Website](#)

[District Program and Services Prioritization Process](#)

[District Services Annual Action Plan](#)

[District Services Master Plan](#)

[District Strategic Planning Protocol](#)

[District Strategic Planning Protocol Diagram](#)

[Final IE Report 2011-12 \(2012-10-11 Board Mtg\)](#)

[IER Team Charge](#)

[IER Team Minutes](#)

[Institutional Effectiveness Review Report - 2013-14](#)

[Key Predictive Indicator Approval Process](#)

[Key Predictive Indicators](#)

[Minutes of 2013-01-10 Board Retreat.pdf](#)

[Minutes of 2014-02-25 District Consultation and Coordination Council](#)

[Minutes of 2014-04-10 Board Retreat](#)

[Minutes of 2014-05-01 Budget Advisory Team](#)

[Minutes of 2014-05-29 Budget Advisory Team](#)

[Minutes of July 10-11, 2013 Board Planning and Development Session.pdf](#)

[Planning and Budget Process Evaluation](#)

[Reading Materials for July 2013 Board Planning Meeting.pdf](#)

[Strategic Planning Protocol Communication](#)

[Strategic Planning Timeline Implementation](#)

[Student Success Initiatives Development Process](#)

[WCC Annual Action Plan 2014-15](#)

[WCC Educational Master Plan \(2011-2016\)](#)

[YC Annual Action Plan 2014-2015](#)

[YC Educational Master Plan 2013-2019](#)

[YCCD Academic Program and Services Vitality Criteria FY 2014-15](#)

[YCCD Long-Term Strategic Goals](#)

[YCCD Long-Term Strategic Goals Development Process](#)

[YCCD Short-term Goals 2013-2015](#)

[YCCD Short-Term Strategic Goals Development Process](#)

[YCCD Student Success Initiatives](#)

District Recommendation #2

Resource Allocation

To meet the Standards, the teams recommend that the District, in conjunction with the Colleges, develop and implement a resource allocation model that is driven by planning and student success. The model should be developed in an inclusive manner, be transparent and clearly communicated and evaluated periodically for effectiveness in supporting the District's and Colleges' missions. (I.A.1, I.B, III.A.6, III.B.2.b, III.C.2, III.D.4, III.D.1.a-d, III.D.2.b, III.D.3, IV.B.3.c)

Findings and Evidence (from fall 2013 follow-up site visit):

According to interviews with district and college personnel, the revenue model that the district had previously used could not adequately address new program development or growth at any college because it was based upon fractions of state-funded growth distributed to either college. Additionally, that model prescribed uniform cuts across the board during the recession, which did not adequately support existing programs and resulted in some unhealthy situations within programs.

The follow-up report depicts a schematic that relates the Comprehensive District Master Plan with emergent strategies and prioritization of programs and services to develop annual action plans. These annual action plans are then used to determine the allocation of resources. The model also provides for an adequate fund balance as well as execution of the annual action plan. The prioritization of programs, services and human resource needs will be central to allocating resources across the district in a manner which enables the colleges and district to achieve their mission. The goal is to move away from a system in which resources are shared in a strict percentage split based upon revenue, to a resource allocation model that is based upon prioritization of needs and services that prepares the district to position itself for growth as those funds and opportunities present themselves. This new model will be initially implemented in the 2014/15 budget year.

Conclusions:

The district and colleges have worked together to create a resource allocation model that utilizes a comprehensive district master plan along with emergent and program service prioritization into an annual action plan to drive resource allocation. The budget allocation formula will need to be implemented and assessed to ensure that it is inclusive, transparent, and allows planning to shape the institution and colleges to best meet the needs of its community (mission) within the parameters of budget constraints. In order to fully resolve this recommendation, a complete cycle will need to occur with subsequent assessment and modification. The college partially meets this Standard.

A. Summary of Progress and Accomplishments on District Recommendation #2

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Develop and implement a resource allocation model	- Fully Implemented a Resource Allocation Model in 2013-14.
Resource allocation model is driven by planning and student success	- Established and vetted a clear Annual Integrated Planning and Evaluation Cycle . - Strategic Planning Protocol developed guiding the District in integrated planning, budgeting, and evaluation processes that result in the District achieving its goals as set forth in the mission.
Develop resource allocation model <ul style="list-style-type: none"> • in an inclusive manner • be transparent • clearly communicated 	- Developed a Resource Allocation Model in an inclusive and transparent manner including constituents from District, Yuba College, Woodland Community College and Clear Lake Campus. - Resource Allocation Model clearly communicated on the District website , with CHEX and the Budget Summit , and DC3 .
Evaluate model periodically for effectiveness in supporting the District's and Colleges' missions	- Formative evaluation: Modifications implemented as Resource Allocation process unfolded through dialogue/assessment with College and District Services constituents (CBO/VCEPS college meetings schedule) - Summative evaluation: Process improvements as a result of the Institutional Effectiveness Review (IER Report) process are slated for inclusion in the planning cycle beginning October 2014. The evaluation is designed to determine if the process serves the District and Colleges in achieving their mission

B. Response to District Recommendation #2

In 2014, the District completed a full cycle of implementing and evaluating the resource allocation process designed in 2012-13. The process is inclusive, transparent, and assures local College planning is supported in best meeting the needs of its community (mission) within the parameters of prudent fiscal planning and resource allocation.

As indicated in prior follow-up reports:

- The District Consultation and Coordination Council (DC3) adopted the [Strategic Planning Protocol](#) including the [Program and Services Vitality Criteria](#) as tools for prioritizing resource allocation for academic programs, and non-instructional support programs and services.

Noteworthy accomplishments in 2013-14 in five areas are highlighted below with a chronological presentation in each area:

1. **Local Planning Preceding the District Planning Cycle:** Full implementation of the [YCCD Annual Integrated Planning and Evaluation Cycle](#) was preceded by local planning and prioritization at the College and District Services level; both driving forces in District-level planning. This assured the process was inclusive of planning at the Colleges and informed resource allocation for the District, the Colleges and off-campus sites. During this stage of the process, strategic initiatives, emerging trends, and external factors were identified and further informed District operational planning.
 - **Planning:** In fall 2013, the Colleges updated their respective Educational Master Plans ([Yuba College](#), [Woodland Community College](#)) and District Services updated the [District Service Master Plan](#) as a result of the Program Reviews, Student Learning Outcome (SLO), and Administrative Unit Outcome (AUO) assessments submitted in October 2013.
 - **Program Reviews:** The Program Reviews included Academic Program Reviews (PR), Student Services Reviews (SSR), and Administrative Services Reviews (ASR). These reviews included requests for curriculum development, staffing, technology, equipment, and facilities. Both Colleges and District Services charged teams with Program Review validation and completing first level prioritization of requests that emerged. This was followed by budget and administrative review and second and/or third level prioritization at the local level.
 - Taken together, these processes resulted in Annual Action Plan Objectives for each College and for District Services as well as a prioritized list of requests. Objectives for 2014-15 and prioritized requests for one-time funds were extracted from each of these planning documents. The prioritized list of requests for one-time funds was used in the District Program and Services Prioritization process (PSV). The Annual Action Plans from the three entities were compiled into the District Annual Action Plan.
2. **Oversight of the Implementation of the District Planning Cycle:** In February 2014, the District Consultation and Coordination Council charged three standing committees, and two work groups with oversight of the four components of the annual planning process:
 - District Annual Action Plan Team ([DC3 Minutes](#), [DAAPT Charge](#), [DAAPT Minutes](#))
 - Program and Service Vitality Prioritization workgroups ([DC3 Minutes](#)).
 - Budget Advisory Team ([DC3 Minutes](#), [BAT Charge](#), [BAT Minutes](#))
 - Institutional Effectiveness Review Team ([DC3 Minutes](#), [IERT Charge](#), [IERT Minutes](#))
3. **District Level Prioritized Programs and Services Identification**
 - In early March 2014, the Colleges and District Services submitted lists of prioritized requests for one-time funds to the Vice Chancellor, Educational Planning and Services (VCEPS). The requests resulted from the local planning processes described above. The VCEPS assembled the funding requests in preparation for the work of the PSV workgroups in preparing a master list of ranked resource requests. One of the three

workgroups is CHEX, the Chancellor's Executive Team. The composition of the remaining two workgroups was carefully considered by DC3 to assure the make-up of both workgroups was inclusive of all constituent groups and included members representing Colleges, District Service units, and off-campus sites ([DC3 Minutes](#)).

- The three PSV workgroups received training on the process and task. Ratings were submitted to the VCEPS office, tallied and the results included in the District Annual Action Plan ([PSV Minutes and Training Materials](#)).

4. Budget Development and Resource Allocation

- The BAT prepared a budget forecast presentation to the District Annual Action Plan Team ([BAT Minutes](#)) to inform DAAPT's resource allocation recommendations.
- In May, 2014, the DAAP Team presented the District Annual Action Plan including the prioritized list of requests for one-time funding to the BAT to drive budget development and allocation of one-time augmentation funding. ([BAT Minutes](#))
- The Budget Advisory Team allocated resources to highest priorities. ([BAT Minutes](#))
- In June 2014, the tentative budget was presented to the District Consultation and Coordination Council. ([DC3 Minutes](#))
- In June 2014, the tentative budget was presented to the Board of Trustees for adoption ([BOT Agenda](#)).

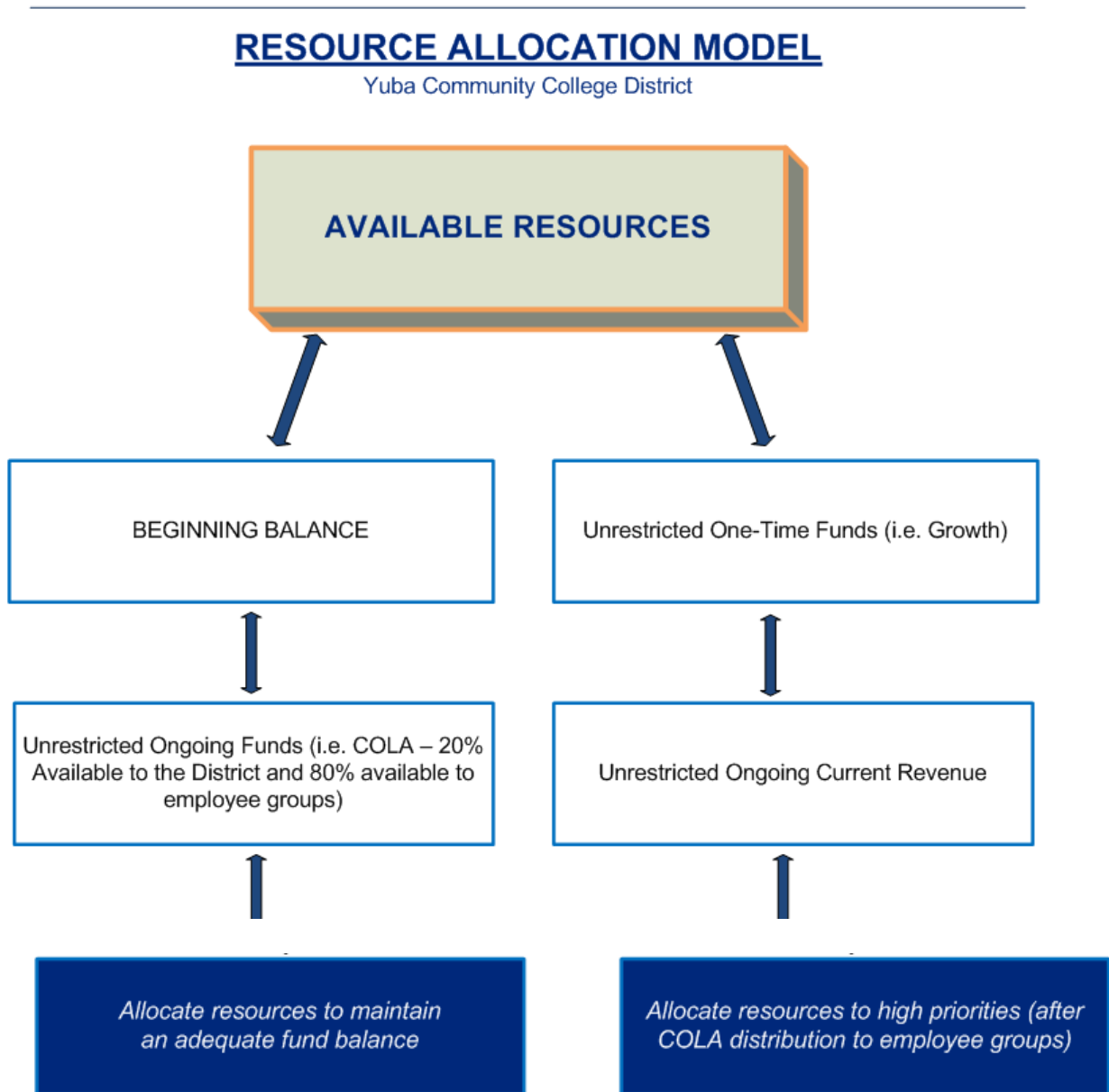
5. Institutional Effectiveness Review and Ongoing Formative Evaluation

Formative Evaluation: Not surprisingly, widespread dialogue regarding the implementation and outcomes of the Resource Allocation process occurred throughout the spring and summer 2014. Following the conclusion of the District-level Program and Services Vitality prioritization (PSV) process in March, comments and recommendations for improvements to the process were gathered in a number of venues. These included a report-out/debrief meeting on [March 25, 2014](#), and various College committee meetings. As a result of this dialogue and assessment,

- Participants clearly indicated a need for additional time for the PSV process to allow broader discussion by the PSV work groups. The timeline was lengthened ([2013-14 Strategic Planning Protocol Timeline](#); [2014-15 Strategic Planning Protocol Timeline](#)). The modified calendar is now included in the [2014-15 District Handbook](#) and is available to all members of the District community to increase awareness of the rhythm of the integrated planning process.
- Participants and observers of the PSV requested clarification of the ranking process in general and specifically pointed to the desire for consensus building during the ranking process. As a result the process for decision-making (consensus versus voting) is now clarified in the [District Handbook](#).

Additional feedback requested further clarification of “Available Resources” in the Resource Allocation Model process shown below:

Yuba Community College District Resource Allocation Model

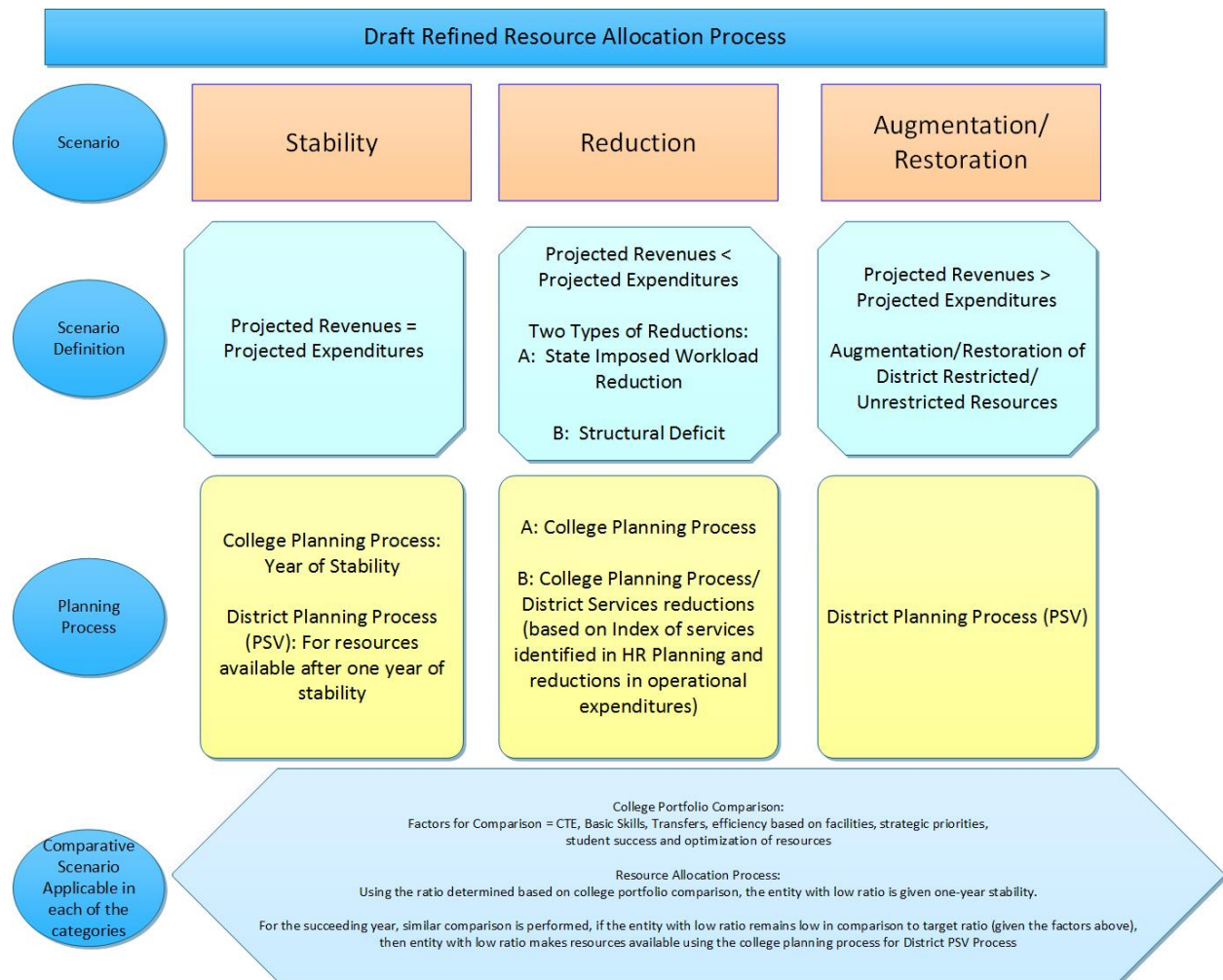


As a result, the resource allocation process is now clarified in three critical ways:

- Defining various available resources through three potential scenarios categorized as stability, reduction, and augmentation/restoration;

- Indicating the planning processes applicable to each of the respective scenarios and how local college planning intersects and influences District-level resource allocation in each of these scenarios;
- Clarifying the “college/center/off-site campus” portfolio comparison as an incentivizing mechanism. This data-informed process supports resource allocation focused on high levels of student success, innovation in program and curricular development, clear program prioritization, high productivity, and optimal, sustainable facility utilization by college and campus site.

Below is the clarified resource allocation illustration.



Communication regarding this clarification occurred in open forums across the District to assure broad understanding of the impact and influence of college-level planning on resource allocation.

Summative Evaluation: The Institutional Effectiveness Review Team (IERT) designed and administered a survey instrument to evaluate the effectiveness of the four components of the integrated planning process. The survey was administered via email to all District employees in September, 2014. In addition, the IER team considered [committee feedback on the process](#). These [results](#) were presented to District/College/Academic Senate (DCAS) for consideration in process improvements for 2015-16 planning cycle beginning in October 2014.

Recommendations implemented for 2015-16 planning include:

- Codify allocation “principles” to assure PSV prioritization honors appropriate college decision-making processes and is supportive of the District strategic intent.
- Assure communication through a widely disseminated tracking mechanism that demonstrates the direct relationship of program review, Colleges’ and District planning to resource allocation.
- Provide additional training on the District integrated annual planning, budget and evaluation cycle.
- Centralize information dissemination on the District annual planning cycle to assure broad dissemination and knowledge of the process. Employ the DC3 Dispatch as a vehicle of ongoing communication.
- Broadly communicate the results of each of the four components of the integrated planning cycle.
- Review the survey instrument to include additional questions for the 2015 administration.

C. Self-Evaluation

In 2012-13, the District designed an integrated strategic planning process and resource allocation process appropriate for a multi-college district. The cycle was fully implemented in 2013-14 with oversight provided by the District Consultation and Coordination Council (DC3). DC3 charged three standing committees and two work groups with overseeing each of the four components of the Strategic Planning Process including the Budget Advisory Team (BAT). The BAT’s specific charge was to allocate resources for the prioritized programs and services reflected in the District’s Annual Action Plan. (III.D.1.d)

The [Strategic Planning Process](#) implementation plan specifically reflected that the first year of the resource allocation implementation utilized a hybrid approach. Therefore, the resource allocation process for Fiscal Year 2014-15 essentially rolled over base budgets for the colleges and district services (Stability Scenario) and allocated “categorical resources” as augmentation to the priorities recommended through the college and district planning processes (Augmentation Scenario). The colleges, through their local planning and participatory decision-making process recommended priorities to be funded. The three District-wide program and services vitality prioritization (PSV) work groups ranked these items using the Academic Program and Services Vitality Criteria. The [priorities](#) were forwarded to the District’s Annual Action Planning Team

(DAAPT). The DAAPT forwarded the [District's Annual Action Plan](#) to the Budget Advisory Team on [May 1, 2014](#). The Budget Advisory Team [allocated resources to the highest priorities](#) reflected in the District's Annual Action Plan. (III.D.1.d)

The evaluation of the Resource Allocation process was both formative and summative. Ongoing dialogue with participants and observers of the process led to modifications as the process unfolded. The summative Institutional Effectiveness Review included a district-wide survey that provoked dialogue and provided assessment results that led to improvements in these processes for the upcoming planning cycle. In addition to this assessment, the Chancellor's Executive Team, Budget Advisory Team, and Woodland Community College convocation workgroups recommended further refinements to this process. Using the assessment results, the District made the following enhancements to the resource allocation process:

- Clarification of resource allocation process based on funding scenarios (Stability, Reduction, Augmentation/Restoration)

The Yuba Community College District has fully resolved this recommendation by completing a full cycle of planning and resource allocation. The District utilized the subsequent assessments and made refinements to the existing resource allocation process resulting from the assessment process.

D. Evidence

The District submits the following evidence to demonstrate that it has fully complied with this recommendation:

[2013-14 Strategic Planning Protocol Timeline](#)

[2014-15 Strategic Planning Protocol Timeline](#)

[Annual Integrated Planning and Evaluation Cycle \(I-IV\)](#)

[Board Meeting 2014-06-12](#)

[Budget Advisory Team Charge](#)

[Budget Advisory Team Minutes](#)

[Committee Feedback on the Strategic Planning Process](#)

[District Annual Action Plan](#)

[District Annual Action Plan Team Charge](#)

[District Handbook 2014-2015](#)

[District Services Master Plan](#)

[Institutional Effectiveness Review Report - 2013-14](#)

[IER Team Charge](#)

[IER Team Minutes](#)

[Minutes of 2013-03-19 DC3](#)

[Minutes of 2013-04-15 Chancellor's Executive Team](#)

[Minutes of 2013-04-23 Budget Summit](#)

[Minutes of 2014-02-25 District Consultation and Coordination Council](#)

[Minutes of 2014-03-06 Budget Advisory Team](#)

[Minutes of 2014-03-25 PSVT Meeting](#)

[Minutes of 2014-03-26 DAAP Team](#)

[Minutes of 2014-05-01 Budget Advisory Team](#)

[Minutes of 2014-05-29 Budget Advisory Team](#)

[Minutes of 2014-06-03 DC3](#)

[Program and Services Vitality Criteria](#)

[PSV Minutes and Training Materials](#)

[PSV Results for 2014-15 Budget](#)

[Resource Allocation Model](#)

[Resource Allocation Model Committee Membership](#)

[Resource Allocation Model Website](#)

[Strategic Planning Protocol](#)

[WCC Educational Master Plan \(2011-2016\)](#)

[YC Educational Master Plan 2013-2019](#)

District Recommendation #3

Delineate Responsibilities of Multi –College Structure

To meet the Standard, the teams recommend that the District provide the following:

1. Delineation of its functional responsibilities;
2. Determination of whether current functions provided by the District office should be centralized or decentralized to better serve the needs of the students; and
3. Clarification of the District level process for decision making and the role of the District in College planning and decision making.

The District should clearly identify District committees, perform a regular review of their work, conduct review of the overall effectiveness of District services to the Colleges and widely disseminate the results of those reviews. (I.A.4, I.B.1, III.B, IV.A, IV.B.3)

Findings and Evidence (from fall 2013 follow-up site visit):

Evidence in the report and an interview with the president indicated that there had been conversation district wide through College Leadership of Academic and Student Success (CLASS) regarding the functional map. The document was most recently revised approximately two months ago regarding changes that had been made at the district level. Following agreement on the modifications, the changes were disseminated more broadly to constituent groups. YCCD is in the process of conducting a survey of college expectations for district-provided services in fall 2013 and the results are not yet available. Additionally, functional responsibilities for distance education courses taught by WCC have been modified so that the college has more direct oversight of hiring and scheduling related to these courses. Additionally, technology infrastructure support for DE has been centralized to lend better support for these courses. DE functions and responsibilities are currently scheduled to be evaluated in fall 2014. It will be important to use that feedback to maximize student learning outcomes and continuous improvement of learning in DE courses.

Conclusions:

The college and district have done a great deal of work over the year in discussing and modifying the functional map and in disseminating that information to constituent groups. An assessment of expectations of district-provided services is currently being conducted; however, results are not yet available. Further assessment of DE functions and responsibilities is scheduled for fall 2014. The recommendation has been completed. The college partially meets this Standard.

A. Summary of Progress and Accomplishments on District Recommendation #3

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Delineate District functional responsibilities	<ul style="list-style-type: none"> - Collaboratively developed a framework of College/District functional responsibilities. College Leadership of Academic and Student Services used a functional map as a tool to communicate this delineation. (YCCD Function Map, Minutes of 2013-05-20 College Leadership of Academic and Student Services, Minutes of 2013-09-17 District Consultation and Coordination Council) - Communicated College/District functional responsibilities through committees, councils and management/leadership groups (Function Map Timeline) - District Distance Education Committee completed a Distance Education Responsibility Matrix beginning in spring and approved in October 2014) (DE Committee Minutes, DE Responsibility Matrix) - Developed IT and Media Services Responsibility Matrix (Minutes of 2014-04-22 Chancellor Executive Council; Handout for 2014-05-27 CHEX Meeting) -CHEX proposed list of functions for delineation (Minutes of 2014-05-06 Chancellor's Executive Council) - Responsibility Matrix Meeting resulted in seven responsibility matrices (Responsibility Matrix Reference, Responsibility Matrix Agenda July 23, 2014)
Determine whether current functions provided by the District office should be centralized or decentralized	<ul style="list-style-type: none"> - Evaluation occurred in fall 2014 with criteria delineating College expectations for District-provided services forming the basis for evaluation (College Expectations for District Services; District Services Evaluation Results) - Revised Distance Education Responsibility Matrix.
Clarify District level process for decision making and the role of the District in College planning and decision making	<ul style="list-style-type: none"> - Approved an integrated planning model that defines how College plans integrate within the District planning process (Strategic Planning Protocol Diagram, Annual Integrated Planning and Evaluation Cycle (I-IV).) - The District Handbook delineates participatory decision-making structure at the District level and is updated annually (District Handbook 2014-15, District Handbook Archives.)
Clearly identify District committees	<ul style="list-style-type: none"> - The District Handbook identifies all District committees and is updated annually (District Handbook 2013-14, District Handbook 2014-15.)

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
Perform a regular review of District committees work	<ul style="list-style-type: none"> - As part of the ongoing Institutional Effectiveness Review (formerly IE Model), all District committees perform an annual evaluation of their work (Minutes of 2013-04-30 District Consultation and Coordination Committee, Minutes of 2013-03-29 DCAS, YCCD Function Map, Committee Effectiveness Review Results 2013-14, Committee Effectiveness Review Summary, Institutional Effectiveness Review Report - 2013-14.)
Conduct review of the overall effectiveness of District services to the Colleges widely disseminate the results of the effectiveness of District services results	<ul style="list-style-type: none"> - CLASS developed College expectations of all District provided services (College Expectations for District Services.) - District Services administered service evaluations in fall 2013 (District Services Evaluation Survey) - The District Services Evaluation Results - Fall 2013 are available on the District website

B. Response to District Recommendation #3

The October 2012 ACCJC site visit team correctly noted a shared understanding of the Colleges' and District's functional delineations, the assessment of District provided services and clarity regarding decision-making was lacking across the Colleges. The District and Colleges collaboratively responded to this recommendation. Noteworthy accomplishments include:

1. To delineate functional responsibilities the Colleges and the District collaborated to develop two tools, the Function Map and the Responsibility Matrix.
 - College Leadership of Academic and Student Services (CLASS) completed a function map as a tool to communicate College and District roles and functional responsibilities. This high-level delineation also serves as a mechanism to assess accountability for institutional effectiveness in each of these areas. To assure wide dissemination and to facilitate a broadly shared understanding, constituent groups reviewed the function map in various venues ([Function Map Timeline](#)). Based upon these discussions, the function map was revised and adopted by District Consultation and Coordination Council in October 2013. This Function Map is included in the [District Handbook](#).
 - In fall 2013, the District Distance Education Committee, drafted a more detailed instrument, the [Distance Education Responsibility Matrix](#). As designed, the matrix clarifies the functional delineations between the District and the Colleges specifically related to distance education delivery i.e., technology, professional development, and faculty and student support. This committee, a sub-committee of the District College Academic Senate joint leadership group (DCAS), is comprised of the co-chairs of the Colleges' Distance Education committees, College administrators and the Vice Chancellor of Educational Planning and Services.

As a result of staffing changes further explained in number two below, revisions to the document was continued in summer 2014. The revisions included assuring appropriate local authority with regard to course scheduling and quality assurance in support of student learning.

- Using the Distance Education Responsibility Matrix project as a model, CHEX identified [a list of additional functions](#) with shared roles and responsibilities between the Colleges and the District. With the active involvement of appropriate constituent groups, responsibility matrices were developed for each of these functions. As an example, on July 23, 2014 an off-campus retreat attended by representatives from both Colleges and District Services resulted in the development of [seven responsibility matrices](#).
2. To determine first, whether current functions should be centralized or decentralized and second, to conduct a review of the overall effectiveness of District services to the College, the District, in collaboration with the Colleges, administered several evaluations.
- District Services implemented an annual evaluation schedule to assess the level to which services centralized at the District are achieving the goals of providing effective and efficient support to the Colleges. The College Leadership in Academic and Student Services (CLASS), comprised of College and District leadership, outlined these expectations in a series of meetings occurring in spring 2013. The annual evaluation is based upon the [College expectations for services](#) developed by CLASS.

The centralized District-provided services include:

- Business Services (Purchasing, Fiscal Services)
 - Human Resources
 - Information Technologies
 - Maintenance and Operations
 - Printing/Publications/Mail
 - Police Services
- Using the college expectations mentioned above, the Chief Business Officer, Chief Human Resources Officer, and the Vice Chancellor of Educational Planning and Services collaborated with CLASS to develop a District Services Evaluation Survey for administration to all District personnel. The evaluation instrument was administered in October 2013. The results of that survey were presented in a number of open forums and to DC3. The results are also published on the District website ([District Services Evaluation Results](#)).

Examples of process improvements that occurred in 2013-14 as a result of this evaluation included:

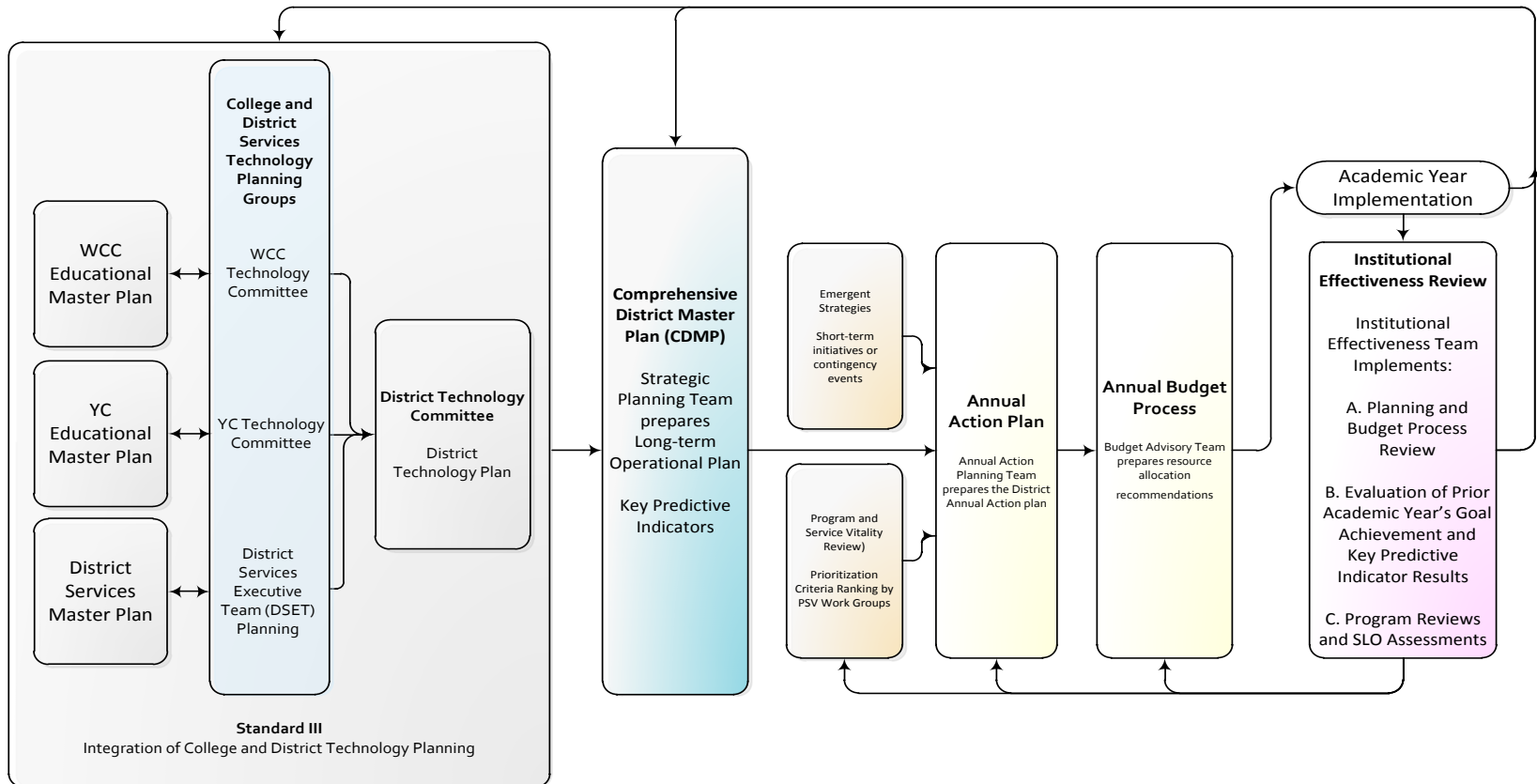
- Business Services implemented technological solutions for budget transfers and procurement communication

- Information Technologies designed and implemented an open access technology training site (Learn.yccd.edu), and removed restrictions from teaching stations by providing administrative access to faculty using these systems
- Human Resources revised the New Employee Orientation and populated the departments' Portal site with expanded forms, documentation and training materials

Further, the survey results informed 2014-15 planning for all District Services units: Business Services; Human Resources; Information Technologies; Printing/Duplication/Mail; and Polices Services.

- At the time of the ACCJC site visit in October 2012, the oversight of Distance Education (DE) was also a centralized function. Server support for the Learning Management System was centralized in Information Technologies, with all other aspects of DE delivery centralized at one of the Colleges. A major failure in the Learning Management System, unrelated to the server support, occurred in August of 2013. As a result, the District conducted a formal [After Action Review](#) as an evaluation of the effectiveness of this centralized delivery function. The results of this comprehensive review led to a centralization of technology infrastructure and helpdesk functions in the District Information Technologies department and the creation of a district technology trainer position. This reconfiguration was coupled with appropriate decentralization of other DE responsibilities, thus assuring appropriate local authority in the Colleges with regard to strategic planning, scheduling, reporting, assessment and quality assurance in support of student learning.
3. To clarify the District level process for decision making and the role of the District in College planning and decision making, two accomplishments are noteworthy:
- The Annual Integrated Planning, Budgeting and Evaluation Cycle mentioned in District Recommendation #1 was developed and broadly communicated to personnel district-wide to clarify the role of College Planning and decision-making in the District annual planning process ([Accreditation Forum Schedule](#), [Forum Presentation](#)).
 - The District is firmly committed to working with the Colleges to assure that overarching technology, human resources and facilities plans are fully integrated with and informed by the Colleges' and District Services' plans. Visuals illustrate how the work of the District Committees is interrelated with College committees within the District integrated planning cycle.
 - As an example, the [District Technology Plan](#) is developed by the [Yuba Community College District Technology Committee](#) which includes members from both Colleges. Plan updates occur annually and are driven by program review data and priorities from both Colleges and the District offices related to technology needs and training. The District Technology Plan informs the [Comprehensive District Master Plan](#) with annual extracts incorporated in the [District Annual Action Plan](#).

Yuba Community College District Technology Planning Process



Rev. 10/04/2013

4. Clear identification of District committees and regular review of District committees' work continues:
- The Yuba Community College [District Handbook](#) identifies all standing District committees. For each committee, the purpose, membership, special guidelines and parameters, communication expectations and to whom committee recommendations are presented are identified. During the most recent update of the [District Handbook](#) several improvements were incorporated in order to better explain the role of the District and District committees in the participatory decision-making structure.
 - As part of the annual Institutional Effectiveness Review cycle, each committee participates in a participatory and shared decision-making review. Over the last four years, this review included an internal survey and an assessment of the committee purpose. As a result of this annual evaluation, revisions to committee purpose statements, practices and goals occurred. In assuring ongoing improvement in this area, the following accomplishments over the last year are noteworthy:
 - The committee reviews were strengthened in three ways; first the internal survey instrument was enhanced to include both qualitative and quantitative measurements. Second, the survey includes committee's goal attainment and an assessment of how the committee goals align with District goals. Lastly, as a result of dialogue within District committees, an external survey is under development to better assess perceptions across the District regarding the committees' effectiveness ([Committee Effectiveness Review Dialogue](#)).
 - Administration of the evaluation occurred in 2013-14 and included all District standing committees ([Committee Effectiveness Review Summary](#), [Committee Effectiveness Review Website](#)).
 - Results were used by each committee to improve committee effectiveness for 2014-15. As an example, DC3 committed to improvements in three general areas: Communication, Logistics, and Outcomes ([Minutes of 2014-07-01 District Consultation and Coordination Committee](#)).

C. Self-Evaluation

YCCD listened carefully to Commission recommendations regarding delineation and clarification of District functions and responsibilities. Recognizing this lack of clarity as an obstacle to communication, the District assessed current understanding and practices and improved communication. Equipped with a full array of tools including the District Handbook, the Function Map, committee diagrams and the Responsibility Matrices, College and District leadership can now widely communicate roles and responsibilities, functional delineations, and decision-making authority between the Colleges and the District (IV.A, IV. B.3)

Yuba Community College District is committed to establishing programs and services aligned with the District and Colleges' missions, character and student populations. Services provided by District offices can now be assessed relative to clearly communicated College and campus site expectations. The delivery of these services is formally slated for an annual evaluation and baseline data were gathered in fall 2013. The results of this on-going quality assessment assures the services align with the institutional purpose and form the basis for planning and decision-making in continually improving services provided to the Colleges. (I.A.4, III.B) Wide dissemination of the results supports ongoing self-reflective dialogue about the improvement of these key systems and processes. (I.B.1)

In 2013-14, the District completed the following:

- Communicating the delineation of College and District functions;
- Clarifying the role of District committees in decision-making;
- Assessing the committees' performance in meeting their goals; and
- Creating an infrastructure for assuring quality assessment and improvement for District provided services.

The Yuba Community College District has addressed the recommendations, resolved the deficiencies noted in the original 2012 team visit, and meets the standards as noted above.

D. Evidence

The District submits the following evidence to demonstrate that it has fully complied with this recommendation:

[Accreditation Forum Presentation](#)

[Accreditation Forum Schedule](#)

[After Action Review](#)

[Annual Integrated Planning, Budget and Evaluation Cycle \(I-IV\)](#)

[College Expectations for District Services](#)

[Committee Effectiveness Review Dialogue](#)

[Committee Effectiveness Review Results 2013-14](#)

[Committee Effectiveness Review Summary 2013-14](#)

[Committee Effectiveness Review Website](#)

[Comprehensive District Master Plan 2014-2015](#)

[District Annual Action Plan](#)

[District Handbook 2013-2014](#)

[District Handbook 2014-2015](#)

[District Handbook Archives](#)

[District Services Evaluation Results](#)

[District Services Evaluation Survey](#)

[District Technology Plan 2014 Final](#)

[Function Map Timeline](#)

[Handout for 2014-05-27 CHEX Meeting](#)

[Institutional Effectiveness Review Report - 2013-14](#)

[Learn.yccd.edu](#)

[Minutes of 2013-03-29 DCAS](#)

[Minutes of 2013-04-30 District Consultation and Coordination Committee](#)

[Minutes of 2013-05-20 College Leadership of Academic and Student Services](#)

[Minutes of 2013-09-17 District Consultation and Coordination Council](#)

[Minutes of 2014-02-25 District Consultation and Coordination Council](#)

[Minutes of 2014-04-22 Chancellor Executive Council](#)

[Minutes of 2014-05-06 Chancellor's Executive Council Redacted](#)

[Minutes of 2014-07-01 District Consultation and Coordination Committee](#)

[PSV Results for 2014-15 Budget](#)

[Responsibility Matrix Agenda 2014-07-23](#)

[Responsibility Matrix Reference](#)

[Strategic Planning Protocol Diagram](#)

[YCCD Function Map](#)

[YCCD Technology Committee Purpose Statement](#)

District Recommendation #4

Human Resources Planning and Evaluation

To meet the Standard, the teams recommend human resources planning be integrated with institutional planning and the District and Colleges should systematically assess the effective use of human resources and use the results of the evaluation as a basis for improvement and identify needed staff in faculty, classified, and management positions. Further, the teams recommend the systematic evaluation of all personnel at stated intervals with appropriate documentation. For all employee groups, the District should also follow clearly defined appropriate written evaluative processes that are in written terms. (III.A.1.a-b, III.A.6)

Findings and Evidence (from fall 2013 follow-up site visit):

The district and college leadership have been engaged in discussion regarding long-term and short-term human resource planning. The framework for the human resource plan is composed of four basic elements that include: equity and diversity; staffing planning; professional development; and personnel and employment relations services. Given this framework, the bulk of the plan will be crafted throughout the 2013/14 year. The goal of the staffing component will be to ensure that appropriate staffing levels are in place at the district offices, colleges and centers. Interviews with the Chief HR officer and college president indicate that the staffing component will be driven by an analysis of current staffing levels across the district, analyzing where areas might be adequately staffed or need to be leveled off. The analysis will also create metrics by which the district and colleges might grow as growth funds and student demand materialize. This type of analysis will be crucial, in conjunction with the college's own prioritization of staffing needs performed by the Faculty, Staff, Administrator Planning Council (FSAPC). The district has also drafted written protocols for evaluating all faculty, staff and managers on a timely basis and has revised administrative procedures, which are currently being reviewed by the Chancellor's Executive Committee (CHEX) and District Consultation and Communication Council (DC3) for approval. A master calendar of evaluations is tracked by HR analysts and the district has conducted research into best practices for evaluations. Discussions are underway with each group to modify the current evaluation tools and timelines. The district has reached a tentative agreement with the full-time faculty union to include a component which assesses the individual's contribution to improving student learning within the evaluation instrument. Discussions with the part-time union are just beginning related to this evaluation component. The intent language to be included in the faculty contracts was shared with the team along with a sample of the faculty evaluation tool, itself.

Conclusions:

The district and college have made tremendous progress in this area during the year and are on target to complete the work for human resource planning and integration with institutional planning by the end of the year. Assessments of HR functions have now occurred annually for the past three years and the department appears to be using this information for

improvement and planning. Additionally, the issue of timely, consistent evaluations has been addressed through administrative procedures as well as tracking and inclusion of best practices. This recommendation has been resolved. The college partially meets this Standard.

A. Summary of Progress and Accomplishments on District Recommendation #4

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Integrate human resources planning with institutional planning	<ul style="list-style-type: none"> - Completed the collection of the staffing plans and priorities from both Colleges to integrate these individual staffing plans into one comprehensive District staffing plan - In progress: the District Services Master Plan (DSMP) that includes a staffing plan and professional development needs and priorities for District Services - Completed the 2013-2016 Human Resources Strategic Alignment Plan - Completed the framework for the comprehensive Human Resources Master Plan (HRMP) - Completed the Human Resources Master Plan process, including a systematic evaluation and assessment of all of the human resource operations of the District - Completed Annual End of the Year Employee Surveys 2012, 2013 and 2014 to measure the effectiveness of the district's human resources operations and planning
Systematically assess the effective use of human resources	<ul style="list-style-type: none"> - As part of the continuous quality improvement assessment process, the Office of Human Resources began conducting annual assessments of its human resources service delivery capabilities in 2012, 2013, and 2014 and is utilizing the survey results as a means to improve its service delivery systems - The survey results will be distributed to all of the participatory decision-making bodies (DCAS, DC3 and CLASS) throughout the institution as a means of providing feedback from the end-users to further improve the quality of the personnel services - Revised and expanded the annual survey to assess how the institution uses its human resources.

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Use the results of the evaluation as a basis for improvement	<ul style="list-style-type: none"> - The Office of Human Resources is using the results from the annual surveys, as well as the Colleges' program review processes, to improve the service delivery system for human resources throughout the institution - The Office of Human Resources is also using the feedback from the Colleges' education master plans to improve its service delivery systems for the District - Evaluated the current employee evaluation instruments in conjunction with employee stakeholder groups - Evaluation and revisions completed for executive management evaluations - Revising and updating all of the employee evaluation instruments in progress.
Identify needed staff in faculty, classified, and management positions	<ul style="list-style-type: none"> - The Colleges are working with the Office of Human Resources to update their individual staffing plans to reflect program and service priorities and available resources - Established a framework in the Human Resources Master Plan for staffing for the Colleges and District based upon ensuring strategic deployment of human resources and program prioritization - Completed a "level off" staffing process at the Colleges, based upon the District's enhanced resource allocation protocols

B. Response to District Recommendation #4

The District has fully complied with this recommendation. As previously discussed in this follow-up report, the colleges and the District have enjoyed a rich history of institutional planning. The institutional planning process for human resources operations and services became more complex and comprehensive after 2008 when the District transitioned from a single-College District to a multi-College District.

As a single-College District, the District maintained a human resources planning process that was driven primarily by program and enrollment growth and service needs and requirements at each location. These needs were outlined through the [Board of Trustees Strategic Directions for 2007-2011](#). However, as a Multi-College District, the District now had to take into consideration decentralized services and resource allocation between the two Colleges as well as changing program and service needs.

In the 2007-2008 academic year, the colleges and the District developed a Five Year Fiscal Plan and Allocation Model to specifically address staffing planning as a multi-college district. This plan identified how both the colleges and district services would address

staffing needs over a five (5) year period as programs and student enrollment grew. While the [District Multi-College Plan](#) set the stage for a transition in human resources planning, unprecedented budget cuts over the next several years as a result of severe national and statewide economic conditions precluded the full implementation of that plan. This prevented the linkage of College and District services plans to resource allocation as originally intended and designed.

In the spring of 2013, the colleges and the District revisited the staffing planning processes and embarked on developing integrated planning processes as a result of the feedback received through the institutional effectiveness review process. For its part, the Office of Human Resources created a Strategic Alignment Plan to guide how services will support institutional effectiveness and student success [Human Resources Strategic Alignment Plan \(2013-2016\)](#). As a result of the new and enhanced institutional strategic planning protocol, the District and Colleges reassessed their independent planning processes and revised these processes to develop a single approach that integrates the human resources staffing and professional development considerations found in the Colleges' Educational Master Plans and the District Services Master Plan into a District Human Resources Master Plan ([District Strategic Planning Protocol](#)). This structure now aligns the District's human resource needs and resource allocation with program prioritization and service needs for the Colleges and District services ([YCCD Human Resources Staffing Planning Process](#)). Furthermore, this clarifies the relationship between the Colleges' and District services' human resource planning and the linkage to resource allocation and institutional effectiveness review.

The District [Human Resources Master Plan](#) is a framework to comprehensively address all of the human resources services and functions in the institution, including the staffing planning, performance management (evaluation) and professional development needs of the Colleges and the District.

The Master Plan was developed with four primary goals in mind. First, the Human Resources Master Plan was designed and developed to give the colleges and district services predictability and clear direction on establishing the appropriate levels of staffing and staff support to effectively serve students at the colleges. Second, the Master Plan was designed and developed to create greater accountability between the colleges and district. Third, the Master Plan creates greater efficiency in the human resources planning and service delivery systems, which will allow the colleges and district services to more easily fill vacancies, forecast future needs, conduct more effective performance management and professional development activities. Fourth and finally, the Master Plan creates greater connectivity between the colleges and district services by fostering more effective communication and collaboration.

The framework of the Plan has been developed by the Office of Human Resources in collaboration with the Chancellor's Office, Chancellor's Executive Team and College leadership in the spring and summer of 2013. There are four principal "pillars" of the Plan:

- Equity and Diversity
- Staffing Planning
- Professional Development
- Personnel and Employment Relations Services

The Equity and Diversity chapter discusses the district's compliance with its legal obligations for equal opportunity employment. This chapter sets forth the district's Board approved EEO Plan, as well as its activities to promote diversity and inclusion throughout the institution. This chapter is the cornerstone upon which the district's human resources services are established.

The Staffing Planning chapter addresses the policies, practices and protocols by which the colleges and district services conduct staffing. Local college planning drives local college staffing decisions. This chapter discusses the framework through which staffing decisions are made in the colleges and district services and the service provider role that the Office of Human Resources provides to the colleges and district services in the staffing planning process.

The Professional Development chapter addresses how the colleges and district identify and cultivate core competencies for all employees—faculty, staff and management. This chapter focuses on the district's role and responsibilities in staff development for the colleges and district services.

Finally, the Personnel and Employment Relations Services chapter outlines all of the other human resources services that the Office of Human Resources provides to the colleges and district services. This chapter serves as a "User's Manual" to clearly identify and explain how to effectively access these myriad of human resources functions.

The Plan gives the colleges and District clear direction in determining the appropriate staffing to meet the educational and programmatic missions and goal of the institution. Furthermore, the colleges and District will have clear guidelines on how staffing can be expanded and contracted based upon program needs and resource availability. The Plan will continue to hold the colleges and District accountable for their respective staffing allocations. The Plan will identify specific staffing allocations for the colleges and District for each academic year. The college and district leadership will be held accountable for appropriately managing their respective staffing allocations.

Local college planning will continue to drive the college staffing planning process. As previously stated, both colleges have a rich history of institutional planning, which includes staffing planning. The Human Resources Plan identifies a staffing planning framework to be used by the colleges and district services.

This framework includes the following elements:

- Student Success—as evidenced through a number of factors including but not limited to enrollment (FTES), retention, persistence, degree completion
- College Mission as evidenced in the Educational Master Plan
- Program Priorities of the College(s)
- Financial Resources of the Institution
- Legal Compliance—as evidenced through a number of factors including 50% Law, FON, accreditation, collective bargaining agreements, Ed Code/Title 5
- Efficiency and Flexibility for the Colleges and District
- Value of Full-Time Employment and Building Strong Brand Identity for the Institution

The Plan creates greater efficiency in the operational aspects of the colleges and District personnel processes. The Plan streamlines the filling of vacancies by accelerating the personnel approval processes for all positions identified in the staffing allocations. Finally, the Plan fosters and promotes more effective communication and transparency in the personnel processes for the colleges and District.

The colleges and District will have an initial three (3) year “horizon” for their respective staffing planning process. The years are identified as follows:

- Baseline Year 2013-2014
- Transitional Year 2014-2015
- Target Year 2015-2016

In the 2013-14 Baseline Year, the institution “leveled” off administrative staff between the colleges by eliminating and consolidating management positions at the District as well as eliminating management positions at the colleges and reallocating some of those resources to create management positions at other colleges. Over the next three (3) years, the colleges and District have a blue-print for staffing which will allow them to achieve their programmatic objectives. Each college was given an initial allocation as follows:

- Allocation of full-time faculty
- Allocation of academic administrators
- Allocation of Classified managers
- Allocation of Classified support staff
- Allocation of categorical/grant-funded staff

The District likewise was given an initial staffing allocation, which included the following:

- M&O/Facilities
- Police Department
- Information Technologies

- Central Administration (Chancellor's Office, Human Resources, Fiscal Services, Educational Services)

The substantive structure of the District Human Resources Master Plan has been developed over the course of the 2013-2014 academic year through the District's new and enhanced institutional planning process. All of the District's participatory decision-making bodies (DCAS, DC3 and CLASS) have had meaningful input on this process. There were approximately ten (10) meetings with various constituent groups in the colleges and District in the 2013-14 academic year to roll out the framework of the Plan and seek substantive input on the development and implementation of the Plan.

The District administered District-wide needs assessments in [May 2012](#), [May 2013](#) and [May 2014](#) the Colleges in [April 2013](#) and [September 2013](#) to assure planning for professional development activities meet the needs of our personnel across District services and the Colleges. The results of these three needs assessments have now been incorporated into the YCCD Human Resources Master Staffing Plan.

The District is using the strategic planning protocol and institutional effectiveness review process to identify needed staffing in faculty, classified and management positions at the Colleges and District ([District Strategic Planning Protocol](#)). In addition, the Colleges are working with the District to update their individual staffing plans, developed through the Colleges' integrated planning and assessment cycles, to reflect program and service priorities and available resources.

The Office of Human Resources ultimately facilitates an in depth review and discussion at the Chancellor's Executive Team and college leadership to establish a rubric for staffing ratios for the Colleges and District. The District is currently strategically deploying staff at the Colleges and sites and allocating resources in alignment with the strategic planning and resource allocation process.

C. Self-Evaluation

The afore-mentioned responses demonstrate that the District is being responsive to the ACCJC recommendations by engaging in a human resources planning process that is logical, comprehensive and collaborative, which is involving all of the stakeholders, transparent, and responsive to the programmatic and staffing needs of the Colleges, as reflected in the College's educational master plans.

The District employs highly qualified personnel at the academic, classified support and management levels to support the student learning programs at both Colleges. The written policies and procedures of the District outline processes for treating employees equitably, evaluating employees in a regular and systematic manner, and providing employees with opportunities for professional development

The District is confident that our continuous quality improvement process will yield planning processes that are responsive to the changing needs and priorities of the Colleges and accountable to the standards as set forth by the ACCJC. (III.A.1.a-b, III.A.6)

The Yuba Community College District has addressed the recommendations, resolved the deficiencies noted in the original 2012 team visit, and meets the standards as noted above.

D. Evidence

The District submits the following evidence to demonstrate that it has fully complied with this recommendation:

[2012 Annual End of the Year Employee Survey Summary](#).

[2013 Annual End of the Year Employee Survey Summary](#)

[2013 Survey Summary - WCC](#).

[2013 Survey Summary - YC](#).

[2014 Annual End of the Year Employee Survey Summary](#)

[Board of Trustees Strategic Directions for 2007-2011](#).

[District Multi-College Plan](#).

[District Services Master Plan 2013-2016](#).

[District Strategic Planning Protocol](#).

[District Strategic Planning Protocol Diagram](#).

[Human Resources Master Plan 2014-2017](#).

[Human Resources Strategic Alignment Plan \(2013-2016\)](#).

[Resource Allocation Model](#).

[YCCD Human Resources Staffing Planning Process](#).

Appendices

College Recommendation 3 Evidence

College Recommendation #3

[2104-2015 Annual Action Plan](#)

[Communication and Technology Committee Agenda and Minutes](#)

[CurricUNET](#)

[DE Responsibility Matrix Final Draft](#)

[DE Staff Reorganization](#)

[District DE Agenda and Minutes](#)

[District Technology Committee Agenda and Documents](#)

[Draft WCC DE Handbook](#)

[Program Reviews](#)

[Program and Services Vitality Criteria](#)

[Program and Staffing Priorities](#)

[Spring 2013 DE Survey](#)

[Spring 2014 Survey](#)

[Statewide DE Coordinators](#)

[Visual DE Responsibility Framework](#)

[WCC DE Report to the Board](#)

[WCC DE Committee Minutes](#)

[WCC Summer-Fall 2014 Schedule](#)

[WCC Surveys](#)

[YCCD Institutional Effectiveness Framework](#)

[YCCD Strategic Planning Protocol](#)

District Recommendations 1-4 Evidence

District Recommendation #1:

[2011-12-16 Retreat - Strategic Planning and Systems Improvement Process](#)
[2013-14 Strategic Planning Protocol Timeline](#)
[Academic Senates' Approval of KPIs](#)
[Annual Integrated Planning, Budget and Evaluation Cycle \(I-IV\)](#)
[Board Meeting 2014-06-12](#)
[Board Meeting 2014-09-11](#)
[Board Meeting 2014-10-09](#)
[Board Minutes 2012-10-11 - Institutional Effectiveness Process Annual Report](#)
[Budget Advisory Team Charge](#)
[Budget Advisory Team Minutes](#)
[Budget Summit and Resource Allocation Model Minutes Related to Strategic Planning](#)
[CHEX Minutes - Development of Strategic Goals](#)
[DAAPT Minutes](#)
[DC3 and DCAS Minutes](#)
[DC3 Minutes - Input on Strategic Goals](#)
[District Annual Action Plan 2014-2015](#)
[District Annual Action Plan Team Charge](#)
[District Consultation and Coordination Council Team One Meeting Notes](#)
[District Handbook 2014-2015](#)
[District Planning Website](#)
[District Program and Services Prioritization Process](#)
[District Services Annual Action Plan](#)
[District Services Master Plan](#)
[District Strategic Planning Protocol](#)
[District Strategic Planning Protocol Diagram](#)
[Final IE Report 2011-12 \(2012-10-11 Board Mtg\)](#)
[IER Team Charge](#)
[IER Team Minutes](#)
[Institutional Effectiveness Review Report - 2013-14](#)
[Key Predictive Indicator Approval Process](#)
[Key Predictive Indicators](#)
[Minutes of 2013-01-10 Board Retreat.pdf](#)
[Minutes of 2014-02-25 District Consultation and Coordination Council](#)
[Minutes of 2014-04-10 Board Retreat](#)
[Minutes of 2014-05-29 Budget Advisory Team](#)
[Minutes of July 10-11, 2013 Board Planning and Development Session.pdf](#)
[Planning and Budget Process Evaluation](#)
[Reading Materials for July 2013 Board Planning Meeting.pdf](#)
[Strategic Planning Protocol Communication](#)
[Strategic Planning Timeline Implementation](#)
[Student Success Initiatives Development Process](#)
[WCC Annual Action Plan 2014-15](#)
[WCC Educational Master Plan \(2011-2016\)](#)

[YC Annual Action Plan 2014-2015](#)
[YC Educational Master Plan 2013-2019](#)
[YCCD Academic Program and Services Vitality Criteria FY 2014-15](#)
[YCCD Long-Term Strategic Goals](#)
[YCCD Long-Term Strategic Goals Development Process](#)
[YCCD Short-term Goals 2013-2015](#)
[YCCD Short-Term Strategic Goals Development Process](#)
[YCCD Student Success Initiatives](#)

District Recommendation #2:

[2013-14 Strategic Planning Protocol Timeline](#)
[2014-15 Strategic Planning Protocol Timeline](#)
[Annual Integrated Planning and Evaluation Cycle \(I-IV\)](#)
[Board Meeting 2014-06-12](#)
[Budget Advisory Team Charge](#)
[Budget Advisory Team Minutes](#)
[Committee Feedback on the Strategic Planning Process](#)
[District Annual Action Plan](#)
[District Annual Action Plan Team Charge](#)
[District Handbook 2014-2015](#)
[District Services Master Plan](#)
[Institutional Effectiveness Review Report - 2013-14](#)
[IER Team Charge](#)
[IER Team Minutes](#)
[Minutes of 2013-03-19 DC3](#)
[Minutes of 2013-04-15 Chancellor's Executive Team](#)
[Minutes of 2013-04-23 Budget Summit](#)
[Minutes of 2014-02-25 District Consultation and Coordination Council](#)
[Minutes of 2014-03-06 Budget Advisory Team](#)
[Minutes of 2014-03-25 PSVT Meeting](#)
[Minutes of 2014-03-26 DAAP Team](#)
[Minutes of 2014-05-01 Budget Advisory Team](#)
[Minutes of 2014-05-29 Budget Advisory Team](#)
[Minutes of 2014-06-03 DC3](#)
[Program and Services Vitality Criteria](#)
[PSV Minutes and Training Materials](#)
[PSV Results for 2014-15 Budget](#)
[Resource Allocation Model](#)
[Resource Allocation Model Committee Membership](#)
[Resource Allocation Model Website](#)
[Strategic Planning Protocol](#)
[WCC Educational Master Plan \(2011-2016\)](#)
[YC Educational Master Plan 2013-2019](#)

District Recommendation #3:

[Accreditation Forum Presentation](#)
[Accreditation Forum Schedule](#)
[After Action Review](#)
[Annual Integrated Planning, Budget and Evaluation Cycle \(I-IV\)](#)
[College Expectations for District Services](#)
[Committee Effectiveness Review Dialogue](#)
[Committee Effectiveness Review Results 2013-14](#)
[Committee Effectiveness Review Summary 2013-14](#)
[Committee Effectiveness Review Website](#)
[Comprehensive District Master Plan 2014-2015](#)
[District Annual Action Plan](#)
[District Handbook 2013-2014](#)
[District Handbook 2014-2015](#)
[District Handbook Archives](#)
[District Services Evaluation Results](#)
[District Services Evaluation Survey](#)
[District Technology Plan 2014 Final](#)
[Function Map Timeline](#)
[Handout for 2014-05-27 CHEX Meeting](#)
[Institutional Effectiveness Review Report - 2013-14](#)
[Learn.yccd.edu](#)
[Minutes of 2013-03-29 DCAS](#)
[Minutes of 2013-04-30 District Consultation and Coordination Committee](#)
[Minutes of 2013-05-20 College Leadership of Academic and Student Services](#)
[Minutes of 2013-09-17 District Consultation and Coordination Council](#)
[Minutes of 2014-02-25 District Consultation and Coordination Council](#)
[Minutes of 2014-04-22 Chancellor Executive Council](#)
[Minutes of 2014-05-06 Chancellor's Executive Council_Redacted](#)
[Minutes of 2014-07-01 District Consultation and Coordination Committee](#)
[PSV Results for 2014-15 Budget](#)
[Responsibility Matrix Agenda 2014-07-23](#)
[Responsibility Matrix Reference](#)
[Strategic Planning Protocol Diagram](#)
[YCCD Function Map](#)
[YCCD Technology Committee Purpose Statement](#)

District Recommendation #4:

[2012 Annual End of the Year Employee Survey Summary](#)
[2013 Annual End of the Year Employee Survey Summary](#)
[2013 Survey Summary - WCC](#)
[2013 Survey Summary - YC](#)
[2014 Annual End of the Year Employee Survey Summary](#)
[Board of Trustees Strategic Directions for 2007-2011](#)
[District Multi-College Plan](#)
[District Services Master Plan 2013-2016](#)

[District Strategic Planning Protocol](#)
[District Strategic Planning Protocol Diagram](#)
[Human Resources Master Plan 2014-2017](#)
[Human Resources Strategic Alignment Plan \(2013-2016\)](#)
[Resource Allocation Model](#)
[YCCD Human Resources Staffing Planning Process](#)

*The mission of Woodland Community
College is to provide high quality education that fosters
student success & lifelong
learning opportunities for the communities we
serve in an environment that values
diversity, individuality, mutual respect, civic
responsibility, and the free exchange of ideas.*

